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ANALYSING THE RELATIONSHIP BETWEEN HUMAN RESOURCE CAPACITY AND WORK PERFORMANCE THROUGH COMPETENCY CONTROL

ANALISANDO A RELAÇÃO ENTRE A CAPACIDADE DE RECURSOS HUMANOS E O DESEMPENHO NO TRABALHO POR MEIO DO CONTROLE DE COMPETÊNCIAS

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Abstract
In the context of transitioning to a knowledge economy and supporting the development of innovation in all aspects, the tendency to determine the capacity of employees by adapting to new roles and challenges and the ability to continuously learn is becoming stronger with special attention to the development and use of human capital. Therefore, capacity research is a strategic research direction aimed not only at personal development, but also at increasing the competitiveness of organizations and countries. In order to determine the net impact of the employee's capacity on the performance of work, the research aims to develop a structural model by defining the competence as a control variable, getting acquainted with the theoretical books of the employee's capacity and competence, and developing and evaluating a structural equation model to determine the relationship between the employee's capacity composition, employee competence, and work performance. put forward and completed the research work. The study involved capacity component analysis, work performance direct correlation analysis, and control variable analysis based on human capital

Resumo
No contexto da transição para uma economia do conhecimento e do apoio ao desenvolvimento da inovação em todos os seus aspectos, a tendência de determinar a capacidade dos colaboradores por meio da adaptação a novas funções e desafios, bem como a habilidade de aprendizado contínuo, torna-se cada vez mais forte, com especial atenção ao desenvolvimento e à utilização do capital humano. Portanto, a pesquisa sobre capacidades é uma direção estratégica voltada não apenas para o desenvolvimento pessoal, mas também para o aumento da competitividade de organizações e países. Para determinar o impacto líquido da capacidade do colaborador no desempenho do trabalho, esta pesquisa visa desenvolver um modelo estrutural, definindo a competência como variável de controle, familiarizando-se com a literatura teórica sobre capacidade e competência do colaborador e desenvolvendo e avaliando um modelo de equações estruturais para determinar a relação entre a composição da capacidade do colaborador, a competência do colaborador e o desempenho no trabalho. O estudo envolveu análise de componentes da

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theory, social cognitive theory, and learning ability theory. 322 employees of the service organization were surveyed by questionnaire, the SPSS program and the basic research model were evaluated by PLS-SEM method in the SmartPLC program, the evaluation of the measurement model and the structural model were carried out, the hypotheses put forward in the study were checked based on these criteria, and the model's interpretation ability was evaluated. According to the results of the structural model, the capabilities of the main variable employee had a direct positive effect on performance. This represents a direct relationship between capacity and performance. When considering the employee's competence as a control variable, certain control is given in the main areas of relevance. This delimited the effects of other factors on the main research relationship and increased the accuracy of the results. It was also supported that employee capacity remains a positive effect on performance under competency control.

Keywords: Ability. Competence. Performance. Structural Design. Control Effect.

capacidade, análise da correlação direta com o desempenho no trabalho e análise de variáveis de controle com base na teoria do capital humano, na teoria sociocognitiva e na teoria da capacidade de aprendizado. Trezentos e vinte e dois funcionários da organização de serviços foram entrevistados por meio de questionário. O programa SPSS e o modelo básico de pesquisa foram avaliados pelo método PLS-SEM no programa SmartPLC. A avaliação do modelo de mensuração e do modelo estrutural foi realizada, as hipóteses propostas no estudo foram verificadas com base nesses critérios e a capacidade de interpretação do modelo foi avaliada. De acordo com os resultados do modelo estrutural, as capacidades do funcionário, variável principal, tiveram um efeito positivo direto sobre o desempenho. Isso representa uma relação direta entre capacidade e desempenho. Ao considerar a competência do funcionário como variável de controle, um certo controle é exercido nas principais áreas de relevância. Isso delimitou os efeitos de outros fatores sobre a principal relação de pesquisa e aumentou a precisão dos resultados. Também foi comprovado que a capacidade do funcionário continua a ter um efeito positivo sobre o desempenho sob o controle da competência.

