



(RESEARCH ARTICLE)



## Unlocking career success: Exploring the role of career management as a moderator in career motivation's impact of private lecturers in Indonesia

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### Abstract

It discusses strategies for increasing the career success of private lecturers in Indonesia that can support interest and inclusiveness in organizations and society. The problem with this research is the lack of specific information regarding the relationship between career motivation, career management, and career success of lecturers in Indonesia, especially in the context of the moderating role of career management. This research aims to answer how career management can moderate the influence of career motivation on lecturer career success, as well as provide practical guidance for educational institutions to increase support for lecturer career development. The research used quantitative methods with a Google Form survey of 400 foundation lecturers in Indonesia. The variables studied were career motivation, career management, and career success on a 5-point Likert scale. Analysis was carried out using Structural Equation Modelling (SEM) to test variable relationships. The results of this research are that career motivation and career management have a significant influence on lecturers' career success, but career management cannot act as a moderator between career motivation and career success. Institutions should develop strategies for career motivation and management to enhance lecturer success. Strengthening intrinsic/extrinsic motivators, professional identity, skill development, mentoring programs, career plans, and flexibility is crucial. Future research should explore more variables and the moderating role of career management.

**Keywords:** Career motivation; Career management; Lecturers; Career success; Moderating role.

### 1. Introduction

In the era of globalization and increasingly fierce competition, success at work has become the main goal of many people who work in various professions. Career success includes not only accomplishments in the current job, but also development and advancement in a long-term career path. To achieve sustainable career development, it is important to understand and pay attention to the factors that influence occupational motivation and career management.

In Indonesia, the role of a lecturer is not only a teacher, but also an important career advisor for students and faculty. Based on data from the Indonesian Lecturer Personnel Agency's Higher Education Forum for the 2022/2023 Academic Year, as many as 165.84 thousand lecturers (45.33%) are lecturers without degrees or degrees, and 109.39 thousand lecturers with the title of expert assistant (29.9%). It was concluded that almost 50% of lecturers were still teaching staff only, this shows that the small number of lecturers who have functional positions in Indonesia. This research aims to reveal the important role of career management as a moderator and the influence of career motivation on the career success of lecturers in Indonesia.

A lecturer's career motivation largely comes from within. Intrinsic motivational strengths include the desire to contribute knowledge, be recognized in the field, and develop research and teaching skills. Meanwhile, the power of extrinsic motivation includes salary, promotions and other benefits (Amstrong, 2019; Lumbanraja, 2017). In Indonesia,

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career development has a significant impact on lecturers' academic performance (Putri & Suherman, 2016). Motivation and career strategy influence careers (Brown & Jones, 2019). The importance of lecturer motivation for academic development and job satisfaction (Chen & Wang, 2016).

Lecturer career management in Indonesia faces many challenges, including intense competition in academia, the need for interdisciplinary skill development, and the need to produce relevant and impactful research papers. Effective career management strategies for lecturers include management career planning, building professional networks, and participating in training and development programs (Widodo, 2020; Pardjono, 2018). Career management that contributes to the career success of lecturers in Indonesia (Sari & Kurniawan, 2021). Santosa & Handoko (2019) show that career development programs contribute to the academic achievements of lecturers in Indonesia. There is a relationship between career management practices and high job satisfaction (Smith & Johnson, 2017). Previous research by Wibowo & Hidayat (2017) found that career management practices influence career satisfaction and turnover intentions among lecturers in Indonesia. Kusumawardhani & Susanti (2022) show that the aspect of career resilience in achieving career success among lecturers in Indonesia is important. Career resilience contributes to achieving career success and job satisfaction (Nguyen & Pham, 2022). Effective career management strategies can improve academic outcomes and job satisfaction (Anderson & Taylor, 2018). Career management practices and their impact on job satisfaction and intention to change jobs among faculty (Lee & Kim, 2021; Wang & Li, 2016).

Considering the influence of career motivation on the career success of Indonesian lecturer, the moderating role of career management seems to be very important. Effective career management can optimize the positive effects of career motivation on lecturers' performance, such as publishing academic papers, improving the quality of teaching, and making significant contributions to the development of educational institutions.

Although much research has been conducted on career motivation and career management in general, there is still a lack of specific information regarding the relationship between career motivation, career management and career success of lecturers in Indonesia. In particular, there is still relatively little research investigating the moderating role of career management in linking career motivation with lecturers' career success.

