
PERFORMANCE EVALUATION: An intervening model of job satisfaction, transformational leadership and career development

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Abstract

This study aims to examine the performance of academic staff through an evaluating model mediation of transformational leadership, career development, and job satisfaction. Recorded, eighty-five respondents have participated in this study to help institutional development. By the assistance of Smart-PLS software to the feedback data, result shows that transformational leadership isn't significant to performance and job satisfaction, while career development was found significant effect on job satisfaction but not performance. Mediating contribution of job satisfaction stated partial effects on both, but only enhance relationship between career development and performance.

Keywords: Career Development; Job Satisfaction; Performance; Transformational Leadership

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INTRODUCTION

Performance issues became important cases in every organization due to considered as an important step to be optimal (Matulesy et al., 2021), especially in an academic context such as administration staff. An academic staff performance closely related to service excellent for the lecturers, students, and management for overall. Study of Muawanah et al (2020) and Putra (2020) found that an academic staff performance has a strong correlation with leadership style, while Amiet et al (2021); Delbari et al (2020) and Loyarte-López et al (2020) found that performance also related with job satisfaction and career development (Amiet et al., 2021; Delbari et al., 2020; Loyarte-López et al., 2020). In today's era, many things which caused the declining performance of academic staff, such as inability to adapt in the digital-based work system, lack of attention and interesting to upgrading skills such as attend seminars and job training which organized by the University. Further, many of academic staff were stuck in their status quo, and think their job only daily routines, in which it is very risky to the image and qualities of organizational in the future, because many of academic staff have lack enthusiasm and motivation to achieve something's high in their work.

Performance that met organizational expectations will create harmonization between leader and follower at the university level (Adhan et al., 2019). Transformational leadership approach normally applied to the staff academic cause it friendly and humble (Hidayat et al., 2021), so it was recognized could enhance performance of academic staff (Tentama et

al., 2019). Transformational leaders also create futuristic visions and behave as a role model through inspirational action (Hidayat et al., 2021). In the other hand, career development has proven to boost an academic staff ability to provide excellent service (Wilkins et al., 2021). Career development is a formal approach adopted and implemented by an organization to ensure that employees who have the appropriate skills and experience are available or ready when needed (Chitsamatanga et al., 2018). In an academic context, this program is effective depending on increasing opportunities for mentoring and coaching, and improving competencies such as drive for change, improving relational skills, and self-competence (Bhagra et al., 2020).

Furthermore, factors such as job satisfaction are also significantly influenced by career development opportunities, the more open of opportunities to be promoted, the happier employees at work (Muawanah et al., 2020; Szromek & Wolniak, 2020). Job satisfaction is an emotional state that is pleasant or unpleasant when someone evaluates his work (Bentley et al., 2013). Job satisfaction is closely related to performance, organizational productivity, leadership style, and career development (Anwar et al., 2017; Febrianti et al., 2020; Tesfaw, 2014; Toker, 2011). The research of Kishen et al (2020) found that job satisfaction contributed significantly in increasing the role of transformational leadership on the performance of academic staff. Furthermore, job satisfaction has also been shown to mediate the relationship between career development and academic staff performance. Several studies support this findings (Eliyana et al., 2019; Sekara, 2019; Sudiardhita et al., 2019; Tentama et al., 2019).

METHODS

An explanatory research design was appropriate to investigating the research questions. To overcome the problem of common method variance as much as possible, the data collection was taken by online method (Sekaran & Bougie, 2016), through google form questionnaires. All the respondents were asked to respond on a *Likert* scale ranging 1 "strongly disagree" to 5 "strongly agree" (Sekaran & Bougie, 2016). Recorded 85 academic staff in four faculties in the health division have participated, in which eighty-nine questionnaires distributed firstly, then their responses were analyzes by IBM SPSS version 26 throughout frequency distribution method to the descriptive analysis, and Smart-PLS latest version software use to analyze Structural Equation Model (SEM) and *Bootstrapping* analysis (Hair et al., 2010; Hult et al., 2015).