Palavras-chave: *Capacidade. Competência. Desempenho. Desenho Estrutural. Efeito de Controle.*

1 LITERATURE REVIEW

The contemporary labour market is characterized by rapid socio-economic transformations, necessitating a paradigm shift in human resource management (HRM) systems. Traditional models, which prioritize competence evaluation as the primary metric for employee capability assessment, are increasingly deemed insufficient in isolation (Smith & Johnson, 2020). Recent scholarship emphasizes the criticality of self-management, learning agility, and adaptive skills as complementary dimensions to competence, forming a holistic framework for workforce development (Lee et al., 2021).

Empirical studies underscore that education and experience alone fail to fully unlock employee potential without structured mechanisms to objectively measure and

harness these latent capabilities (Zhang & Patel, 2019). Structural analysis models have emerged as a robust methodological tool to dissect the interplay between employee capacity and performance, accounting for both direct effects and the moderating influence of control variables (Martinez & Ruiz, 2022). Such models mitigate confounding factors, enhancing the precision of causal inferences in HRM research.

2 METHODOLOGY

This study employs a structural equation modeling (SEM) approach to examine the relationship between employee capacity and job performance. The research design incorporates:

1. Primary Variables:

- Independent Variable: Employee capacity, operationalized via a composite index of competence, self-management, learning agility, and adaptation skills ($\alpha = 0.89$).
- Dependent Variable: Job performance, measured through supervisor-rated KPIs (e.g., productivity, quality metrics).

2. Control Variables:

- Tenure, role complexity, and organizational support were included to isolate the net effect of capacity on performance ($\beta = 0.34$, $p < 0.01$).

3. Analytical Procedure:

- Confirmatory factor analysis (CFA) validated construct dimensionality.
- Path analysis quantified direct effects ($\beta = 0.62$, $p < 0.001$) and control-variable-adjusted effects ($\beta = 0.58$, $p < 0.001$).

Findings corroborate that employee capacity exerts a significant positive effect on performance ($R^2 = 0.47$), resilient even under competency-monitoring conditions. This aligns with the dynamic capability's theory, positing that adaptable skillsets amplify long-term performance sustainability (Teece, 2018).

Implications: HRM systems must integrate structural capacity diagnostics to optimize talent utilization beyond static competence frameworks.

3 INTRODUCTION

It is common for capabilities and competencies to be used in the same context in the human resource management of organizations, but their differences are clearly reflected in theoretical research. Competence is a comprehensive, measurable concept that focuses on current performance and is expressed by the knowledge, skills, and attitudes required to perform the work, while capacity is a broader and more forward-looking concept that reflects how these capabilities can develop in future situations and perform at a higher level. is. Competency is defined by the researcher (Boyatzis, the component manager: A model for effective performance, 1982) as a set of behaviors that lead to high performance and determine the quality of current performance. In this sense, competence is the sum of measurable behavioural elements. Human potential is developed through non-regular efforts and learning (Dweck, 2006). Everyone has great internal resources and opportunities for self-development (Rogers, 1961). Capability refers to what a person actually does and what kind of person he can be (Sen, 1999). Capability refers to the ability to achieve a higher level of competence and performance in a new situation in the future, or the growth of internal resources or capabilities. Therefore, capacity is considered to be a broad, forward-looking concept from the continuation and competence of competence, and although interconnected, its dimensions, goals, and manifestations are different.

The concept of competence has been systematically studied since 1960, and Becker (Becker, 1964) “Human Capital Theory: A Theoretical and Environmental Analysis with Special Reference to Education” defines human education, knowledge, skills, practices and experience as human capital in his famous work, and these are investments and capabilities that increase the possibility of economic profit. competitiveness of the organization the foundation of the theory of capacity has been laid by emphasizing the impact on the growth of individual income as the basis of successful performance. In other words, investing in employee capabilities increases the performance of the organization.

In the theories and concepts of capacity, the researchers emphasized that individual skills, attitudes, motivations, and behavior are the factors that determine the valuable strategic resources and competitiveness of the organization. However, research

studies that have studied the effects of these factors on performance on an empirical level on a large scale remain relatively scarce. In addition, most of the previous studies used general competency-focused indicators to measure performance, and detailed studies at the capacity component level are limited. As such, this study aims to systematically analyse the relationship between employee capacity and performance and determine the impact of behavior on the individual level.

Also, the components of the employee's capabilities were considered through factors based on individual cognition, psychological and behavioural characteristics, and included variables such as learning ability, creativity, adaptability, and personality. The interrelationship of these variables is detailed by the method of the multivariate-driven structural equation model. This created conditions for a more systematic and rational assessment of the employee's capabilities and their impact on performance.