The novelty of this research is its focus on lecturers in Indonesia and the limited role of lecturers in career management. Through in-depth analysis and empirical research, this research is expected to provide detailed information about how career management can influence the impact of career success on lecturers and the practical implications for lecturer career development in Indonesia.

By filling this knowledge gap, it is hoped that this research can contribute to the understanding of the factors that influence lecturer careers in Indonesia and provide practical guidance to educational institutions to increase support for lecturer career development.

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## 2. Material and methods

The method used in this research is a quantitative method, a quantitative design using scientific principles, namely objective, empirical, measurable and systematic. The data collection method uses surveys because the completion time is faster, there are instruments for data collection and can measure the relationship between variables. Quantitative research methods are used because they make it easier to generalize and replicate research results (Creswell & Creswell, 2017). A questionnaire via the Google Form link. The total sample is 400 permanent foundation lecturers registered in the Higher Education Database spread throughout Indonesia. The structural equation modelling (SEM) method is used to examine the connections between the variables.

The conceptual figure of the model is shown in Figure 1. The following are the theories based on this framework:

This research consists of 3 variables that will be studied, namely career motivation (X) with 19 questionnaires, career management (Z) with 6 questionnaires and career success (Y) with 25 questionnaires. The questionnaire is measured on 5 Likert scale criteria, namely: STS (strongly disagree) score 1, TS (disagree) score 2, KS (less agree) score 3, S (agree) score 4, and SS (strongly agree) score 5.

Through the use of Smart-PLS, structural equation modelling (SEM) methods were used to analyse the proposed relationships between the constructs under study. In the social sciences, SEM is a form of multivariate analysis. This analysis uses statistical techniques that examine a number of variables that reflect measures of people, organizations, events, activities, and circumstances simultaneously (Hair Jr et al., 2017). The SEM methodology uses two stages, namely

Measurement Indicators (Outer Model); Building Reliability & Validity, Convergent Validity and Discriminant Validity as well as Structural Models (Inner Models); R-square and hypothesis testing.

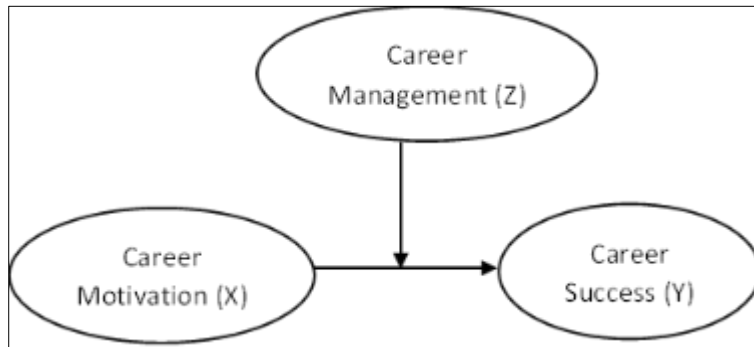


Figure 1 Conceptual Framework

### 3. Results and discussion

#### 3.1. Measurement Indicator (Outer Model)

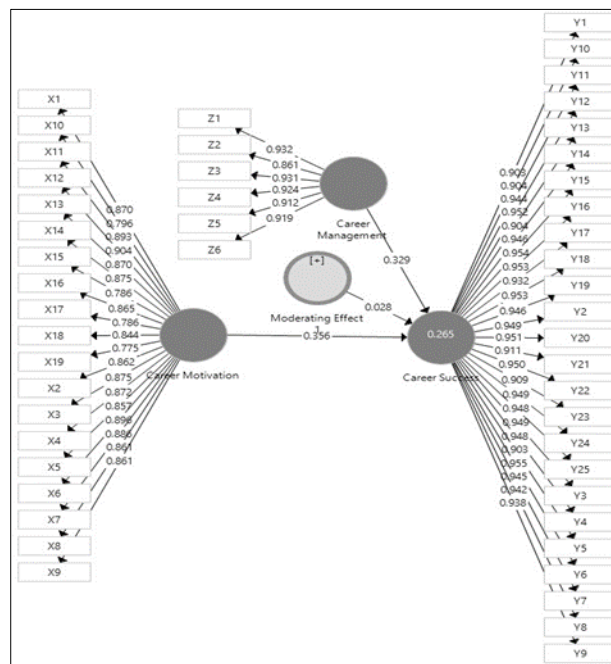


Figure 2 PLS Analysis Diagram

Every element or sign in Figure 2 of the PLS analysis diagram above denotes an outer loading larger than 0.7.

