

THE INFLUENCE OF INTELLECTUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND INTERPERSONAL COMMUNICATION ON COMPETENCY, CAREER DEVELOPMENT AND MODERATE LECTURER PERFORMANCE MOTIVATION OF ACHIEVEMENT OF LECTURER EMPLOYMENT IN HIGHER EDUCATION SERVICE INSTITUTIONS REGION 7 EAST JAVA

Suyono^{1,*}, Ida Ayu Brahmasari¹, Tri Andjarwati¹

¹Faculty of Economics and Business , Universitas 17 Agustus 1945 Surabaya, Indonesia

Abstract

The aim of this research is to prove and analyze the influence of Intellectual Intelligence, Emotional Intelligence, Interpersonal Communication, Competency, Career Development and the influence of Achievement motivation as a moderating variable on the relationship between Competency and Career Development on the Performance of employed at a higher education service institution Region 7 East Java lecturers, with a sample size of 278 and the data collection method uses a questionnaire. Data analysts use AMOS version 25. The research results show that Intellectual Intelligence has no significant effect on Competency. Intellectual Intelligence has no significant effect on Career Development. Intellectual Intelligence has no significant effect on the Performance of employed at a higher education service institution Region 7 East Java employed Lecturers. Emotional Intelligence has a significant effect on Competence. Emotional Intelligence has no significant effect on Career Development. Emotional Intelligence has a significant effect on Lecturer Performance. Interpersonal Communication has a significant effect on Competence. Interpersonal Communication has no significant effect on Career Development. Interpersonal Communication has no significant effect on Lecturer Performance. Competency has a significant effect on Lecturer Performance. Career Development has no significant effect on Lecturer Performance. Competency has a significant effect on career development. Achievement Motivation positively moderates the relationship between competence and the performance of employed at a higher education service institution Region 7 East Java lecturers. Achievement Motivation positively moderates the relationship between Career Development and the Performance of employed at a higher education service institution Region 7 East Java lecturers. Suggestions for further research are to use qualitative methods, and/or use a different sample population if the research results are not significant.

Keywords: Intellectual Intelligence, Emotional Intelligence, Competence, Career Development, Lecturer Performance, Achievement Motivation.

1.1. Introduction

Human Resources (HR) are the most important assets or capital for an organization or company. HR is said to be the most important capital because it has a value that far exceeds all the equipment, technology and systems that exist in an organization or company. Realizing the

importance of a company's human resources, currently both service companies and manufacturing industries are experiencing challenges, especially in terms of empowering their human resources.

In the increasing competition between companies, competition also occurs between the human resources owned by each company. This means that an organization or company wants to remain competitive and have an advantage in competing, so in empowering its human resources it must have an appropriate control concept.

Human Resources Empowerment, Yamoah (2014:67) states that employee empowerment (human resources) is primarily related to trust, motivation for decision making and crossing the barriers between management and employees. Empowerment allows employees to participate in decision making, helping them get out of a stagnant way of thinking (*stagnant mind-set*) to take risks and try something new. This statement is interesting because it means that human empowerment should use the right way of thinking and approach.

1.2. Research Hypothesis

H1: Intellectual intelligence has a significant effect on the competence of employed lecturers in Lembaga Layanan Pendidikan Tinggi Region 7 East Java .

H 2: Intellectual Intelligence has a significant influence on the career development of employed lecturers in Higher Education Service Institutions Region 7 East Java .

H 3: Intellectual intelligence has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions East Java Region .

H 4: Emotional intelligence has a significant effect on the competence of Dipekerjakan lecturers in Dipekerjakan Region 7 East Java .

H 5: Emotional intelligence has a significant influence on the career development of employed lecturers in Higher Education Service Institutions Region 7 East Java .

H 6: Emotional intelligence has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java .

H 7: Interpersonal communication has a significant effect on the competence of Dipekerjakan lecturers in Higher Education Service Institutions Region 7 East Java .

H 8: Interpersonal communication has a significant effect on the career development of employed lecturers in Higher Education Service Institutions Region 7 East Java .

H 9: Interpersonal communication has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region .

H 10: Competence has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java .

H 11: Career development has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java

H 12: Competency has a significant influence on the career development of employed lecturers in Higher Education Service Institution Region 7 East Java

H 13: Competence has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions Region 7 East Java which is moderated by achievement motivation.

H 14: Career development has a significant effect on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers which is moderated by achievement motivation.

1.3. conceptual framework

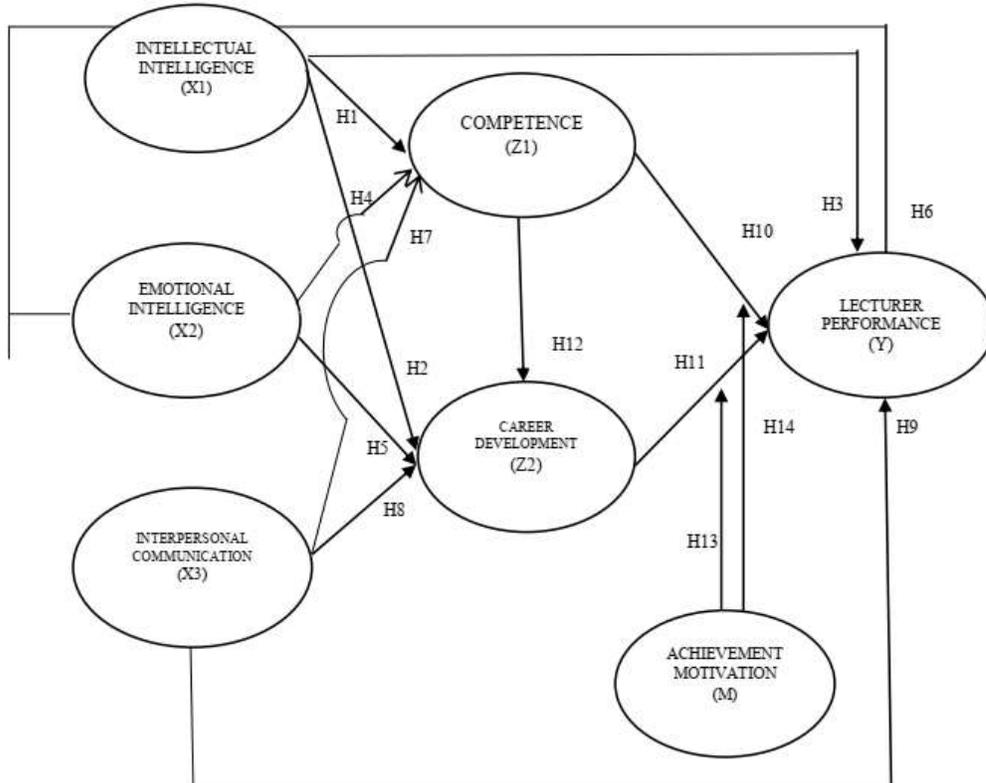


Figure: Conceptual Framework

2. Literature Review

2.1 Theoretical Overview

Intellectual intelligence

Intellectual Intelligence is a person's ability to manipulate and use formal rules, such as grammar rules or arithmetic. Indicators of intellectual intelligence are figurative abilities, verbal abilities and numerical abilities.

