



PSYCHOLOGICAL READINESS AND CAREER ADAPTATION IN MILITARY SERVICE EXTENSION: A CASE STUDY OF JOB PLACEMENT IN THE 1ST MARINE INFANTRY BRIGADE

Abdul Kholiq¹, Dwi Aryanto Wibowo², and Sri Depranoto³

¹ Politeknik Angkatan Laut, Indonesia

² Politeknik Angkatan Laut, Indonesia

³ Politeknik Angkatan Laut, Indonesia

Corresponding Author:

Abdul Kholiq,
Department of Naval Operational Strategy, Politeknik Angkatan Laut.
Ciledug Raya Street No.2, Seskoal, South Jakarta, DKI Jakarta, Indonesia
Email: AbdulKholiq947@gmail.com

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Abstract

Military service extension represents a complex career transition requiring personnel to adjust psychologically while maintaining organizational effectiveness. Appropriate job placement may determine whether accumulated experience can be translated into continued professional contribution. This study aimed to examine the relationship between psychological readiness and career adaptation and to analyze the role of job-placement alignment among personnel undergoing service extension in the 1st Marine Infantry Brigade. A mixed-methods case study design was employed with 30 purposively selected military personnel. Quantitative data were collected through structured questionnaires measuring psychological readiness, career adaptation, and job-placement alignment, while qualitative evidence was obtained through semi-structured interviews and non-sensitive personnel documents. Descriptive statistics, correlation, regression, thematic analysis, and triangulation were used to analyze the data. The findings showed relatively high psychological readiness ($M = 4.12$) and career adaptation ($M = 4.05$). Psychological readiness demonstrated a strong positive relationship with career adaptation ($r = 0.76$, $p < 0.001$) and significantly predicted adaptation ($\beta = 0.68$, $p < 0.001$), while job-placement alignment also contributed significantly ($\beta = 0.27$, $p = 0.018$). The study concludes that sustainable service extension depends on psychological preparedness and competency-aligned placement, supporting more integrated and psychologically informed military personnel management within complex organizational career transitions.

Keywords: Career Adaptation; Job Placement; Military Service;
Psychological Readiness; Service Extension



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INTRODUCTION

Military organizations depend not only on physical readiness and operational competence but also on the psychological preparedness of personnel to respond to changes throughout their careers (Devetti et al., 2025). Career trajectories within military institutions may involve promotion, reassignment, specialization, retirement preparation, or extension of service beyond an initially anticipated career period (Jiang et al., 2025). Service extension can provide institutions with opportunities to retain experienced personnel, preserve organizational knowledge, and maintain continuity in specialized functions (Basso et al., 2026). The decision to extend military service, however, also introduces psychological and organizational challenges because personnel must adapt to changing career expectations, responsibilities, work environments, and future employment conditions.

Career adaptation has become increasingly relevant in organizations characterized by hierarchical structures, strict occupational requirements, and changing workforce demands (Thoby et al., 2024). Military personnel who experience service extension may encounter a different career situation from the one originally anticipated when they entered the institution (Qin & Xiao, 2026). Changes in responsibilities, professional identity, physical demands, family expectations, and perceptions of future career security may influence their psychological readiness (Chen et al., 2026). Psychological readiness in this context refers to the extent to which personnel possess the confidence, adaptability, motivation, and emotional preparedness required to respond constructively to changes in career circumstances.

Job placement represents an important organizational mechanism through which service extension can be managed effectively (Lysakova, 2025). Appropriate placement can align individual competencies, psychological preparedness, professional experience, and organizational requirements (Şahin, 2025). The 1st Marine Infantry Brigade provides a relevant context for examining this relationship because military personnel may possess diverse occupational experiences and competencies that need to be matched with organizational positions following service-extension decisions (Astuti & Sary, 2026). Understanding how psychological readiness interacts with career adaptation and job placement can contribute to more sustainable personnel management practices within military institutions.

Service extension can create a complex transition in which personnel must reconcile institutional requirements with individual expectations concerning career development (Olsen et al., 2026). Personnel who initially anticipate a particular career trajectory may experience uncertainty when service duration is extended or when their subsequent placement differs from their previous position. Psychological preparedness may influence how personnel respond to these changes (Solie et al., 2025). Limited readiness may contribute to reduced motivation, uncertainty regarding professional identity, difficulties adjusting to new responsibilities, or perceptions of mismatch between individual competencies and organizational assignments.

Job placement decisions within hierarchical organizations involve multiple considerations, including professional qualifications, experience, institutional requirements, organizational vacancies, leadership assessments, and individual capabilities (Borman et al., 2024). Psychological factors may receive less systematic attention than formal qualifications and organizational needs. Such an imbalance can create a potential mismatch between personnel characteristics and assigned positions (Gustina et al., 2024). Personnel with substantial experience may provide significant organizational value when appropriately placed, while inappropriate placement may limit their contribution and potentially affect career satisfaction and adaptation.