#### 3.2. Construct Reliability and Construct Validity

Determining the dependability of latent variable development was the goal of the component reliability evaluation. Evaluated using the dependability of the construction to fulfil the need for dependability. It had to be more than 0.70. The Cronbach Alpha coefficient demonstrated the degree of dependability of this evaluation.

Memon et al. (2017) study emphasized the significance of employing Cronbach Alpha and Combined Reliability as evaluation methods to confidently analyse the metric's essential components as stated by (Sarstedt et al., 2019). When both the predicted Cronbach alpha value and the composite reliability value were greater than 0.7 dependability was considered to have been established (Ghozali & Latan, 2015). The table that was supplied showed that every construct had a Cronbach alpha value that was more than 0.7, indicating that it was reliable. As such, each construct might be regarded as trustworthy. The dependability of the latent variable career management was confirmed when its Cronbach

alpha of 0.960 exceeded the 0.7 threshold. All the factors showed consistency in this pattern with numbers higher than 0.7.

**Table 1** Construct Reliability and Construct Validity

Dimensions	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Career Management	0.960	0.973	0.968	0.834
Career Motivation	0.980	0.982	0.981	0.731
Career Success	0.994	0.994	0.995	0.879
Moderating Effect	1.000	1.000	1.000	1.000

**3.3. Convergent Validity**

In order to establish convergent validity, the factor dimensions must show a reasonable degree of correlation as per (Ghozali & Latan, 2015) guidelines. The AVE value and the reflex index were used to evaluate the model's convergent validity. As stressed by Sarstedt et al. (2019) the AVE had to meet or surpass 0.5, meaning that it had to explain for 50% or more of the variance in the construct. Every latent variable in the table had an AVE value greater than 0.5. As an example, the latent variable career motivation showed an AVE of 0.731 above the 0.5 cut-off, indicating that it is convergent. This standard was routinely used for a number of additional factors which all displayed AVE values higher than 0.5.

**3.4. Discriminant Validity**

To ascertain the reflex index's reflection of the structure's strength, a discriminant validity analysis was performed. The main assumption of this assessment was that there should be a strong link between the index and the structure (Ghozali & Latan, 2015). The Fornell-Larcker Criteria and cross-loading values were shown to be less sensitive than the HTMT value in discriminant validity tests conducted within SmartPLS. A multitrait-multimethod matrix served as the foundation for this approach's measuring methodology. In order to guarantee discriminant validity, the HTMT value has to be much lower than 0.9 (Henseler et al., 2015).

**Table 2** Heterotrait-Monotrait (HTMT)

Dimensions	Career Management	Career Motivation	Career Success	Moderating Effect 1
Career Management				
Career Motivation	0.358			
Career Success	0.411	0.431		
Moderating Effect 1	0.556	0.518	0.280	

As per the table of HTMT, every HTMT score was less than 0.9. meaning that each component showed discriminant validity.

**3.5. Structural Model (Inner Model)**

As soon as the inferred model satisfied the external model's requirements. The internal models of the structural framework came into prominence. Afterwards, the variables' corresponding R-square values were considered.

**Table 3** R-Square

Dimensions	R-Square
Career Success	0.265

As shown in the table above, the R-Square value for the career success variable is 0.265 which indicates that 26.5% of the variance in career success can be caused by career motivation and career management.

The hypothesis test result is as follows:

**Table 4** Hypothesis test

Relationship	Original sample	Sample Mean	Standard Deviation	T Statistic	P Values
Career Motivation → Career Success	0.356	0.338	0.124	2.870	0.002
Career Management → Career Success	0.329	0.319	0.109	3.019	0.001
Moderating Effect 1 → Career Success	0.028	0.022	0.035	0.796	0.213

Hypothesis 1: Career motivation has a significant effect on career success.

The findings of this test show the impact of career motivation on career success with a significant t-statistical value of 0.356 and a P-value of 0.002 or  $P < 0.05$ . The findings of this test show that career motivation has a significant and positive effect on career success. Career success increases along with increasing lecturer career motivation. So, hypothesis (H1) can be accepted.

Hypothesis 2: Career management has a significant effect on career success.

The findings of this test show the impact of career management on career success with a significant t-statistical value of 0.329 and a P-value of 0.001 or  $P < 0.05$ . The findings of this test show that career management has a significant and positive effect on career success. Career success increases along with improving career management. So, hypothesis (H2) can be accepted.