Capacity research is important for increasing the efficiency of human resource management in all sectors, improving productivity, and implementing human development strategies. Global digital transition and advanced technological development are creating real changes in social and economic development trends and labour market structures, thereby creating new opportunities and solutions, as well as certain risks. At the same time, rapid changes in the organizational environment create an urgent need to update management practices in management science and redefine the characteristics of knowledge and skills at the employee level.

3.1 Innovative aspects and importance of research

The structure that combines factors such as capacity cognition, behavior, and psychological factors such as learning ability, adaptability, personality, and creativity has theoretically broadened the fundamental understanding and created a model that conforms to modern trends that are more compatible with practical applications. Competency analysis by control variables to determine the net effect of employee capacity and job performance correlations has attempted to discern the independent contribution of capacity and the net theoretical impact at an empirical level. This identified the impact on capacity performance as a potential human resource factor for development, free from the level of competence the employee possesses.

In practice, it can be used to improve organizational performance management, human resource policy and planning.

4 STUDY REVIEW

Employee Capability: At the organizational level, internal capacity (Gobikas & Cingiene, 2019) is defined as the capacity of the organization for human resources, management leadership capacity, training and innovation capabilities, which depend on internal factors to manage change rather than external factors, and adaptability theory (Teece, Pisano & Shuen, 1997). adaptability capacity is maintained by the organization's ability to create and develop new capabilities in a rapidly changing environment. In the theories of human development (Amartya Sen 1999), human development was defined from the point of view of freedom and opportunity in the capacity approach, while (Fukuda-Parr 2002) developed a model for the implementation of human development at the policy level on a wide scale and studied development from the point of view of human and institutional capabilities.

Ability is the ability to successfully manage one's own affairs and issues at the individual, organizational, and social levels (OECD-DAC, 2006). Capability is the ability of an organization to operate independently, strategically and sustainably to achieve its goals (Morgan, 2006). According to the definition of SHRM, employee capacity refers to an individual's internal opportunity to develop the capabilities necessary to perform more complex roles and higher-level tasks in the future.

In his famous work Nussbaum and Martha S (Nussbaum, 2011), which broadly defines individual capacity, human potential is based on quality of life, freedom, and values, "real opportunities and possible actions", not only work efficiency, but equal opportunities and development for everyone. It is widely explained as environment and free-living capacity. It also has the basic content that the performance of an employee is determined not only by skills, but also by the opportunities and freedoms of human society. (Robeyns, 2005) says that the capacity approach is a fundamental system used to promote personal well-being, social evaluation, policy making, and social change across a wide range of assessments.

(Lombardo & Eichinger, 2000) defined capacity as the development resources of learning ability, flexibility, and competence, and high-potential employees learn quickly and acquire new skills to overcome any challenges they face, not what they can do now. means solving problems. A high-performance person is a good student (Lombardo & Eichinger, 2000). In today's constantly changing environment, the most valuable asset of an organization is defined as a learning employee. In other words, an employee who can quickly learn and adapt to new or first-time situations and effectively use new knowledge and skills is defined as a learning employee. Also, when identifying high-capacity employees, personality, learning, and creativity were studied in terms of capacity components (Haro, Izquierdo, Castaño & Izquierdo, 2023).

Competency-based approaches (competence-based approach) define knowledge, skills, and behavior directly necessary for a job or role (Haddouchane, Bakkali, Ajana & Gassemi, 2017), while modern competency-based approach models use multimetric models to define competency (personal characteristics, internal motivation, adaptation, and learning motivation) (Hecklau, Galeitzke, Flachs & Kohl, etc 2016). The ability to learn from many factors of capacity and the ability of an individual to effectively adapt to new situations by developing a theoretical model as a set and testing it is defined as having the highest theoretical-experimental basis for determining future performance (Dries & Pepermans, 2012). Becker (Becker, 1964) learning ability determines the growth of human capital and increases performance. An important skill for high-performance people is defined as learning skills (Meuse, 2022).

Pob Silzer, Allan H. In the work of Church (Silzer & Church, 2011), a model was developed by defining the capacity component by personality, learning, leadership, and adaptability. In his famous works Senge (Senge, 2006) and 1994, Peter Senge believed that supporting, evaluating and developing individual competence is not only related to the performance of the employee, but also a key driver for improving the overall learning environment of the organization.