The cut value point of loading factor is 0,65 in the average variance extracted by 0,5 to the rule of thumb in the validity test (Hair et al., 2010). Reliability of the constructs up to 0,7 through composite reliability score, and R^2 should $> 0,33$ to state the model has an impact

value (Hult et al., 2015), then Fornell and Larcker criteria use to discriminant validity (Fornell & Larcker, 1981). In regard to the *Boostraping* analysis, the cut value point refers to the one-tail criteria of 1,64 an above to be stated supported, vice versa (Hair et al., 2010). In terms of measurement scale, all respondents evaluated their leaders using 20-item from Multifactor Leadership Questionnaires (MLQ) (Avolio et al., 1999), this is a popular measurement item used by transformational leadership in many research, because it is represent the five dimensions that perfectly describe transformational leadership.

Further, the assessment regarding organizational efforts in career development is measured by 12-items (Dassanayake, 2022), this item was chosen due to it has been heavily revised and updated to adjust career development system and management today's. Academic staff also requested to represents their satisfaction on job through 12-items (Samuel et al., 2014), these 12-items do not separate the dimensions of job satisfaction, because not all dimensions of job satisfaction are related to our research phenomenon, therefore, separating the dimensions will only lead to the ineffectiveness result. Furthermore, academic staff recognize their performance in past three years on 15-items (Fahlevi et al., 2021).

RESULTS AND DISCUSSION

In the result section, each section will be sequenced very carefully to make readers can easily understand the results. In the first part, the identity of respondents will be shown in the table 1. This study confirms that the participants were very cooperative, they carefully filled in their personal identities and other related information such as length of work, had attended training and development, once promotion or not, monthly income, and amount of depends. Further, respondents were also asked to give their responses to the questionnaire items, in which these items are representations of the conditions and circumstances at the office, both related to the leader, satisfaction of work, and organizational effort in career development.

In regard to measure the responses, descriptive analysis technique had been used throughout frequency distribution method, it is the method of grouping data into tabulation, then processed by SPSS Version 26 software to obtain the mean value (Ramos, 2014). Dunn et al (2003) stated that mean categories divided into five, in which > 4,21 is very high response, ranging 3,61 to 4,20 is high response, then < 3,60 is represent medium, low, and very low response. Figure 1 shows the results of each variable.

Table 1. Participants Profile

Characteristic	Information	Quantities	%
Gender	Man	38	45,00%
	Woman	47	55,00%
Age	≤ 20 Years	0	0%
	20-30 Years	6	7,06%
	31-40 Years	4	4,71%
	>40 Years	75	88,24%
Marital Status	Married	76	89,41%
	Single	7	8,24%
	Widow	1	1,18%
	Widower	1	1,18%
Religion	Islam	85	100%
	Non-Islam	0	4,68%
	SHS/VHS	39	45,88%
Educational Background	Diploma III	12	14,12%
	Bachelor	28	32,94%
	Master	6	7,06%
	Doctor	0	0%
	Not Yet	8	9,41%
Amount of Depends	1-3 Persons	48	56,47%
	> 4 Persons	29	34,12%
Monthly Income	IDR 3 to 6 million	83	97,65%
	IDR 6 to 8 million	2	2,35%
Working Experiences	1-5 Years	7	8,24%
	5- 10 Years	11	12,94%
	>10 Years	67	78,82%
Follow Training and Development	Once	60	70,58%
	Never	25	29,42%