Hypothesis 3: Career management moderates career motivation and career success.

The findings of this test show career management cannot moderate career motivation and career success with a significant t-statistical value of 0.028 and a P-value of 0.213 or  $P > 0.05$ . So, hypothesis (H3) can be rejected.

### 3.6. Career motivation has a significant effect on career success.

Career motivation does have a significant influence on the career success of a lecturer. This is evident from the respondents' statements which show that confidence in recognition of good performance and eligibility for promotion in accordance with competency is an important factor in encouraging career motivation and achieving success in an academic career. In this context, we will discuss further the influence of career motivation on lecturer career success, supported by related literature, as well as new suggestions based on the results of respondents' statements.

First of all, career motivation is an internal drive that encourages someone to achieve goals related to their career. However in Locke & Latham (1990) research, statements by the respondents that they felt assured of good performance are an example of extrinsic motivation that serves as an additional inspirational factor so that the lecturer does not stop there. The second source of motivation for career is the way they see themselves in this area. The more lecturer has a strong professional identity, the more they are likely to want to increase their professional performance to higher levels of achievement and success in their academic careers as well.

Another factor is the influence of a self-perception as a professional on one's career motivation. Lecturers, who possess high professional identity, are more motivated to enhance their performance and reach the higher level of success in their academic career (Kanter, 2008). However, it is important to remember that self-perception as a professional can be influenced by internal and external factors, such as support from institutions, recognition of performance, and opportunities for professional development.

On the other hand, the career success of lecturers is also greatly influenced by their eligibility for promotion in accordance with their competencies. According to Arthur et al. (1989) to achieve sustainable career success, one should have a fit between suitability-skill. If a given feasibility shows here respondents' agreement, it means that lecturers are aware of the importance of developing competencies and skills that are fit into a position they striving to get. On the other hand, if disagreement or uncertainty is reported when it comes to the feasibility about learning new skills, it might mean that some lecturers could face some barriers in terms of accessing or taking those opportunities. For example, that might be due to lack of time, resources, or other priority given regarding how to spend one's time and effort.

New suggestions that can be proposed based on the results of the respondents' statements are:

- **Enrichment of Identification:** To achieve career success, establishments may strengthen identification and reward systems for good performance by lecturers from organizations or institutions.
- **Cultivating Professional Identity:** This can be done through supporting tutors with mentors who will assist them in building up their professional identity; besides fostering an academic community among themselves where they can exchange ideas based on their knowledge and experiences gained so far.
- **Making Access Easy to Development Opportunities plus Skill Acquisition:** It is recommended that more chances should be given to lecturer such as training programs, workshops or even mentorships which will enable them learn new skills.
- **Personal Career Designing:** Lecturers should be encouraged to come up with individual plans for their careers where they outline goals meant for skill development among others that will make them eligible for the desired promotions in future.
- These methods allow an organization or institution to increase motivation towards career development among its teaching staff hence higher achievements being realized while sustainable growth environment is created within the workplace.

### **3.7. Career management has a significant effect on career success.**

Career management plays an important role in improving a lecturer's career, because it can help them develop their abilities and realize superior performance based on competency. Survey respondents expressed high support for formal mentoring programs from institutions, indicating the importance of career management mentoring for lecturer careers. The uncertainty surrounding skill development through further promotion and the acquisition of new competency knowledge also highlights important facts about what lecturers want and expect in advancing their careers.

A study by Cohen & Karras (2018) emphasized the value of formal mentoring programs provided by institutions in assisting lecturers in managing and advancing their careers. These programs offer guidance and support in career planning, as well as access to resources and developmental opportunities crucial for faculty growth.

Job rotation through better job transfers, on the other hand, is a strategy that leads to new experiences, improved skills and understanding of different aspects of the job. Research by Brown & Jones (2019) shows that job rotation can help teachers gain a broader understanding of their work areas and improve their ability to adapt to changes in the work environment.

Nevertheless, it's crucial to recognize that preferences regarding job rotation can vary among individuals. Some lecturers may prioritize stability, preferring to concentrate on one job position to develop specialized expertise, while others may embrace change and job rotation to broaden their experience.

In the context of career success, eligibility for promotion according to competency is a key factor. Respondents' statements indicating a high level of agreement with this feasibility reflect the importance of competency development and recognition of good performance in achieving career goals.

Research by Hall & Mirvis (1995) highlights that eligibility for promotion in accordance with competency can increase lecturer motivation and performance. This is because lecturers feel appreciated and recognized for their contributions, so they are motivated to continue to improve the quality of their work and achieve higher career goals.