Emotional Intelligence

Emotional intelligence is an effort to control one's emotions. To improve overall organizational performance, employees must be able to increase emotional intelligence, including increasing self-

awareness so that they don't forget emotions easily, can express emotions well, be creative, increase tolerance, and increase trust and integrity. Self, Money, J. B., & Peter, A. J. (2014).

Interpersonal Communication

Interpersonal communication is interaction between a person and another person in a work situation with indicators of (1) openness; (2) empathy; (3) similarity of perception; (4) vertical relationship with leadership; and (5) horizontal relationships with peers.

Competence

According to McClelland in Sedarmayanti (2012:283), competence is a fundamental characteristic possessed by a person that directly influences or can predict excellent performance.

Career Development

Career development according to Andrew J. Fubrin in Mangkunegara (201:7) is a personnel activity that helps employees plan their future careers in the organization, so that the organization and the employees concerned can develop themselves to the maximum.

Achievement motivation

McClelland (Gibson, 1993; 97-100) put forward a theory of motivation which is closely related to the concept of learning. He believes that many needs are derived from culture, namely; the need for achievement (*need for achievement*), the need for affiliation (*need for affiliation*), and the need for power (*need for power*).

Lecturer Performance

The definition of performance, according to Bernadin and Russel in Setiawan (2015), performance is a record of the results obtained from specific job functions or certain activities over a certain period of time.

2.2 Empirical Review

The relationship between intellectual intelligence and lecturer competence

There is research conducted (Darman *et.al*) 2021, which aims to test intellectual intelligence and employee competency. The research results show that intellectual intelligence has a positive and significant effect on employee competence and performance.

The relationship between intellectual intelligence and career development

Sartre (1946) described intellectuals as the moral conscience of his time (see also Cohen Solal 1989:588-9; Scriven 1993:119).

(Qaiyim: 2018) the influence of individual characteristics, intelligence and social competence on lecturer performance and career development (Case Study at the Islamic University of Madura in 2017. The results of intellectual intelligence have a simultaneous influence on lecturer performance and lecturer career development.

The relationship between intellectual intelligence and lecturer performance

Research conducted by Wiramiharja (2003) found that more cognitive intelligence has a significant positive correlation with work performance. Intellectual intelligence or intelligence is classified into two categories, namely *general cognitive ability* and *specific ability*. A person's performance can be predicted based on how much that person has a g factor. Someone who has *general cognitive abilities* will also have better performance in carrying out a job, however *specific abilities* also play an important role in predicting how a person's performance will result (Ree, Earles and Teachout, 1994). Rae, Earles and Teachout (1994) use ASVAB test tool (*the Armed Service Vocational Aptitude Battery*) to measure general cognitive abilities and specific abilities.

The relationship between emotional intelligence and lecturer competence

Research entitled "Teacher Professional Competence Mediates the Influence of Teacher Innovation and Emotional Intelligence on School Security" (Sri Rahayu *et al*: 2018). The results confirm that emotional intelligence influences teacher professional competence and school effectiveness.

The relationship between emotional intelligence and lecturer career development

López, María Inmaculada-Núñez (2022) conducted research on the relationship between emotional intelligence, self-efficacy, and entrepreneurial intentions, controlling for the influence of personality, gender, and age. Multiple hierarchical regression analysis was applied through a questionnaire survey of 1,593 students to test the relationships between constructs in the model. The research results show that personality traits are related to entrepreneurial self-efficacy, emotional intelligence has a positive effect on entrepreneurial intentions, and self-efficacy mediates the relationship between emotional intelligence and entrepreneurial intentions.

The relationship between emotional intelligence and lecturer performance

Research with the title: "Assessing the influence of emotional intelligence on the performance of private teachers in Lebanese educational institutions (Moni Trad *et al*: 2021)". Findings The study verifies that teacher demographics have a direct impact on their performance. This also proves that emotions have an impact on teacher behavior; emotions are an important source of energy that helps them overcome difficult situations.

The relationship between interpersonal communication and lecturer competence

Research conducted by Risqi Cesar Krisdyawati (2017). shows the influence of emotional intelligence on interpersonal communication in teenagers whose mothers have worked as migrant workers. Other research conducted by Vera Puspitaningrum (2018), shows that emotional intelligence has a positive and significant effect on employee performance, interpersonal communication has a positive and significant effect on employee performance and emotional intelligence and interpersonal communication together have a positive and significant effect on performance.

The relationship of interpersonal communication to lecturer career development

The research results of Erwani Yusuf et al (2022), show that lecturers' interpersonal communication skills in terms of openness, empathy, support, positive attitudes and equality have a positive effect on student academic achievement. Another research by Jelita Reviola et al, there is no influence of lecturers' interpersonal communication on student learning outcomes. Civic Education Study Program, Faculty of Teacher Training and Education, Riau University.

The relationship between interpersonal communication and lecturer performance

Research conducted by Vera Puspitaningrum (2018) shows that interpersonal communication has a positive and significant effect on employee performance. Haryaka (2018) found that interpersonal communication had a direct positive effect on lecturer performance.

The relationship between competency and lecturer performance

There is a positive interaction between competency and performance in Neda *et al's* research, showing that the competencies included in the regression of four competencies make a significant contribution in accumulating variations in job performance. Competing has a positive and significant contribution to improving employee performance. Research by Setne dla Roasli (2011) results revealed a significant relationship between competency and job suitability and employee work performance. Among the three independent variables, ambiguity has been found to be the most important job performance compared to competency and job fit. Title: The Relationship between Emotional Intelligence and Educator Performance in the Higher Education Sector (Osama Khassawneh et al: 2022).

The relationship between career development and lecturer performance

In research conducted by Achmad Jaya Syahbaniah (2015), he analyzed the influence of motivation, ability and career development on the performance of Pontianak Ministry of Health polytechnic lecturers using a *cross-sectional design* with a causal approach, a sample of 97 lecturers taken as a whole from the total population. The results of the research are that there is a simultaneous influence between motivation, ability and career development on lecturer performance ($F=2.916$). Research conducted by Auliana Farrababnie Al-Arsy (2014) stated that career development influences lecturer performance. This means that the higher the lecturer's career development, the higher their performance will be. This means that the higher the lecturer's career development, the higher their performance will be.