The specific problem addressed by this study concerns the relationship between psychological readiness, career adaptation, and job placement among military personnel experiencing service extension (Barasa, 2026). The research seeks to examine whether personnel who demonstrate stronger psychological readiness are better positioned to adapt to extended service and subsequent job assignments (Jaiswal et al., 2026). The study also

considers how organizational placement mechanisms influence the adaptation process. The problem is therefore not simply whether personnel are willing to continue serving, but whether service extension is accompanied by an organizational process that supports psychological preparedness, career adjustment, competency alignment, and sustainable professional contribution.

The primary objective of this research is to examine psychological readiness among military personnel experiencing service extension within the 1st Marine Infantry Brigade (Pajestka & Paszkowska-Rogacz, 2026). The study seeks to identify the psychological characteristics associated with readiness to continue military service under changing career circumstances (Ben Natan et al., 2026). Particular attention is given to adaptability, career confidence, motivation, perceived competence, and willingness to assume revised responsibilities (Stander et al., 2026). The objective is to establish a clearer understanding of psychological readiness as an important component of personnel management during career transitions.

The second objective is to analyze the relationship between psychological readiness and career adaptation following service-extension decisions (St. Petersburg Academy of Postgraduate Pedagogical Education et al., 2025). Career adaptation is examined as a multidimensional process involving adjustment to changing responsibilities, acceptance of new organizational expectations, maintenance of professional motivation, and development of future-oriented career perspectives (Clement & Chappell, 2026). The study seeks to determine whether stronger psychological readiness is associated with more effective adaptation and whether certain dimensions of readiness appear particularly relevant to successful adjustment.

The third objective is to examine how job placement contributes to career adaptation among personnel whose service has been extended (Dunkley, 2024). The research seeks to identify the extent to which placement decisions correspond with individual competencies, professional experience, psychological preparedness, and organizational requirements. The expected outcome is an integrated understanding of how psychological and organizational factors can be incorporated into service-extension and job-placement processes (Nandi et al., 2025). The study aims to provide a foundation for more responsive personnel-management practices that preserve institutional experience while supporting individual career sustainability.

Existing research on military personnel management has extensively examined leadership, organizational commitment, occupational stress, resilience, job satisfaction, and readiness for operational duties (Buniel et al., 2026). Career adaptation has also received considerable attention in broader organizational and vocational psychology, particularly in relation to career transitions and changing employment environments (Moore et al., 2026). A limitation in the existing literature is that these perspectives are often examined separately. Psychological readiness may be studied as an individual characteristic, while job placement is treated primarily as an administrative process (Maldonado, 2026). The interaction between these dimensions in military service-extension contexts remains comparatively underexplored.

Research on career adaptability generally emphasizes individual resources such as concern, control, curiosity, and confidence in responding to career transitions. These concepts provide a useful foundation for understanding how individuals manage uncertainty and changing professional circumstances (Szivak et al., 2025). Military careers, however, operate within institutional structures characterized by hierarchy, formal assignment systems, occupational specialization, and organizational requirements (Li et al., 2026). Existing career-adaptation models may therefore require contextual interpretation when applied to personnel whose career decisions are influenced not only by individual preferences but also by institutional policies and service requirements.

A further gap concerns empirical evidence from specific military organizational contexts in Indonesia, particularly concerning personnel placement following service-extension

decisions (Ha & Kim, 2026). Research that examines psychological readiness and career adaptation within a specific military brigade can provide contextual insight into how individual and organizational factors interact. The present study addresses this gap by connecting psychological readiness, career adaptation, and job placement within a single analytical framework (Fares et al., 2026). The contribution lies in moving beyond an individual-centered explanation of career adjustment toward a relational perspective in which personnel characteristics and organizational placement processes jointly influence adaptation outcomes.

The novelty of this research lies in integrating psychological readiness and career adaptation with job placement in the context of military service extension. Existing approaches frequently treat personnel readiness and administrative placement as separate organizational processes (Harvey-Carroll et al., 2025). This study conceptualizes them as interconnected dimensions of career management. Psychological readiness is positioned as an individual resource that can influence adaptation, while job placement is considered an organizational mechanism capable of facilitating or constraining that adaptation (Zhang et al., 2025). This integration provides a more comprehensive perspective on personnel transitions within military institutions.

The conceptual contribution of the study is the development of a framework linking psychological preparedness, career adaptability, competency alignment, and organizational placement (Burke et al., 2025). The framework recognizes that successful service extension requires more than institutional approval or personnel willingness to remain in service. Personnel must possess psychological resources for adapting to changing circumstances, while organizations must provide assignments that correspond with relevant competencies and experience (Beccari et al., 2025). The interaction between these dimensions may influence motivation, professional identity, organizational commitment, and perceived career sustainability.