N = 85

Source: Data Processed, 2023

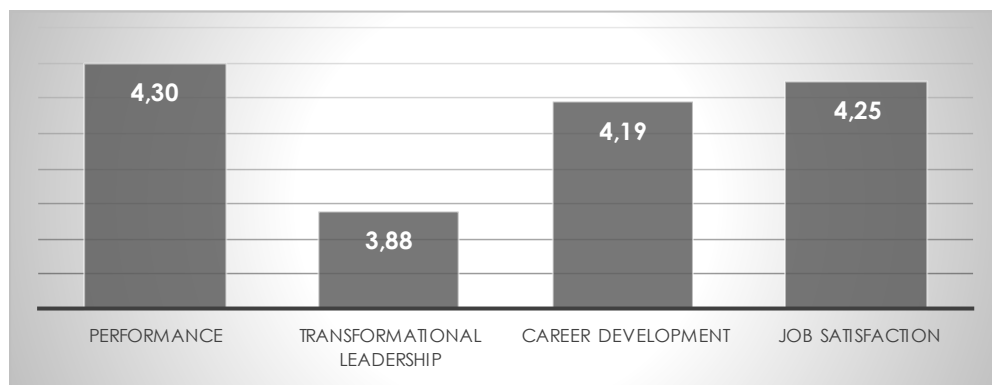


Figure 1. Descriptive Statistics

According to the figure 1, participants responses related performance categorized very high with the mean value of 4,30, meaning that the majority of academic staff feel that their

performance was in line with organizational expectations. Whereas, in the transformational leadership the high criteria with a mean value of 3.88 recorded, and meaning that the implementation of transformational leadership among academic staff is not run well. Meanwhile, job satisfaction obtained a mean value of 4.25. As analysis, an academic staff feel the expectations and benefits which given today are met with expectation. In term of career development, academics staff responses are in the high category, by mean value of 4.19, which in turn to examine that career development efforts which carried out by the organization are quite good, because training and seminars are often held. After seeing how the academic staff responded to the items, the model testing phase is Structural Equation Model (SEM) which is shown in table 2.

Table 2. Models

	AVE	Composite reliability	R-Square
Career Development	0,514	0,921	
Job Satisfaction	0,534	0,926	0,449
Performance	0,560	0,899	0,553
Transformational Leadership	0,517	0,941	

Note: AVE is Average Variance Extracted

Source: Data Processed by Smart-PLS

Table 2 shows that the items which have been tested through PLS are declared to pass the validity and reliability test, in which the final model shown is the second attempt after several items that has a score < 0.65 removed in the first attempt. Meanwhile, the impact of proposed model is included in the moderate category (Performance 55.3%) and (Job Satisfaction 44.9%), which means that problems related to job performance in the academic staff is 55.3% came from our predictors, while 44.9% simultaneously affects job satisfaction. Furthermore, proposed items by this study also undetected double-meaning or lack of discriminant validity by Heterotrait-Monotrait Ratio (HTMT) with cut value point of < 0,85. In the next step, *bootstrapping* analysis shown in the table 3.

Table 3. *Bootstrapping*

	Original sample	T statistics	Status
Transformational Leadership -> Performance	0,116	1,153	NS
Career Development -> Performance	0,133	1,299	NS
Transformational Leadership -> Job Satisfaction	0,198	1,412	NS
Career Development -> Job Satisfaction	0,578	5,075	S
Job Satisfaction -> Performance	0,597	5,273	S
Transformational Leadership -> Job Satisfaction -> Performance	0,118	1,407	NS
Career Development -> Job Satisfaction -> Performance	0,345	3,278	S

Source: Data Processed by Smart-PLS

The results of this study confirmed that the implementation of transformational leadership on the performance of civil servants in the health cluster was found not significant due to the majority of civil servants in that faculties were > 40 years old, in which it makes the leader difficult to inspire and motivate them. Therefore, the implementation of transformational leadership did not run optimally. Amankwaa and Anku-Tsedde (2015) stated that the worker who relatively old is difficult to be inspired, because they are very depend on family factors and the assessment of their own thoughts. Meanwhile, the leaders cannot be used as a role model for standards and work ethics, and can't convince their subordinates for overall. In the basic theory of transformational leadership by Bass and Avolio (1993) stated that the leader who can't be a role model will reduce work motivation of their subordinates, and it which in turn to reduce performance for overall. Our finding is in-line with Eliyana et al (2019) which states that organizational distrust is created when leaders cannot be a role model, and it leads toward un-creative performance (Eliyana et al., 2019; Hidayat et al., 2021). This study is not in-line with Kishen et al (2020) and Sekara (2019), which found that transformational leadership is the best predictor on performance.