The relationship between competency and career development

(Qaiyim:2018) The influence of individual characteristics, intelligence and social competence on the performance and career development of lecturers (Case Study at the Islamic University of Madura in 2017) The results of this research are; 1) Individual characteristic variables, intelligence variables, social competency variables partially and significantly influence lecturer performance and lecturer career development. 2) The variables of individual characteristics, intelligence, and

social competence simultaneously influence lecturer performance and lecturer career development. Roro Aditya Novi Wardhani, Shendy Andrie Wijaya (2020) in their research proved that competence has an influence on career development and teacher performance. The results of the analysis also indicate that career development is able to mediate competency on teacher performance. A teacher who has competence will easily develop a career which will have an impact on his performance.

The relationship between competence and performance is moderated by achievement motivation

Rusdiana, Meitiana, Achmad Syamsudin, (2023, 125-143), research entitled: "The Influence of Competency on Employee Performance with Motivation as a Moderating Variable in the Rectorate of Palangka Raya University", the results of the research conclude that COMPETENCY directly influences employee performance. In this connection, motivation is not a moderating variable. The implications of this research provide an illustration that motivation has not been effective in developing HR strategies within the Rectorate of Palangka Raya University.

The relationship between career development and performance is moderated by achievement motivation

Parsidi and Soetomo WE. Hendrajaya, with his research entitled: "The Influence of Work Perceptions and Work Motivation on the Performance of Lecturers at the Ampta Yogyakarta Tourism College with Work Compensation as a Moderating Variable". Results: Work Compensation moderates the influence of Work Motivation on the Performance of AMPTA Yogyakarta Tourism College Lecturers. This means that with good work compensation, the better the lecturer's performance and the stronger the work motivation will influence the lecturer's performance.

3. Research Methods

3.1. Research Plan

The data collected in this research was analyzed statistically using *Structural Modeling* (SEM) software with concepts and applications using *the Analysis of Moment Structures* (AMOS) version 26 program.

3.2. Population and Sample

The population in this study were Employed at a Higher Education Service Institution Region 7 East Java lecturers, as listed in the following table.

Table
Number of employed Higher Education
Service Institutions 7 lecturers in 2023

Number of private universities	Number of employed Lecturers
139	914

Source Higher Education Service Institutions Region 7

The sampling technique used in this research was *proportional random sampling*. According to Sugiono (1999) *proportional random sampling* is a sampling technique where all members have the same opportunity to be sampled according to their proportions, large or small in the population. Based on this sample size, it really depends on the level of accuracy and error that the researcher wants. However, in terms of error rate, in social research the maximum error rate is 5% (0.05). The greater the error rate, the smaller the sample size. However, what needs to be paid attention to is that the larger the sample size (the closer it is to the population), the smaller the chance of generalization error and conversely, the smaller the sample size (farther away from the population), the greater the chance of generalization error. The population of DPK lecturers in the Higher Education Service Institutions 7 East Java Region at the time of the research was 914 people.

The sampling technique in this research used the formula discovered by Slovin:

$$n = \frac{N}{1+Ne^2}$$

Where: n = Minimum number of samples taken

N = Number of study population

E = Sampling error tolerance level

In this study, the population of Government employees employed Higher Education Service Institutions Region VII lecturers was 914, while the minimum number of samples to be taken with a tolerance level of 5% is:

$$n = \frac{914}{1+914(0.05)^2} = 278$$

4. Research Findings

4.1 Theoretical Findings

Based on the results of hypothesis testing and discussion of research results as above, the findings of the structural model and research results in this dissertation can be shown as follows:

1. Intellectual Intelligence has no significant effect on the competence of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research support the research of Shinta Ayu Safitri, Agung Listiadi (2020), Siti Nafisah Azis (2021: 142-158). However, this is different from the research results of Darman *et.al*, (2021).
2. Intellectual Intelligence has no significant influence on the Career Development of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research are different from Qaiyim's research (2018).

3. Intellectual Intelligence has no significant effect on the Performance of Higher Education Service Institutions Region 7 East Java employed Lecturers. The results of this research are different from the research results of Aliyah Rahmawati (2022, Muzakar Isa, Aprilia Tri Cahyaningsih (2021).
4. Emotional Intelligence has a positive and significant effect on the competency of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research support the research of Poornima Rajendran (2020), and Sherly Yunita Pratiwi, Mashhad Mashhad, Arief Rahman (2021: 246-254). The results of this research are different from the research results of Shinta Ayu Safitri, Agung Listiadi (2020), Alexandro Aditya Dewa Bharata Lameng, I Gst Ayu Eka Damayanthi, (2022 :549-561).
5. Emotional Intelligence has no significant effect on the career development of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research are different from research produced by Charissa Sherly Fitriana (2015).
6. intelligence has a negative and significant effect on Interpersonal Communication Performance , meaning that the higher emotional intelligence is unable to have a real impact (influence) on the career development of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research support the research results of Cahyani (2019), RuiYang, Vicente García Diaz, Ching-Hsien Hsu (2021). However, this is different from the research results of Hari Nugroho Akimas and Ahmad Alim Bachri (2016).
7. Interpersonal communication has a positive and significant effect on competence employed Higher Education Service Institutions Region 7 East Java lecturers showed a significant positive influence , meaning that the higher the Interpersonal Communication, the higher the Competence. The results of this research support the research results of Sagita, Ni Putu Trisya Hani (2020).
8. Interpersonal Communication has a positive and insignificant effect on the Career Development of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research are different from research by Suryani Hardjo, Chairiah Yulianti Siregar (2012), with research entitled "The Relationship between Interpersonal Communication and Perceptions of Career Development and Job Satisfaction", showing that there is a significant relationship between interpersonal communication and perceptions of career development and job satisfaction. employee.
9. communication has an insignificant effect on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers, meaning that the higher the level of interpersonal communication, it is unable to have a real impact (influence) on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research are different from the results of research produced by Haryoko (2018).
10. Competence has a significant positive effect on the performance of employed employed Region 7 East Java lecturers . This means that the higher the competence of employed Higher Education Service Institutions Region 7 East Java lecturers, the performance of employed Higher Education Service Institutions Region 7 East Java lecturers will also be higher. The

results of this research support the research of Markx Pattiasina Mieke Roring Wehelmina Rumawas , Nofi Naifatul Muslimah (2016: 152-161). However, this is different from the research results of Siti Nafisah Azis (2021), Zulfikar Aditya Rachman & Widiartanto (2021).