The justification for this research is grounded in the strategic importance of effective human-resource management within military institutions. Experienced personnel represent a valuable organizational resource because they possess accumulated knowledge, technical competencies, institutional memory, and professional networks. Service extension can preserve these resources when personnel are placed in positions that allow their experience to remain productive (Qiang et al., 2026). The study is therefore significant because it can contribute to a more psychologically informed and competency-based approach to military personnel management. Evidence from the 1st Marine Infantry Brigade can provide a contextual foundation for improving career-transition support, placement decisions, and organizational strategies for retaining experienced personnel while maintaining individual and institutional well-being.

RESEARCH METHOD

Research Design

This study employed a mixed-methods case study design to examine the relationship between psychological readiness, career adaptation, and job placement among military personnel undergoing service extension within the 1st Marine Infantry Brigade. The design combined quantitative assessment of psychological readiness and career adaptation with qualitative exploration of personnel experiences and perceptions concerning extended service and subsequent placement (Shrestha et al., 2024). The case study approach was selected because career adaptation within a military institution is influenced by individual psychological characteristics, organizational requirements, professional experience, and institutional placement procedures that need to be understood within their organizational context.

The quantitative component was used to identify patterns of psychological readiness and career adaptation and to examine the relationship between the two constructs (Andreadakis &

Dalaklis, 2024). Psychological readiness was operationalized through dimensions including career confidence, adaptability, motivation, emotional preparedness, and perceived competence. Career adaptation was examined through indicators related to adjustment to changing responsibilities, acceptance of new organizational expectations, career planning, professional confidence, and willingness to develop within an extended period of service. Job placement was examined as an organizational factor concerning the perceived alignment between personnel competencies, professional experience, and assigned responsibilities.

The qualitative component complemented the quantitative findings by exploring how personnel experienced service extension and placement decisions. Semi-structured interviews were used to obtain information concerning perceived career changes, adjustment processes, competency alignment, organizational support, and expectations regarding future service. The research focused exclusively on personnel-management and psychological dimensions and did not examine operational activities, tactical assignments, classified information, or sensitive military procedures. The integration of quantitative and qualitative evidence was intended to provide a comprehensive interpretation of psychological readiness and career adaptation within the selected organizational setting.

Research Target/Subject

The target population for this study comprised active military personnel undergoing service extension within the First Marine Infantry Brigade. To capture both empirical patterns and contextual nuances inherent to a mixed-methods design, a dual sampling strategy was employed. For the quantitative strand, probability proportional sampling was used to recruit respondents across different ranks, units, and operational experience levels, ensuring a representative sample of personnel navigating service extension. For the qualitative strand, purposive sampling was applied to select key informants who could offer detailed insights regarding their psychological adaptation, personal career trajectory, and placement experiences.

Inclusion criteria required participants to be active personnel with approved or ongoing service extensions who were directly affected by institutional job placement procedures. Personnel who were unavailable during the empirical phase or whose assignments involved restricted operational sensitivity were excluded to maintain administrative compliance and data integrity. The combined sample allowed for a comprehensive exploration of psychological readiness, career adaptation, and job placement within the structured environment of the brigade.

Research Procedure

The research procedure began with the preparation of the research framework, instrument development, and identification of eligible participants. The research objectives and inclusion criteria were established before data collection. Participants received an explanation of the academic purpose of the study, the voluntary nature of participation, confidentiality arrangements, and the boundaries of information that could be discussed. The research was restricted to psychological and personnel-management issues and did not request classified, operational, or security-sensitive information.

The second stage involved administering the psychological readiness, career adaptation, and job-placement questionnaires to the selected participants. Questionnaire data were examined for completeness before statistical analysis. Descriptive statistics were calculated to identify the general distribution of psychological readiness, career adaptation, and perceived placement alignment. Correlation analysis was subsequently used to examine relationships among the principal variables, while regression analysis was considered to determine whether psychological readiness could statistically predict variations in career adaptation.

The third stage involved semi-structured interviews with selected participants. Interviews focused on how personnel interpreted service extension, how they adjusted to changing career

expectations, and how job placement influenced their professional adaptation. Responses were transcribed and organized according to recurring themes. Thematic analysis was conducted through coding, categorization, comparison, and interpretation of participant narratives. Particular attention was given to patterns involving psychological confidence, motivation, competency alignment, organizational support, and perceived career sustainability.

The final stage involved integrating quantitative, qualitative, and documentary findings through triangulation. Statistical patterns were compared with participants' explanations to determine whether qualitative evidence supported or challenged the quantitative results. Documentary evidence was used to contextualize the organizational dimensions of placement and service extension. The final interpretation examined psychological readiness and career adaptation as interconnected individual and organizational processes. The procedure produced an integrated assessment of how personnel preparedness and appropriate job placement can contribute to sustainable career adaptation during military service extension.