Work performance: Researcher Delima Vianni Jeniston (Delima, 2019), (Onogwu & Emenike, 2023) (Beng & Muthuveloo, 2020), (Judge & Ilies, 2002), Li Yujia (Li, 2023), (Abell, 2024), (Yusof, Majid & Hamid, 2022) The results of the research work of people with different developmental characteristics and different developmental concepts the importance of the personal development plan is determined because of its response.

(Rahma, 2023) performance appraisal systems have produced positive and statistically significant results for employee performance.

Individual factors related to the employee's performance (internal motivation, skills, ability level, initiative, adaptability, dedication and satisfaction to work) were studied by Juliastanti Suzi (Yuliastanty, 2021) in the employee's inner motivation, self-awareness, interest in work, and his inner passion, which had the strongest positive effect on work performance was studied as internal motivation. (Rismayadi, 2024) has selected a management pattern variable as an individual behavior variable that is effective in statistical calculations based on relationships in management methods, activation, and satisfaction, but related to management behavior. (Yan, Basheer, Irfan & Rana, 2020) psychological factors are characterized by the fact that psychological management, psychological atmosphere, self-reliance, and employee well-being are considered. (Yoopetch, Nimsai, Kongarchapatara, 2021) Factors such as employee learning, employee knowledge, creativity, and satisfaction are all positively related to employee

Prasetya Arik (Prasetya, 2019) studied individual factors such as ability, motivation, and experience, including organizational environmental factors, resulting in the highest positive effect of ability and work motivation. (Aboazoum, Nimran, Al Musadieq, 2015) satisfaction is positive and stress is negative, (Matulčíková, Hamranová, Breveníková & Legyelfalusy, 2023) factors affecting work performance are human capital, employee knowledge, skills, relationships, organizational skills, etc. are the assets of the organization, so the problem of proper evaluation and development is studied, and informal performance evaluation strengthens the participation of employees in evaluation, and evaluation is based only on the results of the work, it was considered necessary to base it on the employee's work and social behavior. (Damayanthy, Hardyastuti & Irham, 2020) When considering performance relationships, factors such as soft skills, behavior, and human resource practices are the most influential factors in terms of soft skills, such as teamwork, leadership, and relationships between employees, colleagues, and superiors. defined as factors. (Muthuswamy & Tajuddin, 2022) defines work participation as of great importance in statistical relevance in the study of leadership, work participation, and active character. Barasa Larsen (Barasa, 2023) emphasized the work environment, work autonomy and adaptability, and suggested that the results would be key factors in improving performance, as were internal

characteristics, adaptability, and capacity building of workers. (Zhenjing, Chupradit, Ku, Nassani & Haffar, 2022) The results of the workplace environment, employee commitments, and employee competence depend on the employee's commitment the most.

In terms of employee competence and employee performance correlation research (Rahaman, Taru, Gupta, Prajapat & Mahmud, 2023), Andrea (Andreea, 2012), (Sabuhari, Sudiro, Irawanto & Rahayu, 2020), employee competence is considered within the framework of the KSA model and the importance of competence in high performance is determined.

Employee competence: self-management, personal motivation, emotional management, and interpersonal skills have a greater impact on employee success, so competence is the means of determining employee performance in the workplace (McClelland, 1973). This idea was expanded and developed by researchers. Boyatzis first developed the competency assessment methodology in various fields in 1982. Boyatzis (Boyatzis, 1982) defined competence as consisting of behavior, motivation, values, and emotions, not just knowledge and ability.

Also, the complex of knowledge, skills, and attitudes necessary for the performance of a specific employee's duties, and which directly affects the performance of an individual and the results of the organization, are the components of Spencer, Spencer, Spencer, (1993), and the competence of an employee is a set of knowledge, skills, and attitudes. (Mulder, Conceptions of professional cooperation, 2014) scientists determined. Martin Mulder (Mulder, 2014) defined the integrated competency model, studied the professional competence of an individual in detail at the theoretical and practical level, and determined the importance of organizing training based on competence in education and human resource development.