11. Career development has no significant effect on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers, meaning that the higher the career development is not able to have a real impact on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research support the research of Felisa, Hendratmoko (2019), Herni Widiyah Nasrul, Parizal, Lukmanul Hakim. However, it is different from the results of Desak Ketut Sintaasih (2019 :4676-4703), Kms. M. Hasbiyallah, Fakhry Zamzam, Luis Marnisah (2021).
12. Competency has a significant positive effect on the career development of employed Higher Education Service Institutions Region 7 East Java lecturers , This means that the higher the career development, the higher the level of career development will not be able to have a real impact on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers. The results of this research support the research results of Roro Aditya Novi Wardhani, and Shendy Andrie Wijaya, Fakhrudin Noer Ardiansyah (2023:1-11), Ni Putu Ayu Yuliantini, Nyoman Natajaya, I Made Yudana (2013).
13. Achievement motivation strengthens the influence of competence on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers . The results of this research are different from the research findings of Rusdiana, Meitiana, Achmad Syamsudin (2023:125-143).
14. Achievement motivation strengthens the influence of career development on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers .

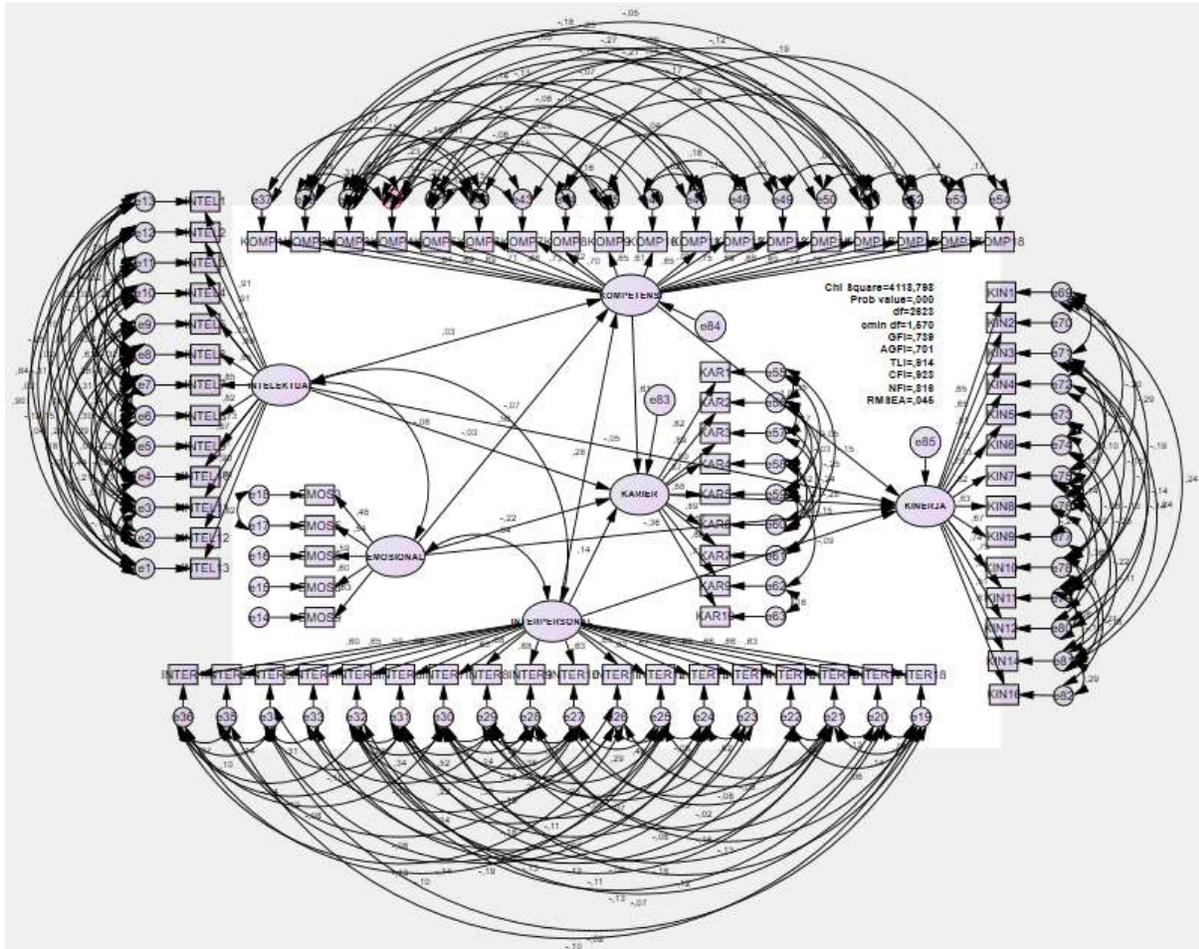
The findings of the research results above show that, of the fourteen hypotheses proposed, only seven hypotheses were found to be accepted and support existing theories and previous research results, namely, hypotheses 4, 6, 7, 10, 12, 13 and 14. Seven other hypotheses cannot support the theory and several previous research results, namely hypothesis 1 which states that Intellectual Intelligence has an insignificant effect on the competence of employed Higher Education Service Institutions Region 7 East Java lecturers, hypothesis 2 which states that Intellectual Intelligence has an insignificant effect on Career Development, hypothesis 3 which states that Intellectual intelligence has no significant effect on the performance of employed Higher Education Service Institutions Region 7 East Java lecturers. Hypothesis 5 which states that Emotional Intelligence has an insignificant effect on career development, hypothesis 8 which states that Interpersonal Communication has an insignificant effect on the Career Development of employed Higher Education Service Institutions Region 7 East Java lecturers, hypothesis 9 which states that Interpersonal Communication has an insignificant effect on the Performance of Regional employed Higher Education Service Institutions Lecturers 7 East Java, and hypothesis 11 which states that Career Development has an insignificant effect on Lecturer Performance.

The results of this research support research conducted by Citra Neza, Harif Amali Rivai, (2020:1-25).