Instruments, and Data Collection Techniques

The principal quantitative instrument was a structured questionnaire developed to measure psychological readiness and career adaptation. The psychological readiness scale included indicators of confidence in managing career changes, willingness to assume revised responsibilities, motivation to continue professional development, emotional preparedness, perceived competence, and confidence in responding to organizational changes. The career adaptation scale measured career concern, perceived control over professional development, openness to changing responsibilities, exploration of future career possibilities, and confidence in maintaining professional effectiveness during extended service.

Job placement was assessed through indicators concerning perceived compatibility between individual competencies and assigned responsibilities, utilization of professional experience, clarity of role expectations, opportunities for professional contribution, and perceived organizational support. Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was reviewed for content relevance and clarity before administration. Reliability assessment was conducted using internal-consistency analysis to determine whether the questionnaire items adequately represented the intended constructs.

The qualitative instrument consisted of a semi-structured interview guide focusing on participants' experiences of service extension, psychological preparedness, career expectations, adjustment to organizational changes, perceptions of job placement, competency utilization, and institutional support. Documentary analysis was conducted using a structured review matrix covering general personnel-management policies, placement criteria, career-development procedures, and non-sensitive organizational guidelines. The use of multiple instruments allowed the study to examine both measurable patterns and contextual explanations underlying personnel experiences.

Data Analysis Technique

Data analysis was conducted using a convergent mixed-methods approach to synthesize statistical findings with experiential narratives. Quantitative data collected from structured questionnaires were analyzed using statistical software to produce descriptive metrics, including central tendencies and dispersion measures for psychological readiness, career adaptation, and job placement alignment. Parametric tests, such as Pearson correlation and multiple regression analysis, were performed to evaluate the magnitude and direction of relationships between psychological readiness dimensions and career adaptation outcomes.

Qualitative data derived from semi-structured interviews and institutional policy matrices were analyzed using thematic analysis. Interview transcripts were systematically coded, categorized into overarching sub-themes, and cross-examined to identify primary themes

surrounding professional adjustment, motivation, and perceived placement fit. Finally, data triangulation was implemented to merge both analytical streams, comparing statistical predictions against qualitative observations to establish a fully integrated explanation of personnel readiness and career sustainability.

RESULTS AND DISCUSSION

The study analyzed data from 30 military personnel who met the predetermined criteria for participation in the research. The dataset consisted of questionnaire responses concerning psychological readiness, career adaptation, and perceived job-placement alignment, complemented by non-sensitive interview narratives and general personnel-management documents. Psychological readiness was assessed through indicators of career confidence, adaptability, motivation, emotional preparedness, and perceived competence, whereas career adaptation covered adjustment to changing responsibilities, professional confidence, career planning, and acceptance of extended service. Job-placement alignment was assessed through perceived compatibility between individual competencies, professional experience, and assigned responsibilities.

Table 1. Descriptive Statistics of Psychological Readiness, Career Adaptation, and Job-Placement Alignment

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Psychological Readiness	30	4.12	0.47	3.10	4.90
Career Adaptation	30	4.05	0.51	2.95	4.85
Job-Placement Alignment	30	3.94	0.56	2.80	4.80
Organizational Support	30	3.88	0.59	2.70	4.75

The descriptive results indicate relatively high levels of psychological readiness and career adaptation among the participants. Psychological readiness obtained the highest mean score of 4.12, followed by career adaptation at 4.05. The relatively narrow standard deviations indicate that participant responses were generally concentrated around the respective mean values. Job-placement alignment recorded a slightly lower mean of 3.94, suggesting that most participants perceived their assignments as reasonably compatible with their competencies and experience, although some variation remained.

Table 2. Distribution of Participants by Psychological Readiness Level

Psychological Readiness Category	Frequency	Percentage (%)
High	21	70.0
Moderate	8	26.7
Low	1	3.3
Total	30	100.0

The distribution shows that 70.0% of participants demonstrated a high level of psychological readiness, while 26.7% were categorized as having moderate readiness. Only 3.3% fell into the low-readiness category. The pattern indicates that most participants were psychologically prepared to accommodate changes associated with service extension. The presence of a moderate-readiness group nevertheless indicates that psychological preparedness was not uniform and that individual differences remained relevant to the adaptation process.

The relatively high psychological-readiness score suggests that most participants possessed sufficient confidence and motivation to continue their professional careers under extended service conditions. Participants generally demonstrated willingness to assume changing responsibilities and maintain professional contribution within the organization. Career confidence and perceived competence appeared particularly important because personnel with stronger perceptions of their professional value tended to describe service extension as an opportunity to continue contributing their experience rather than simply as an additional period of employment.

The slightly lower score for job-placement alignment provides an important qualification to the overall positive pattern. Psychological readiness alone did not guarantee that participants perceived their subsequent assignments as fully compatible with their competencies and career expectations. Some participants indicated that organizational requirements could influence placement decisions independently of individual preferences. The finding suggests that career adaptation is shaped by an interaction between personal readiness and organizational placement processes rather than by psychological factors alone.