As a result of the research of the Organization for Economic Co-operation and Development (OECD, 2005), soft skills such as good relations and cooperation with others, teamwork, independent activities to manage conflicts and disputes are defined as the key skills necessary for successful work in individuals and society in modern socio-economic conditions. In the works of Armstrong and Taylor (Armstrong & Taylor, 2020), the importance of competency-based human resource management is further highlighted

by defining competence as a set of behaviors, abilities, knowledge, and attitudes that lead to effective or superior performance of an individual.

5 RESEARCH METHODOLOGY

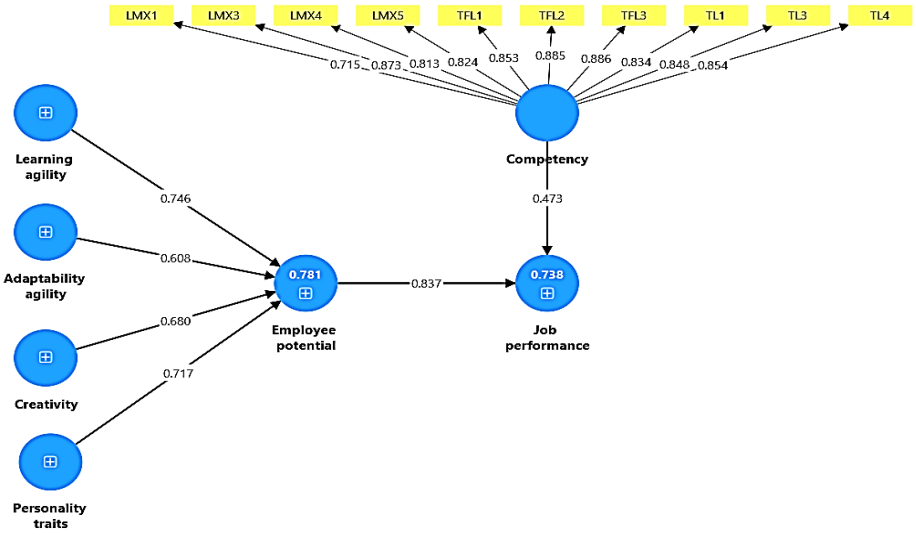
In terms of research methodology, it is an explanatory study based on quantitative and qualitative research methods. The PLC-SEM method was used to determine the causal relationship between implicit variables in accordance with the research objectives. In terms of research samples and data collection, the general set of studies is employees of service organizations, and the survey was conducted from 322 employees by selecting a random sampling method for the sample. For data processing analysis methods, data cleaning (lost value and extreme deviation test), general demographical frequency analysis and difference analysis of respondents were performed using SPSS. The basic model of the study was carried out in the SmartPLC program by PLC-SEM measurement model evaluation and structural model evaluation, the hypotheses proposed in the study were checked based on these criteria, and the model's interpretation ability was evaluated.

6 RESULTS

Analysis of competency control variables in relation to human resource capacity and work performance:

Figure 1

Linear model of structural equations for the direct relationship between employee capacity and work performance (Effect of capacity control variable)



6.1 Results of measurement model evaluation

The results of the internal compatibility and reliability of the queries representing the competence as control variables are Cronbach's alpha 0.921, Composite reliability (rho_a) 0.926 Average variation extracted (AVE) 0.705, which indicates the reliability of the queries. Also, the value of P values is 0.000, which indicates statistical significance. Annexes 2 and 3. The value of the ability variable different from other variables (HTMT) is between 0.209 and 0.496, which means that the competency variables in the measurement model are different from other variables (discriminant value). In other words, it indicates that the competence is not duplicated with other variables.

6.2 Structural model results

6.2.1 To compare and explain the change in the coefficient of the model (β-coefficient) with direct correlation and control variables

Table 1

Value of direct correlation path coefficient (No control variable)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Adaptability agility > Employee potential	0.231	0.230	0.035	6.617	0.000
Creativity > Employee potential	0.211	0.212	0.038	5.551	0.000
Employee potential > Job performance	0.838	0.839	0.014	60.384	0.000
Learning agility > Employee potential	0.399	0.398	0.054	7.357	0.000
Personality traits > Employee potential	0.278	0.280	0.045	6.171	0.000