Moreover, it's crucial to emphasize the importance of acquiring new skills for lecturer career progression. As highlighted by Greenhaus & Callanan (2006), developing new skills can unlock more promotion prospects, elevate competitiveness in the job market, and diversify lecturers' skill portfolios.

New recommendations that can be made based on the results of the statements made by the interviewees are:

- **Flexibility in professional development:** An institution or organization can offer flexibility in professional development programs to meet lecturer' individual preferences and needs, including the option of a formal mentoring program, job rotations, or the ability to develop new skills.
- **Strengthening Mentoring and Skills Development Programs:** Strengthening formal mentoring applications and growing new competencies to furnish higher help in lecturer profession development.
- **Encourage Regular Assessment and Feedback:** Urge institutions to carry out assessments and provide feedback regarding lecturers' career development paths and competency achievement.

- Customized Career Coaching: Establish a career coaching scheme that is flexible enough to be tailored around individual needs of each lecturer in relation to his or her ambitions.
- This approach enables institutions to develop effective career management, helping lecturers realize their professional dreams and ambitions thereby creating a conducive working atmosphere that encourages personal growth in relation to one's preferences and expectations.

### **3.8. Career management cannot moderate the career motivation and career success.**

In examining the role of career management as a moderator between career motivation and career success of a lecturer, it is necessary to understand that career management cannot always act as a moderator in every context or condition. Certain factors and conditions can make career management ineffective as a moderator, even though it is important to know that career management still has a significant role in helping lecturers achieve career success. In this context, conditions will be discussed in which career management cannot act as a moderator, supported by related literature, as well as new suggestions based on the results of respondents' statements.

Career management cannot act as a moderator if there is no adequate support and infrastructure from the institution or organization to provide guidance, support and career development opportunities to lecturers. Rousseau (2016) lookup highlights the significance of organizational assist in growing a work surroundings that helps man or woman profession development.

Furthermore, in some cases, profession administration can't act as a moderator if there is no settlement or concord between character profession motivation and the dreams of the corporation or group the place the lecturer works. When person profession dreams are no longer in line with the imaginative and prescient and mission of the institution, profession administration can be ineffective in accomplishing sustainable profession success (Eby et al., 2019).

From the results of respondents' statements, it can be seen that there are variations in perceptions regarding aspects of career motivation, career success and career management. This shows the complexity of lecturer career development and career management does not always act as an effective moderator in linking career motivation with career success.

However, even though profession administration can't act as a moderator in sure conditions, this does now not decrease the significance of profession administration in supporting lecturers plan, improve and obtain their profession goals. Career administration stays a vital factor in developing a work surroundings that helps lecturers' expert boom and development.

New ideas based on respondents' statements can be:

- Exploring gaps in career paths and alignment: Evaluation by institutions or companies helps to understand disparities between personal career aims and organizational objectives and promote unity through talks and working together.
- Enhancing Career Management Support and Infrastructure: This may entail formal mentoring schemes, training as well as skills development among others hence the need for stronger foundations in terms of infrastructure support around career management.
- Career Development Flexibility: In order for various faculty members' needs to be met with regard to this program, it should offer options such as mentoring programs or position rotation opportunities where they can acquire new skills.
- All these methods described above are meant to make career management more effective within institutions; enable lecturer attain higher levels of professional success while also creating an environment that promotes continuous growth in their job.

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## **4. Conclusion**

The conclusion of this research is that career motivation and career management have a very big influence on the career success of lecturers, but career management cannot act as a moderator between career motivation and career success. The managerial implication of these findings is that institutions are expected to focus on creating techniques that increase career motivation and one-on-one career management to increase lecturer career success.

In terms of career motivation, institutions are expected to consider paying attention to awareness and reward packages that are more useful for motivating extrinsic motivation in higher education. Strengthening expert identification is also

needed through centralized assistance and guidance. Increasing access and opportunities to develop new competencies can also increase lecturers' intrinsic motivation.

In terms of career management, institutions are expected to strengthen formal mentoring programs, development of individual career plans, and flexibility in career development to meet various lecturer preferences and needs. Encouraging daily contrast and commentary is also important to ensure lecturers receive appropriate guidance in their career development.

The above techniques enable institutions to create a work environment that helps enhance the skills and advancement of lecturers, which in turn will improve their overall performance and contribution in the context of training and research.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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