5. Structural Model Analysis

5.1. Model Suitability Testing

Structural model testing uses several fit indices to measure the suitability of the research model being developed. From the AMOS analysis the following results were obtained:



Picture

Structural Model Estimation Results with *Modification Indices*

Source: Processed data (Appendix 3)

the goodness of fit criteria values produced by the SEM model are as follows:

Table

Goodness of Fit Test Results on Structural Models

Criteria	Analysis Results	Critical Value (Cut-off Value)	Model Evaluation
Chi Square	4118,798	As small as possible	The smaller the better
cmin df	1,570	≤ 2.00	<i>Good fit</i>

GFI	0.739	≥ 0.90	<i>Marginal fit</i>
AGFI	0.701	≥ 0.90	<i>Marginal fit</i>
TLI	0.914	≥ 0.90	<i>Good fit</i>
CFI	0.923	≥ 0.90	<i>Good fit</i>
NFI	0.816	≥ 0.90	<i>Marginal fit</i>
RMSEA	0.045	≤ 0.08	<i>Good fit</i>

Source: Processed data (Appendix 3)

The results of the structural model suitability test show that all criteria have met the requirements (*marginal fit* and *good fit*), so that the structural model is acceptable, and then testing of the significance of the influence between variables, both direct influence and moderating influence, is carried out.

5. 2. Testing the Significance of the Direct Path (*Direct Effect*)

The next stage of structural analysis of the model is *testing the structural relationship* on the direct effect path , namely examining the estimated relationship parameters between variables that represent each theoretical hypothesis. The hypothesis can be accepted if the statistically significant path parameters with the direction of influence are as predicted, meaning that the path parameters must be greater than zero for the positive direction and less than zero for the negative direction (Hair *et al.* , 2014: 589).

In *structural relationship testing* , hypothesis testing is carried out to test the significance of the influence between variables, using the *critical ratio* (CR) value and probability value (*p-value*). Whether the influence between variables is significant or not uses the condition that if the CR value is ≥ 1.96 or the p-value is $\leq 5\%$ significance level, then it is decided that there is a significant influence between these variables. Research hypothesis test results based on SEM analysis output:

Table
Results of Direct Path Significance Testing

Hip.	Relationship Between Variables	Coefficient	CR	P-Value	Note.
H ₁	Intellectual Intelligence → Competence	0.016	0.750	0.454	No Significant
H ₂	Career Development Intellectual Intelligence →	-0.017	-0.413	0.679	No Significant
H ₃	Lecturer Performance Intellectual Intelligence →	-0.019	-1,037	0.300	No Significant

H ₄	Emotional Intelligence →Competence	0.557	4,213	0,000	Significant
H ₅	Emotional Intelligence →for Career Development	-0.257	- 1,017	0.309	No Significant
H ₆	Emotional Intelligence →of Lecturer Performance	-0.241	- 2,021	0.043	Significant
H ₇	Interpersonal Communication →Competence	0.321	3,152	0.002	Significant
H ₈	Career Development Interpersonal Communication→	0.196	1,144	0.252	No Significant
H ₉	Lecturer Performance Interpersonal Communication→	0.085	1,088	0.277	No Significant
H ₁₀	Lecturer Performance Competencies→	0.843	6,922	0,000	Significant
H ₁₁	Lecturer Performance Career Development→	0.007	0.243	0.808	No Significant
H ₁₂	Development Competencya→ n Career	0.838	4,688	0,000	Significant

Source: Processed data (Appendix 3)

Based on the table above, it can be explained as follows:

- 1) The coefficient estimation results for the influence of Intellectual Intelligence on Competency show an insignificant influence with a CR value of 0.750 (less than 1.96) and a significance level (*p-value*) of 0.454 (greater than 5%). The resulting influence coefficient is only 0.016, meaning that a higher Intellectual Intelligence is unable to have a real impact on increasing Competency. Thus, the first hypothesis which states that intellectual intelligence has a significant effect on the competence of employed lecturers in Higher Education Service Institutions Region 7 East Java, cannot be accepted (H₁ is rejected).
- 2) The coefficient estimation results for the influence of Intellectual Intelligence on Career Development show an insignificant influence with a CR value of -0.413 (less than 1.96) and a significance level (*p-value*) of 0.679 (greater than 5%). The resulting influence coefficient is -0.017, meaning that the higher Intellectual Intelligence is unable to have a real impact on increasing Career Development, it even tends to reduce Career Development. Thus, the second

hypothesis which states that Intellectual Intelligence has a significant influence on the career development of employed lecturers in the Higher Education Service Institutions 7 East Java Region, cannot be accepted (H_2 is rejected).

- 3) The coefficient estimation results for the influence of Intellectual Intelligence on Lecturer Performance show that the influence is not significant with a CR value of -1.037 (less than 1.96) and a significance level (p -value) of 0.300 (greater than 5%). The resulting influence coefficient is -0.019, meaning that the higher Intellectual Intelligence is unable to have a real impact on increasing Lecturer Performance, it even tends to reduce Lecturer Performance. Thus, the third hypothesis which states that intellectual intelligence has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java, cannot be accepted (H_3 is rejected).
- 4) The coefficient estimation results for the influence of Emotional Intelligence on Competency show a significant influence with a CR value of 4.213 (greater than 1.96) and a significance level (p -value) of 0.000 (less than 5%). The resulting coefficient of influence is 0.557, meaning that higher Emotional Intelligence can have a real impact on increasing Competency. Thus, the fourth hypothesis which states that emotional intelligence has a significant effect on the competence of employed lecturers in Higher Education Service Institutions Region 7 East Java, can be accepted (H_4 is accepted).
- 5) The coefficient estimation results for the influence of Emotional Intelligence on Career Development show an insignificant influence with a CR value of -1.017 (less than 1.96) and a significance level (p -value) of 0.309 (greater than 5%). The resulting influence coefficient is -0.257, meaning that the higher Emotional Intelligence is unable to have a real impact on increasing Career Development, it even tends to reduce Career Development. Thus, the fifth hypothesis which states that emotional intelligence has a significant influence on the career development of employed lecturers in the Higher Education Service Institutions 7 Region, East Java, cannot be accepted (H_5 is rejected).
- 6) The coefficient estimation results for the influence of Emotional Intelligence on Lecturer Performance show a significant influence with a CR value of -2.021 (greater than 1.96) and a significance level (p -value) of 0.043 (smaller than 5%). The resulting influence coefficient is -0.241, meaning that the higher the Emotional Intelligence, the more it can have a real impact on reducing Lecturer Performance. Thus, the sixth hypothesis which states that emotional intelligence has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java, can be accepted (H_6 is accepted).
- 7) The coefficient estimation results for the influence of Interpersonal Communication on Competency show a significant influence with a CR value of 3.152 (greater than 1.96) and a significance level (p -value) of 0.002 (smaller than 5%). The resulting influence coefficient is 0.321, meaning that the higher the Interpersonal Communication is, the more it can have a real impact on increasing competence. Thus, the seventh hypothesis which states that interpersonal communication has a significant effect on the competence of employed lecturers

in the Higher Education Service Institutions 7 East Java Region, can be accepted (H₇ is accepted).