The qualitative data provided further information regarding the dimensions underlying career adaptation. Interview responses indicated that participants commonly associated successful adaptation with professional experience, confidence in performing assigned responsibilities, clarity of organizational expectations, and perceived recognition of their previous contributions. Participants with longer professional experience generally described greater familiarity with organizational changes and expressed stronger confidence in transferring existing competencies to revised responsibilities.

The interview data also revealed several challenges associated with extended service. Participants referred to changes in career expectations, adjustment to new responsibilities, uncertainty concerning future professional development, and the importance of appropriate placement. These experiences did not necessarily indicate poor adaptation, but they demonstrated that service extension can involve a period of psychological and professional adjustment. Organizational communication and clarity concerning placement responsibilities were frequently described as important factors supporting this transition.

Correlation analysis identified a strong positive relationship between psychological readiness and career adaptation ($r = 0.76$, $p < 0.001$). Participants with higher levels of psychological readiness tended to report stronger capacity to adapt to changing responsibilities and extended career circumstances. The strength of the association indicates that psychological readiness represents an important factor in understanding career adaptation, although the cross-sectional design does not establish a causal relationship.

Regression analysis showed that psychological readiness significantly predicted career adaptation ($\beta = 0.68$, $p < 0.001$), explaining approximately 57.8% of the variance in career-adaptation scores. Job-placement alignment also demonstrated a significant contribution to career adaptation ($\beta = 0.27$, $p = 0.018$) after psychological readiness was considered. The findings indicate that both individual psychological resources and perceived organizational placement contribute to adaptation. The statistical model should be interpreted as an exploratory explanation of the relationships within the selected case rather than as evidence of causal effects.

The relationship analysis demonstrates that psychological readiness, career adaptation, and job-placement alignment operate as interconnected dimensions. Psychological readiness provides personnel with confidence, motivation, and adaptability when facing changes in career circumstances. Appropriate job placement can reinforce these psychological resources by providing opportunities for personnel to apply existing competencies and experience. Career adaptation consequently appears to emerge from the interaction between individual preparedness and organizational conditions.

The correlation pattern indicates that job-placement alignment has a meaningful relationship with both psychological readiness and career adaptation. The strongest association occurred between psychological readiness and career adaptation, while job-placement alignment demonstrated a substantial association with career adaptation. The findings suggest that appropriate placement may function as an organizational condition that reinforces psychological preparedness. Personnel appear more capable of adapting when their professional experience and competencies are perceived as relevant to their assigned responsibilities.

The case study of the 1st Marine Infantry Brigade illustrates how psychological and organizational factors interact during military service extension. Participants generally viewed continued service positively when they believed that their accumulated experience remained relevant to organizational needs. Career adaptation was more readily expressed when personnel understood their revised responsibilities and perceived continuity between their previous professional experience and their new organizational roles. The case therefore demonstrates that service extension involves not only a temporal continuation of employment but also a process of professional identity adjustment.



Figure 1. Impact of Competency Alignment on Personnel Transition

The case data further indicate that placement decisions represent an important organizational dimension of this transition. Participants who perceived stronger alignment between their competencies and assigned responsibilities tended to report greater confidence in continuing their professional contribution. Participants who perceived weaker alignment described a greater need for adjustment and clarification regarding their future roles. The finding highlights the importance of considering competency utilization and career expectations when managing personnel following service-extension decisions.

The observed pattern can be explained by the relationship between professional identity and organizational role. Experienced personnel often develop a strong understanding of their competencies and professional contribution over the course of their careers. A placement that allows these competencies to remain relevant can reinforce confidence and motivation. A perceived mismatch, by contrast, may require personnel to reconstruct expectations regarding their professional identity and future contribution, increasing the psychological effort required for adaptation.

The findings also suggest that organizational communication can influence how personnel interpret placement decisions. Clear explanations concerning responsibilities, expectations, and opportunities for contribution can reduce uncertainty associated with extended service. Participants who reported stronger organizational support generally described greater confidence in adapting to changes. The case therefore indicates that career adaptation is

not exclusively an individual psychological process but also a product of organizational practices that shape how personnel experience career transitions.

The overall findings indicate that psychological readiness is a significant factor associated with career adaptation during military service extension. Personnel with stronger confidence, adaptability, motivation, emotional preparedness, and perceived competence tended to demonstrate stronger adjustment to changing career circumstances. The findings also show that psychological readiness should not be considered independently of organizational placement. Job-placement alignment contributed significantly to career adaptation and helped determine whether accumulated competencies could be translated into continued professional contribution.