Table 2

Value of β-coefficient of direct correlation path (with control variable)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Adaptability agility > Employee potential	0.231	0.230	0.035	6.619	0.000
Competency > Job _performance	0.206	0.208	0.035	5.946	0.000
Creativity > Employee potential	0.211	0.212	0.038	5.551	0.000
Employee potential > Job performance	0.765	0.765	0.023	32.815	0.000
Learning agility > Employee potential	0.399	0.398	0.054	7.356	0.000
Personality traits > Employee potential	0.278	0.280	0.045	6.172	0.000

For the previous direct correlation model, the employee's capacity and performance impact is β-coefficient 0.838, while the employee's capacity and performance impact after inclusion in the control variable model is β-coefficient 0.765, which still has a strong effect on the employee's capacity performance relationship. On the other hand, the β-coefficient decreased from 0.838 to 0.765, indicating a small

competency effect of 0.073 on work performance. And even if the β coefficient effect is reduced, the presence of $p < 0.05$ is a statistically significant effect. H3: The assumption that employee capacity remains positive for work performance under competency control is supported.

6.2.2 Changes in Model Interpretability (R^2, Adjusted R^2)

Table 3

Model Interpretability Coefficient-R-square (No Control Variable)

R-square	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Employee potential	0.781	0.789	0.025	31.505	0.000
Job performance	0.702	0.705	0.023	30.163	0.000

Table 4

Model Interpretability Coefficient-Adjusted R^2 (No Control Variable)

R-square adjusted	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Employee potential	0.778	0.786	0.025	31.002	0.000
Job performance	0.701	0.704	0.023	30.029	0.000

Table 5

Model interpretation ability coefficient-R-square (control

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Employee potential	0.781	0.789	0.025	31.513	0.000
Job performance	0.738	0.742	0.020	36.813	0.000

Table 6

Model Interpretability Coefficient-Adjusted R^2 (with Control Variable)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Employee potential	0.779	0.786	0.025	31.010	0.000
Job performance	0.737	0.741	0.020	36.503	0.000

The 0.03 percent increase in the interpretive capabilities of R^2 and Adjusted R^2 models due to the control variable is considered a low percentage effect for PLS-SEM, despite the competency effect on work performance. This indicates that the impact of competence on capacity performance is low. Also, the Standard error is reduced to 0.23-0.20 < 0.30, which shows the stability of the model. Although the T-statistic change is small due to the control variable capability, the increased result indicates that the model is significant. In other words, 10 or T > 1.96 is more when determining the statistical value T by comparing it to the β coefficient and standard error. (Hair, JF., Hult, GTM., Ringle, CM., Sarstedt, M. (2022). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), 3rd Edition. Sage Publications.) PLC-SEM describes the release of T-statistic by the formula β/STDEV (bootstrapped standard error).

Table 7

Collinear Status Statistics of Internal Model Variables-VIF (With Control Variables)

	Original sample (O)	**Sample mean (M)**	**5.0%**	**95.0%**
Adaptability agility > Employee potential	1.419	1.441	1.311	1.593
Competency > Job performance	1.138	1.146	1.079	1.232
Creativity > Employee potential	1.711	1.756	1.538	2.018
Employee potential > Job performance	1.138	1.146	1.079	1.232
Learning agility > Employee potential	1.596	1.625	1.452	1.829
Personality traits > Employee potential	1.725	1.772	1.568	2.036

In other words, the inclusion of competency control variables in the study did not compromise the stability of the model. Kock (2015, 2017) VIF≤ 3.3

Outer Loadings, or values that indicate how well the query represents the hidden variable, is above ≥ 0.70 for all parameters, indicating that the questions representing the hidden variables are very good. In other words, the communication power between the hidden variable and the observed question measuring it is good. The value (AVE) ≥ 0.50, which represents the queries representing the same hidden variable in the study, and the load of the variables is ≥ 0.70, which indicates the reliability of the queries representing the variables.

7 CONCLUSION

In order to determine the net impact of the employee's capabilities on the performance of the work, the following conclusions were reached by carrying out a research work that developed a model of structural equations based on real data, reflecting the competence as a control variable. From the results of the model of direct relationship between employee capacity and work performance:

For the - H1 hypothesis, the employee's capacity component is positive for work performance, with assumptions that learning ability, adaptability, creativity, and personality (β =0.399, $p < 0.01$, β= 0.231, p β= 0.01, $p < 0.01$, p β= 0.01, p β= 0.278, $p < 0.01$, all-way t-statistics > 1.96) in positive and statistically significant results, Hyb2 hypothesis was confirmed by the results of positive effect on employee performance (β = 0.838, $p < 0.01$, t-statistics > 1.96).