- 8) The coefficient estimation results for the influence of Interpersonal Communication on Career Development show that the influence is not significant with a CR value of 1.144 (smaller than 1.96) and a significance level (*p-value*) of 0.252 (greater than 5%). The resulting coefficient of influence is 0.196, meaning that the higher the Interpersonal Communication is, the less it is able to have a real impact on increasing Career Development. Thus, the eighth hypothesis which states that interpersonal communication has a significant effect on the career development of employed lecturers in the Higher Education Service Institutions 7 East Java Region, cannot be accepted (H₈ is rejected).
- 9) The coefficient estimation results for the influence of Interpersonal Communication on Lecturer Performance show that the influence is not significant with a CR value of 1.088 (less than 1.96) and a significance level (*p-value*) of 0.277 (greater than 5%). The resulting coefficient of influence is 0.085, meaning that the higher the Interpersonal Communication is, the less it is able to have a real impact on improving Lecturer Performance. Thus, the ninth hypothesis which states that interpersonal communication has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region, cannot be accepted (H₉ is rejected).
- 10) The coefficient estimation results for the influence of Competency on Lecturer Performance show a significant influence with a CR value of 6.922 (greater than 1.96) and a significance level (*p-value*) of 0.000 (less than 5%). The resulting influence coefficient is 0.843, meaning that the higher the competency, the more it can have a real impact on improving lecturer performance. Thus, the tenth hypothesis which states that competency has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region, can be accepted (H₁₀ is accepted).
- 11) The coefficient estimation results for the influence of Career Development on Lecturer Performance show that the influence is not significant with a CR value of 0.243 (smaller than 1.96) and a significance level (*p-value*) of 0.808 (greater than 5%). The resulting coefficient of influence is 0.007, meaning that the higher Career Development is unable to have a real impact on increasing Lecturer Performance. Thus, the eleventh hypothesis which states that career development has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region, cannot be accepted (H₁₁ is rejected).
- 12) The coefficient estimation results for the influence of Competency on Career Development show a significant influence with a CR value of 4.688 (greater than 1.96) and a significance level (*p-value*) of 0.000 (less than 5%). The resulting influence coefficient is 0.838, meaning that higher competency can have a real impact on increasing career development. Thus, the twelfth hypothesis which states that Competency has a significant influence on the career development of employed lecturers in the Higher Education Service Institutions 7 Region, East Java, can be accepted (H₁₂ is accepted).

5. 3. Testing the Significance of the Moderation Path (*Moderating Effect*)

The next stage of analysis is testing the moderating effect. According to Hair *et al* . (2017:259-269), testing the moderating effect in SEM can be done in several ways, one of which is used in this research is the *two-step approach* . The results of testing *the moderating effect* using the *two-step approach* can be summarized in the following table:

Table
Moderation Path Significance Test Results

Hip.	Moderating Relationships	Coefficient	CR	P-Value	Note.
H ₁₃	Achievement Motivation moderates the influence of Competency on Lecturer Performance	+0,000	3,140	0.002	Significant (Strengthen)
H ₁₄	Achievement Motivation moderates the influence of Career Development on Lecturer Performance	+0,000	3,929	0,000	Signifikan (Menguat)

Source: Processed data (Appendix 3)

Based on the table above, it can be explained as follows:

- 1) The results of the moderation analysis of Achievement Motivation on the influence of Competency on Lecturer Performance show a significant influence with a CR value of 3.140 (greater than 1.96) and a significance value (*p-value*) of 0.002 (smaller than the 5% significance level). The resulting influence coefficient is 0.000 (positive/strengthening), meaning that Achievement Motivation significantly strengthens the influence of Competency on Lecturer Performance. Thus, the thirteenth hypothesis which states that Achievement Motivation moderates the influence of Competency on the Performance of employed Lecturers in the Higher Education Service Institutions 7 East Java Region, can be accepted (H₁₃ is accepted).
- 2) The results of the moderation analysis of Achievement Motivation on the influence of Career Development on Lecturer Performance show a significant influence with a CR value of 3.929 (greater than 1.96) and a significance value (*p-value*) of 0.000 (smaller than the 5% significance level). The resulting coefficient of influence is 0.000 (positive/strengthening),

meaning that Achievement Motivation significantly strengthens the influence of Career Development on Lecturer Performance. Thus, the fourteenth hypothesis which states that Achievement Motivation moderates the influence of Career Development on the Performance of employed Lecturers in the Higher Education Service Institutions 7 East Java Region, can be accepted (H_{14} is accepted).

6. Results and Discussion

The Influence of Intellectual Intelligence on the Competence of Employed at a Higher Education Service Institution Lecturers Region 7 East Java .

The results of the estimated coefficient of the influence of intellectual intelligence on competence show that the influence is not significant with a *CR value* of 0.750 (less than 1.96) and a significant level (*p-value*) of 0.454 (greater than 5%) The resulting coefficient of influence is only 0.016 , meaning that the higher the intellectual intelligence, it is not able to have a real impact on increasing the competence of employed Higher Education Service Institutions Region 7 East Java lecturers. Thus, hypothesis 1, which states that intellectual intelligence has a significant effect on the competence of employed lecturers in the Higher Education Service Institutions 7 East Java Region, is rejected (H_1 is rejected).

The influence of intellectual intelligence on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The results of the estimated coefficient of the influence of intellectual intelligence on career development show an insignificant influence with a *CR value* of -0.413 (smaller than 1.96) and a significant level (*p-value*) of 0.679 (smaller than 5%) The resulting coefficient of influence is only amounting to -0.017, meaning that the higher the intellectual intelligence is not able to have a real impact on increasing the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the second hypothesis, which states that intellectual intelligence has a significant effect on the career development of employed lecturers in the Higher Education Service Institutions 7 Region, East Java, is rejected (H_2 is rejected)

The influence of intellectual intelligence on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The coefficient estimation results of the influence of intellectual intelligence on performance show an insignificant influence with a *CR value* of -1.037 (smaller than 1.96) and a significant level (*p-value*) of 0.300 (smaller than 5%). The resulting coefficient of influence is only amounting to -0.019, meaning that the higher the intellectual intelligence is not able to have a real impact on improving the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the third hypothesis, which states that intellectual intelligence has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 Region, East Java, is rejected (H_3 is rejected).