The study provides evidence for a personnel-management perspective that combines psychological preparedness with competency-based placement. Service extension can become more sustainable when personnel are psychologically prepared and organizational assignments provide meaningful opportunities to utilize their experience. The results do not imply that all personnel should receive individually preferred placements, since organizational requirements necessarily influence assignment decisions. The findings instead suggest that systematic consideration of competencies, career adaptation, psychological readiness, and organizational support can strengthen the effectiveness of service-extension management.

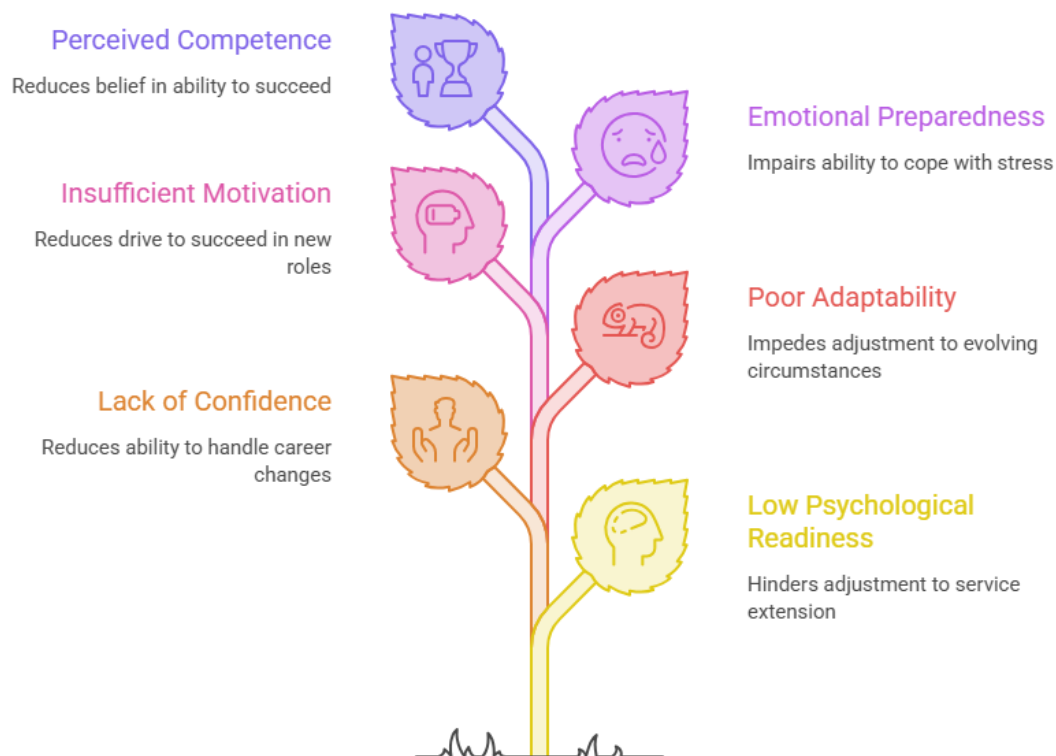


Figure 2. Inadequate Career Adaptation Among Military Personnel

The findings demonstrate that psychological readiness is strongly associated with career adaptation among military personnel experiencing service extension in the 1st Marine Infantry Brigade. The participants recorded relatively high levels of psychological readiness, with a mean score of 4.12, while career adaptation reached a mean of 4.05. The correlation between the two variables was strong and statistically significant ($r = 0.76$, $p < 0.001$), indicating that personnel with greater confidence, adaptability, motivation, emotional preparedness, and perceived competence tended to demonstrate stronger adjustment to changing career circumstances.

The regression analysis provides further evidence of the importance of psychological readiness in explaining career adaptation. Psychological readiness significantly predicted career

adaptation ($\beta = 0.68$, $p < 0.001$) and explained approximately 57.8% of its variance. Job-placement alignment also contributed significantly to career adaptation ($\beta = 0.27$, $p = 0.018$). The results indicate that career adjustment cannot be adequately understood through psychological characteristics alone because organizational placement also contributes to how personnel experience and manage extended service.

The descriptive findings reveal that 70.0% of participants were categorized as having high psychological readiness, while 26.7% demonstrated moderate readiness and 3.3% demonstrated low readiness. This distribution suggests that most personnel were relatively prepared to continue their professional careers under changing circumstances. The presence of personnel with moderate or low readiness remains important because service extension does not generate identical psychological responses across individuals. Differences in career expectations, professional identity, perceived competence, and organizational circumstances may influence adaptation.

The qualitative findings complement the statistical results by showing that personnel tended to adapt more positively when their accumulated experience remained relevant to their assigned responsibilities. Participants associated successful adaptation with role clarity, professional confidence, organizational recognition, and perceived competency alignment. The findings therefore support an integrated interpretation in which psychological readiness represents an individual resource, while appropriate job placement provides an organizational condition that can reinforce or constrain career adaptation.