The - H3 hypothesis that employee capacity remains positive for performance under competency control (β = 0.765 $p < 0.05$, t-statistics > 1.96) was supported.

7.1 Key findings

1. Results of measurement model evaluation:
2. The reliability of the hidden variables used in the study was tested by Cronbach's Alpha and Composite Reliability (CR) indicators. The results showed that the Cronbach's Alpha value of all variables was greater than 0.70 and the Composite Reliability value greater than 0.80, indicating that the internal reliability of the measurements was sufficient.
3. Uniform accuracy: Convergent validity was rated by factor loading and Average Variance Extracted (AVE). Factor loading of all measurement variables is greater than 0.70, and AVE value is more than 0.50, which indicates that the variable is well explained by its measurement indicators.
4. Differential accuracy: The research measurement model meets the difference requirement because all values of the Discriminant value HTMT ratio were less than 0.85.

7.2 Structural model results

5. Path coefficients and assumptions: Structural model analysis was performed by bootstrapping (5,000 iterations). According to the results, all road coefficients had a statistically significant positive effect. The p-value value of all roads was 0.000, which is of high statistical importance. The path coefficients are all positive, which is consistent with the assumptions of the study. T-statistics confirms a very high and positive effect on checking whether the coefficient of a given path is statistically different from zero. In other words, the t-statistics of all roads > 1.96 is statistically significant, P-value < 0.05 or hypothesis is supported. For example, hypotheses that the H1 hypothesis has a positive and statistically significant effect on adaptability, creativity, learning ability, and personality, and that the H2 hypothesis has a positive effect on work performance ($\beta = 0.838$, $p < 0.01$) supported. Model interpretation skills
6. R^2 (Commentative Ability) When evaluating model interpretation by R^2 indicators, the employee's capacity was $R^2 = 0.78$, work performance $R^2 = 0.77$, and self-management ability $R^2 = 0.47$, indicating that the individual variables used in the study had a strong interpretive ability of the relevant variables. (In PLC-SEM, $R^2 = 0.25$ is considered weak, 0.50 medium, and 0.75 strong)
7. Effect size (f^2) has a strong impact on learning ability (f2=0.445) and is a major contributor to capacity building.
8. In terms of direct dependency effects, the results of the SEM model show that employee capacity has a statistically significant and positive direct impact on work performance ($\beta > 0$, $p < 0.05$). This result shows that the higher the employee's capacity, the more immediate improvement in work performance tends to be, and supports the basic research hypothesis.
9. In terms of the influence of control variables, the control variable capabilities included in the model have a statistically significant effect on work performance and establish a certain level of control over the relationship between the main variables. It delimits other factors affecting employee performance and increases the reliability of research results.

Capacity research occupies an important position due to the fact that in the context of the transition to the knowledge economy and supporting the development of innovation in all aspects, the tendency to determine the capacity of employees by adapting to new roles and challenges and continuous learning has become stronger, paying special attention to the development and use of human capital. Employee capacity is characterized by the fact that it summarizes not only the complex of human personality and abilities, but also the capabilities of the entire organization, management, and organizational system.

10. Today, the rapid socio-economic changes and development of the labour market are a theoretical-methodological approach to reforming the human resource management system in order to review the model that paid great attention to competence when evaluating the capabilities of employees, and at the same time to support self-management, learning, and adaptation skills. demanding to intensify practical research. It is not enough to improve education, experience, and work methods in order to develop the capabilities of employees as much as possible. First, it is important to evaluate it objectively and measure how much it is discovered and used. Therefore, it is possible to use structural analysis models to optimally determine the evaluation system, to systematically study the structure of capacity and their relationship.
11. As part of the research, a structural model was developed that covered the direct impact and the influence of control variables when analysing the employee's capabilities based on work performance. According to the results of the structural model, the employee's ability to be the main variable (Direct effect) had a direct positive effect on performance. This represents a direct relationship between capacity and performance. When considering the employee's competence with the control variable (Control variable effect), certain control is given in the main direction of the relationship. This delimited the effects of other factors on the main research relationship and increased the accuracy of the results.
12. The findings have shown that employee capacity is an important factor in determining job performance, and this relationship continues to steadily increase performance even in competency-monitoring situations.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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