The influence of emotional intelligence on the competence of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The estimated coefficient of the influence of emotional intelligence on competence shows a significant influence with a *CR value* of 4.213 (greater than 1.96) and a significance level (*p-value*) of 0.000 (smaller than 5%). The resulting coefficient of influence is only 0.557, meaning that the higher the emotional intelligence, the higher the competence. Thus, the fourth hypothesis, which states that emotional intelligence has a significant effect on the competence of employed lecturers in the Higher Education Service Institutions 7 East Java Region, can be accepted (H_4 is accepted).

The influence of emotional intelligence on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The coefficient estimation results for the influence of emotional intelligence on career development show an insignificant influence with a *CR value* of -1.017 (smaller than 1.96) and a significance level (*p-value*) of 0.309 (smaller than 5%). The resulting influence coefficient is only -0.257, meaning that the higher emotional intelligence is unable to have a real impact on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 5th hypothesis which states that emotional intelligence has a significant effect on the career development of employed lecturers in the Higher Education Service Institutions 7 East Java Region is rejected (H_5 is rejected).

The influence of emotional intelligence on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The results of the estimated coefficient of the influence of emotional intelligence on performance show a significant influence with a *CR value* of -2.021 (smaller than 1.96) and a significant level (*p-value*) of 0.043 (smaller than 5%). The resulting coefficient of influence is only equal to -0.241 (negative), meaning that the higher the emotional intelligence, the higher the lecturer's performance. Thus, the 6th hypothesis which states that emotional intelligence has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region is accepted (H_6 is accepted).

The influence of interpersonal communication on the competence of Higher Education Service Institutions Region 7 East Java lecturers.

The coefficient estimation results for the influence of interpersonal communication on competence show a significant influence with a *CR value* of 3.152 (greater than 1.96) and a significance level (*p-value*) of 0.002 (smaller than 5%). The resulting influence coefficient is 0.321 (positive), meaning that the higher the Interpersonal Communication, the higher the competence. Thus, the 7th hypothesis which states that interpersonal communication has a significant effect on the competence of employed lecturers in the Higher Education Service Institutions 7 East Java Region is accepted (H_7 is accepted).

The influence of interpersonal communication on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The results of the estimated coefficient of the influence of interpersonal communication on career development show that the influence is not significant with a *CR value* of 1.144 (less than 1.96)

and a significant level (*p-value*) of 0.252 (greater than 5%). The resulting coefficient of influence is only amounting to 0.196 (positive), meaning that the higher the level of interpersonal communication, it has not been able to have a real impact on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 8th hypothesis which states that interpersonal communication has a significant effect on the career development of employed lecturers in the Higher Education Service Institutions 7 East Java Region is rejected (H_8 is rejected).

The influence of interpersonal communication on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The results of the estimated coefficient of the influence of interpersonal communication on performance show that the influence is not significant with a *CR value* of 1.088 (smaller than 1.96) and a significant level (*p-value*) of 0.277 (smaller than 5%). The resulting coefficient of influence is only equal to 0.085, meaning that the higher interpersonal communication is unable to have a real impact on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 9th hypothesis which states that interpersonal communication has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region is rejected (H_9 is rejected).

The influence of competency on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The coefficient estimation results for the influence of competence on performance show a significant influence with a *CR value* of 6.922 (greater than 1.96) and a significance level (*p-value*) of 0.000 (less than 5%). The resulting influence coefficient is 0.843 (positive), meaning that the higher the individual competence, the performance of the Employed at a Higher Education Service Institution Region 7 East Java lecturers will also be higher. Thus, the 10th hypothesis which states that competency has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions 7 East Java Region , can be accepted (H_{10} is accepted).

The influence of career development on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The coefficient estimation results for the influence of career development on performance show that the influence is not significant with a *CR value* of 0.243 (smaller than 1.96) and a significant level (*p-value*) of 0.808 (smaller than 5%). The resulting coefficient of influence is only equal to 0.007, meaning that the higher the career development is, the less it will have a real impact on the performance of the Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 11th hypothesis which states that career development has a significant effect on the performance of employed lecturers in Higher Education Service Institutions Region 7 East Java is rejected (H_{11} is rejected).

The influence of competency on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

The coefficient estimation results for the influence of competence on career development show a significant influence with a *CR value* of 4.688 (greater than 1.96) and a significance level (*p-value*) of 0.000 (less than 5%). The resulting influence coefficient is 0.838 (positive), meaning that the higher the lecturer's competence, the career development of the Employed at a Higher Education Service Institution Region 7 East Java lecturers will also be higher. Thus the 12th hypothesis which states that competency has a significant influence on the career development of employed lecturers in the Higher Education Service Institutions 7 East Java Region can be accepted (H_{12} is accepted).

The influence of competency on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers is moderated by achievement motivation

The results of the moderation analysis of employed lecturers' achievement motivation on the influence of competence on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers show a significant influence with a *CR value* of 3.140 (greater than 1.96) and a significant value (*p-value*) of 0.002 (smaller than real level 5%). The resulting influence coefficient is +0.000 (positive/strengthening), meaning that achievement motivation significantly strengthens the influence of competence on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 13th hypothesis which states that competency has a significant effect on the performance of employed lecturers in the Higher Education Service Institutions Region 7 East Java which is moderated by achievement motivation can be accepted (H_{13} is accepted).

The influence of career development on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers is moderated by achievement motivation

The results of the moderation analysis of employed lecturers' achievement motivation on the influence of career development on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers, show a significant influence with a *CR value* of 3.929 (greater than 1.96) and a significant value (*p-value*) of 0.000 (more smaller than the real level of 5%). The resulting influence coefficient is +0.000 (positive/strengthening), meaning that achievement motivation significantly strengthens the influence of career development on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers. Thus, the 14th hypothesis which states that career development has a significant effect on the performance of Higher Education Service Institutions Region 7 East Java lecturers which is moderated by achievement motivation can be accepted (H_{14} is accepted).