On the other hand, career development efforts designed by the organization are also ineffective on performance due to the academic staff is not enthusiastic to be participating in seminars and training programs, it is due to most of academic staff have repeatedly followed, but still have no change and improvement in their careers. While, the majority of academic staff also has a working experience > 10 years. Cochran et al (2019) argues that the person who has worked for a long time will be more demanding instant career and quick promotion. Beside, Thorun dan Diels (2020) stated the work transition towards a technology-based system makes it difficult for some people to adapt, especially for those who are growing older. Our finding in-line with Putra (2020), which stated that career development is not the main factor which establish individual performance. While, our finding is not in-line with previous findings (Febrianti et al., 2020; Muawanah et al., 2020).

Transformational leadership have also insignificant effect on job satisfaction of academic staff, it is caused by limited power and scope of the leaders to influence and fill the follower expectation directly due to the leader only as head of unit. On other hand, the centralized bureaucratic system also makes leaders unable to meet follower expectations quickly. Our result didn't have any supporting literacy, but we strengthen our arguments with the statement of Brunetto et al (2017), which stated that the leader can't make decision directly in centralized bureaucracy system, while only give their inspirational and motivational support to the followers. This finding is contradict with several previous research (Hidayat et al., 2021; Jaspin et al., 2021; Mwesigwa et al., 2020). The effect of career development was

found to be significant on job satisfaction of academic staff, this was triggered by expectation of academic staff to get a position in higher level, even though most of them were not enthusiastic to participate in career development programs. As analysis, academic staff want instant career promotions, because they were often attended seminars and training which held by the organization in the past. Therefore, academic staff today's performance still unstable due to many academic staff not yet get their career goal. Our finding related with several previous research (McAleavy et al., 2021; Putra, 2020).

Job satisfaction of academic staff also found as a key factor in academic staff performance, it is due to many leeway that provided by the leader to older academic staff women regarding their work targets, thus it can be reduce job stress and helpful their work in the crowded situation. Our finding deal with previous research (Fahlevi et al., 2021; Pratama et al., 2021; Rawashdeh et al., 2020; Sudiardhita et al., 2019). In term of mediating contribution of job satisfaction, it is only can enhance the relationship career development and performance, with total VAF score of 72,17%. In this result, the satisfaction felt by the academic staff from career development efforts which held by organization is truly impacted on improving future performance, especially in the faculties of health.

Our job satisfaction contribution to the relationship between career development and performance is support previous findings (Putra et al., 2020; Daud & Afifah, 2021; Eliyana et al., 2019; Putra, 2020; Tentama et al., 2019), in which to achieve better performance and to adapting in the technology work system, the organization have to seriously in career development efforts. Meanwhile, the relationship between transformational leadership and job performance can't improve by mediating contribution of job satisfaction. This result indicated that the awareness of academic staff with the scope and the leader power is limited. We also found that the unit leader can't be a role model in the work standard and ethics in this organization, thus it also meaning that the follower isn't really trust and believe with their leader. We have not found any supporting literatures. But, we agree with the opinion of Games et al (2022), which stated that lack of trust from follower to their leader will impact on stuck performance and lack of innovativeness.

CONCLUSION

Nowadays, job performance became an existing issue in the mid of changing work system and method toward technology-based system, especially to the work which operates in administration service. The finding regard with un-optimally transformational leadership implementation on academic staff performance had been prove that motivational and inspirational action ineffective when the majority staff has an age over than 40 years by the working experience of 10 years above. It is also in line with the limited scope and influence of the unit leaders which impact on high interpersonal distrust in the work context. Our findings

can be stated as the answer to why the performance of academic staff continues to decline in the last five years at the health faculties. On the other hand, career development will also not run effectively if there are no strict rules that require each subordinate to improve their ability to keep up with the current work system developments. Furthermore, the centralized bureaucratic system is also become an obstacle to changes.

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