The findings are consistent with broader career-adaptability research emphasizing the importance of individual psychological resources when people encounter changes in their professional circumstances. Career adaptability is generally associated with an individual's capacity to anticipate change, exercise control over career decisions, explore possibilities, and maintain confidence when facing uncertainty. The strong relationship between psychological readiness and career adaptation observed in this study supports this general theoretical proposition. The military context, however, introduces an important distinction because career decisions are influenced by institutional requirements rather than solely by individual preferences.

Research on career transitions commonly emphasizes personal agency in managing occupational change. The present findings support the importance of individual agency through the role of confidence, motivation, adaptability, and perceived competence. Military service extension differs from many civilian career transitions because personnel may have limited control over the timing, conditions, or organizational consequences of career decisions. Career adaptation in this setting therefore involves an interaction between personal agency and institutional structure. The findings suggest that psychological readiness enables personnel to respond constructively to organizational decisions even when individual control is constrained.

Studies of organizational placement and person–job fit generally suggest that compatibility between individual characteristics and job requirements can influence satisfaction, performance, and organizational adjustment. The present study provides a similar pattern through the significant relationship between job-placement alignment and career adaptation. The distinctive contribution lies in applying this relationship to service extension, where placement decisions may determine whether accumulated military experience remains organizationally useful. Placement should therefore be considered not merely an administrative outcome but also a potential component of successful career transition.

Military personnel research has frequently emphasized readiness in terms of physical capability, operational competence, leadership, resilience, and organizational commitment. The current findings broaden this perspective by highlighting psychological readiness during career transition. The relevant form of readiness is not simply preparedness to perform assigned duties but preparedness to manage changes in professional identity, expectations, and future career roles. This distinction adds a developmental dimension to military personnel management and

suggests that career sustainability deserves attention alongside conventional forms of military readiness.

The findings signify that military career extension should be understood as a psychological and organizational transition rather than simply an administrative continuation of service. Extending the duration of employment changes the temporal expectations surrounding an individual's career and may require adaptation to new responsibilities or placement conditions. Personnel must reinterpret their professional trajectory and determine how their accumulated experience can remain meaningful. Psychological readiness consequently becomes an important resource for navigating this transition.

The results also signify that professional experience has value only when organizational structures provide opportunities for that experience to remain relevant. Participants who perceived stronger alignment between their competencies and assigned responsibilities tended to report greater confidence in their continued contribution. The finding suggests that institutional memory and accumulated expertise cannot be fully retained through service extension alone. Effective retention requires organizational mechanisms that allow experienced personnel to continue applying their knowledge.

The relationship between psychological readiness and career adaptation further signifies the importance of individual agency within hierarchical institutions. Military organizations operate through formal structures and organizational requirements, yet personnel retain psychological capacities that influence how they interpret and respond to institutional change. Confidence, motivation, and adaptability can determine whether service extension is perceived as a meaningful continuation of professional contribution or as an uncertain alteration of career expectations.

The findings signify a broader shift in military human-resource management toward a more holistic conception of personnel readiness. Conventional readiness frameworks may emphasize operational competence and physical preparedness, while career transitions require additional psychological and developmental resources. Sustainable personnel management should therefore consider how individuals prepare for changing roles, how their competencies are utilized, and how organizational decisions influence professional identity and motivation.

The practical implication is that service-extension decisions should be accompanied by systematic assessment of psychological readiness and career adaptability. Administrative eligibility or professional experience alone may not provide sufficient information about an individual's preparedness for continued service. Assessment processes can consider confidence, adaptability, motivation, perceived competence, and expectations concerning future responsibilities. Such information could help organizations identify personnel who may require additional transition support.

The findings also imply that job placement should incorporate competency alignment as an important consideration. Organizational requirements necessarily remain central to assignment decisions, but the utilization of accumulated experience can strengthen the effectiveness of extended service. Placement processes that consider professional expertise, previous experience, psychological preparedness, and role requirements may improve the likelihood of successful adaptation. The objective is not to guarantee individually preferred assignments but to improve the compatibility between organizational needs and available human capital.

Personnel-development programs can also benefit from the findings. Individuals entering extended service may require structured opportunities to clarify new responsibilities, update professional competencies, and reconsider their longer-term career expectations. Career counseling, transition preparation, mentoring, and professional development can provide mechanisms for strengthening psychological readiness. Such interventions may be particularly valuable for personnel who demonstrate moderate levels of readiness or uncertainty regarding their future roles.

The broader organizational implication concerns the sustainable retention of experienced personnel. Service extension can preserve institutional knowledge, technical expertise, leadership experience, and organizational memory, but retention becomes valuable only when experienced personnel remain engaged and appropriately utilized. A psychologically informed placement strategy can help organizations convert retained experience into continued institutional value. The findings therefore support personnel-management policies that integrate career development with organizational workforce planning.