6. Conclusion

Based on the problem formulation, research hypothesis and previous discussion, the following conclusions can be drawn:

1. Intellectual Intelligence has no significant effect on the competency of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this study do not

- confirm the intellectual intelligence theory presented by Galtonseph (1978), Bennet and Simon (2004), Anastasi and Urbina (1997), Wechsler (2001), Robbins (2014) and the competency theory presented by McClelland (2012), Zainal, Veithzal Rivai (2015), Lyle Spencer and Signe Spencer (2012). The results of this research are different from the research results of Cuéllar, Deybbi -Molina et al (2018), Darman et.al (2021).
2. Intellectual Intelligence has no significant effect on the Career Development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this research confirm the theories of Robbins (2014), Bennet and Simon (2004) and Andrew J. Dubrin (2015). The results of this research are different from the results of research, Qaiyim (2018).
 3. Intellectual Intelligence has no significant effect on the performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this research can confirm the theories of Wechsler (2001), Robbins (2014), Bernadin and Russel (2015 and Law Number 14 of 2005. The results of this research are different from the research results of Nilamartini et al (2021), Ayu, Tirta Sati (2018) and Sofyana , Utari et al (2021).
 4. Emotional Intelligence has a positive and significant effect on the competence of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this research confirm the theories of Goleman (2015), John Mayer and Peter Salovey (1997) and McClelland (2012). The results of this research are the same as the results of research by La Ode As Ari et al. (2019), Rahayu, Sri et al (2018).
 5. Emotional Intelligence has no significant effect on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this research confirm the theories of Goleman (2015), John Mayer and Peter Salovey (1997) and Andrew J. Dubrin (2015). The results of this research are different from the research results of López, María Inmaculada -Núñez (2022), Fitriana, Charissa Sherly (2015).
 6. Emotional Intelligence has a significant effect on the Performance of Higher Education Service Institutions Region 7 East Java Lecturers. The results of this research can confirm the theory of Goleman (2015), Bernadin and Russel (2015) and Law Number 14 of 2005. The results of this research are the same as the research results of Trad, Moni et al (2020), Khassawneh, Osama et al (2022) and Cherniss, (2000), Lulus (2010) and Puspitaningrum (2018).
 7. Interpersonal Communication has a significant effect on the Competency of Higher Education Service Institutions Region 7 East Java Lecturers. The results of this research can confirm the theories of Mead (2014), DePotter (2013) and McClelland (2012). The results of this research are the same as the research results of Krisdyawati, Risqi Cesar (2017), Puspitaningrum, Vera (2018).
 8. Interpersonal Communication has no significant effect on the Career Development of Employed at a Higher Education Service Institution Region 7 East Java Lecturers. The results of this study confirm the theories of Mead (2014), DePotter (2013) and Andrew J. Dubrin (2015). The results of this study are not the same as the results of research by Afridhamita, Chellsa et al. (2020), Yolanda, Wafa et al (2022) and Chairiah Yulianti Siregar et al (2013).

9. Interpersonal Communication has no significant effect on the Performance of Employed at a Higher Education Service Institution Region 7 East Java Lecturers. The results of this research can confirm the theory of Mead (2014), DeP Potter (2013), Bernadin and Russel (2015) and Law Number 14 of 2005. The results of this research are different from the research results of Hasbi Sjamsir (2021), Haryaka (2018), Nkemakolam, Emmanuel et al. (2021) and Vera Puspitaningrum (2018).
10. Competency has a significant effect on the performance of Employed at a Higher Education Service Institution Region 7 East Java Lecturers. The research results can confirm the theories of McClelland (2012), Zainal, Veitzhal Rivai (2015), Lyle Spencer and Signe Spencer (2012), Bernadin and Russel (2015), Law Number 14 of 2005, and Mathis-Jackson (2004). The results of this research are the same as the research results of Riski, Elwina Maspupa (2021), Tati, Setiawati (2009), Kurniawan (2012), Handajani, (2017), Asmini (2019), Sudarmin et al (2018), Sudarmin et al (2018), Zaim H (2013:74), Wardhani, Roro Aditya Novi et al (2020). The results of this research are not the same as the results of Suyitno's research (217:151).
11. Career Development has no significant effect on the Performance of Employed at a Higher Education Service Institution Region 7 East Java Lecturers. The results of this research can confirm the theories of Veitzhal Rivai (2003), Andrew J. Dubrin (2015), Roe (1956), Bernadin and Russel (2015), Law Number 14 of 2005 and Mathis-Jackson (2004). The research results are different from the research results produced by Helisia (2020), Afridhamita, Chellsa et al. (2020), Helisia (2020), Syahbaniah, Achmad Jaya (2015), Al-Arsy, Auliana Farrababnie (2014), and Winarti, Endah (2015).
12. Competency has a significant influence on the career development of Employed at a Higher Education Service Institution Region 7 East Java lecturers. The results of this research can confirm the theories of McClelland (2012), Zainal, Veitzhal Rivai (2015), Lyle Spencer and Signe Spencer (2012), Veitzhal Rivai (2003), Andrew J. Dubrin (2015) and Roe (1956). The research results are the same as the research results produced by Wardhani, Roro Aditya Novi et al (2020), Qaiyim, Asy'ari (2018), and Yuliantini, Ayu (2013).
13. Achievement Motivation can moderate (strengthen) the influence of Competency on the Performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers
14. Achievement Motivation can moderate (strengthen) the influence of Career Development on the Performance of Employed at a Higher Education Service Institution Region 7 East Java lecturers.

7. Suggestions

Based on the research findings and conclusions described previously, several suggestions can be made as follows:

1. Head of Higher Education Service Institutions Region/Rector/Chairman/Director of Private Universities continues to provide Achievement Motivation to Employed at a Higher Education Service Institution Region 7 East Java lecturers and Career Development related to the careers of Higher Education Service Institutions Region 7 employed lecturers, especially College/Head

of Higher Education Service Institutions Region 7 East Java to facilitate career development , Universities give rewards for the achievements that lecturers have achieved and those related to increasing lecturer competence, especially those related to mastery of areas of expertise which are the main tasks of a lecturer, the ability to show the relationship between the field of expertise being taught and the context of life. And to create the Performance of Employed at a Higher Education Service Institution Region 7 East Java Lecturers.

2. Leaders of Higher Education Service Institutions Region 7 East Java/Rector/Chairman/Director of Private Universities to provide various training activities both short and long term on a regular basis in the form of socialization/workshops/FGD/Monev and holding activities that support improving the quality of human resources for Employed at a Higher Education Service Institution Region VII lecturers in improving quality Implementation of the Tri Dharma of Higher Education, for example the activity of Increasing Lecturer Work Ethic through Outbound for employed Lecturers in the Higher Education Service Institutions 7 Environment.
3. Further research must be carried out, especially to see the influence between Intellectual Intelligence and Competence, Intellectual Intelligence and Career Development, Intellectual Intelligence and Lecturer Performance, Emotional Intelligence and Career Development, Interpersonal Communication with Career Development, Interpersonal Communication with Lecturer Performance, and Career Development with Lecturer Performance .
4. Similar research needs to be carried out on a wider range, both regarding the addition of the number and characteristics of variables, the relationship between variables, the sample population and the theoretical basis used in creating the questionnaire.
5. Further research is needed on the relationship between Intellectual Intelligence, Emotional Intelligence, Interpersonal Communication, Competence, Career Development and Achievement Motivation on Lecturer Performance by involving researchers from the field of psychology to see a deeper relationship between these variables.

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