The strong relationship between psychological readiness and career adaptation can be explained by the uncertainty associated with career transitions. Personnel who possess stronger confidence and adaptability are more likely to interpret changes as manageable rather than threatening. Confidence provides a psychological basis for accepting new responsibilities, while adaptability enables individuals to modify expectations and behavioral strategies. These resources can reduce the psychological difficulty associated with extended service and facilitate adjustment to changing organizational demands.

The influence of perceived competence can be explained through professional identity. Military personnel accumulate skills, experience, and institutional knowledge over extended periods of service. These characteristics often become closely connected with how individuals understand their professional value. A placement that allows personnel to apply relevant competencies can reinforce professional identity and provide evidence that continued service remains meaningful. A perceived mismatch may create uncertainty because personnel must adjust their understanding of how their experience contributes to organizational objectives.

The contribution of job-placement alignment can also be explained through role clarity. Personnel adapt more effectively when they understand what is expected of them and how their existing capabilities relate to their responsibilities. Clear role expectations reduce ambiguity and provide a concrete basis for evaluating professional contribution. Placement alignment therefore operates as an organizational mechanism that can transform psychological readiness into effective career adaptation.

The findings may also reflect the interaction between individual agency and institutional structure. Military personnel do not exercise complete autonomy over career trajectories because organizational requirements, policies, and placement decisions shape available options. Psychological readiness becomes particularly important under these conditions because individuals must adapt within boundaries established by the institution. The results therefore reflect neither purely individual choice nor purely organizational determination, but an interaction in which personal resources and institutional arrangements jointly influence career outcomes.

Future research should examine psychological readiness and career adaptation through longitudinal designs that follow personnel before, during, and after service-extension decisions. The current cross-sectional findings identify meaningful associations but cannot establish how psychological readiness changes over time. Longitudinal research could determine whether preparation before service extension predicts subsequent adaptation and whether organizational placement produces sustained effects on motivation and professional engagement.

Comparative research across different military units and occupational functions would also strengthen the generalizability of the findings. Personnel working in different professional specialties may experience service extension differently because their competencies, career expectations, physical demands, and placement opportunities vary. Comparative studies could determine whether the relationship between psychological readiness and career adaptation remains consistent across organizational contexts or whether particular occupational characteristics modify the relationship.

Future investigations should develop and validate a more comprehensive assessment framework for service-extension readiness. Such a framework could combine psychological readiness, career adaptability, competency alignment, organizational support, job-placement fit,

and perceived career sustainability. Standardized assessment could provide personnel managers with more systematic evidence for designing transition interventions and placement strategies. The framework should function as a developmental tool rather than a rigid mechanism for determining individual career outcomes.

Further research should examine organizational interventions that can strengthen adaptation among personnel with moderate or low psychological readiness. Programs involving career counseling, mentoring, professional development, role clarification, and structured transition planning could be evaluated through quasi-experimental or longitudinal approaches. Evidence from such interventions would help determine which organizational strategies produce measurable improvements in adaptation. The ultimate direction is toward a personnel-management model in which service extension is accompanied by psychological preparation, competency-based placement, and sustained opportunities for meaningful professional contribution.

CONCLUSION

The most important finding of this study is that psychological readiness has a strong and significant relationship with career adaptation among military personnel undergoing service extension. Participants with higher levels of confidence, adaptability, motivation, emotional preparedness, and perceived competence tended to demonstrate stronger adjustment to changing career circumstances. The distinctive finding is that career adaptation was not determined by psychological readiness alone. Job-placement alignment also contributed significantly, indicating that the successful continuation of military service depends on the interaction between individual preparedness and organizational conditions. Appropriate placement can enable experienced personnel to maintain professional relevance, utilize accumulated competencies, and develop a stronger sense of continuity in their extended careers.

The principal contribution of this research is conceptual, supported by an integrated methodological approach that combines quantitative measurement with qualitative case analysis. The study connects psychological readiness, career adaptation, and job-placement alignment within a single framework for understanding military service extension. This perspective extends conventional military personnel-management approaches that tend to emphasize administrative eligibility, operational competence, or organizational requirements independently from psychological career adjustment. The study demonstrates that service extension can be understood as a multidimensional career-transition process in which individual psychological resources and institutional placement mechanisms jointly influence sustainable professional adaptation.

The study has several limitations that should guide future research. The sample was relatively limited and purposively selected from a single military organizational context, while the cross-sectional design restricts the ability to establish causal relationships or observe changes in psychological readiness over time. The findings also relied partly on self-reported perceptions and intentionally excluded operationally sensitive information, which limits broader organizational generalization. Future research should employ longitudinal and comparative designs involving multiple military units and occupational groups, develop validated measures of service-extension readiness, and examine interventions such as career counseling, mentoring, professional development, and competency-based placement. Such research could strengthen the evidence base for psychologically informed and sustainable military personnel-management policies.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

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 paper.

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