



A Proposed Framework of the Effect of Multiple Intelligence, Motivation, Satisfaction and Self-Efficacy on Lecturer'S Performance

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A PROPOSED FRAMEWORK OF THE EFFECT OF MULTIPLE INTELLIGENCE, MOTIVATION, SATISFACTION AND SELF-EFFICACY ON LECTURER'S PERFORMANCE

Abstract

Lecturer's performance is influenced by a variety of factors. The primary duties and responsibilities of a lecturer are teaching, research, and social service. Thus the lecturer's performance appraisal system should contain three parts: teaching performance, research performance, and social service performance. The theories that will be examined in this conceptual paper include the Multiple Intelligence Theory, Herzberg's Dual Factor Theory, Social Cognitive Theory, as well as Social Exchange Theory. An examination of the relationship between the four theories, as well as how each theory influences the lecturer's performance, investigates the significance of the independent variable in the conceptual framework. According to the data of Chinese 7th Population Census, Henan Province in China, is also one of the provinces with many people receiving higher education. Thus, the data of lecturer's performance has been collected from Henan Province for this research. To test hypotheses, quantitative approaches and selective sampling method will be adopted. Besides, SPSS and PLS-SEM will be used to analyze data.

Keywords: Multiple Intelligence, Motivation, Satisfaction, Self-efficacy, Lecturer's Performance

Introduction

The study is based on four theories: Multiple Intelligence Theory, Herzberg's Dual-factor Theory, the Social Cognitive Theory, as well as Social Exchange Theory. By thinking carefully about each theory from its own point of view, a good theoretical base has been built. Since Lecturer Performance is served as dependent variable, investigating the appropriate method to assess and improve lecturer's performance is the aim of this study.

Wahyudi (2022) states that lecturers have three primary responsibilities: providing high-quality education; doing research that advances knowledge; and performing community or social service as a means of putting teaching as well as research into practice. There are numerous methods for evaluating a lecturer's performance, but it should always correspond to higher education norms. Therefore, the factors contributing to lecturer performance are an important consideration for higher education institutions, government agencies, and society.

Despite the large number of theoretical studies on lecturer's performance, several gaps have been identified. There are three types of research gaps. Firstly, most of the articles have suggested the affecting factors/variables or the applied industries/samples of lecturer's performance. Secondly, some articles have recommended the gaps of research method or the research model/framework. Thirdly, some articles discuss the impact of multiple intelligences, such as IQ, EQ, SQ, and AQ, on lecturer's performance. However, these articles only focus on not all of IQ, EQ, SQ, and AQ, but part of them.

The research suggests that while reviewing lecturer's performance, procedural steps, objectivity, and results should be considered to ensure that lecturer's performance appraisal system is implemented as planned. Independent variables significantly affected lecturer's performance (Restuetal.,2023). A reliable assessment framework was necessary for creating a long-term map of lecturer's performance. Due to the lack of such a model, lecturer's performance evaluation is neither systematic nor sustainable. The research's goal was to create an accurate and dependable model of lecturer's performance evaluation (Retnowatietal., 2021).

Research Questions

RQ1: What is relationship between Multiple Intelligence, Motivation, Satisfaction and Self-efficacy toward lecturer's performance?

RQ2: Is there a cause-and-effect relationship between Multiple Intelligence, Motivation, Satisfaction and Self-efficacy toward lecturer's performance?

RQ3: Are there objectivity and fairness of criteria for lecturer's performance appraisal?

Research Objectives

RO1: To evaluate the relationship between Multiple Intelligence, Motivation, Satisfaction and Self-efficacy and lecturer's performance.

RO2: To examine the cause-and-effect relationship between Multiple Intelligence, Motivation, Satisfaction and Self-efficacy and lecturer's performance.

RO3: To identify the objectivity and fairness of the criteria for lecturer's performance appraisal.

Literature Review

Multiple Intelligence Theory says there are different kinds of intelligence: "visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, ecological, and body-kinesthetic" (Gardner, 1993; Allix, 2000; Chen, 2004; Aydin, 2019; Mishra & Pimpri, 2022). All types of intelligence are essentially variants of the three main intelligences, namely Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) (Marshall, 2000). Adversity Quotient (AQ) is proved to be a new type of intelligence in the last few years.

Herzberg's Dual-factor Theory states that two main sources of employee motivation influence performance: satisfaction and dissatisfaction with the job (Branscum, 2020). Although they may appear to be in opposition to one another, they function in a cycle.

Social Cognitive Theory was created by Bandura on the premise that people are more likely to participate in activities if they feel competent in them. It outlines fundamental ideas from the social cognition theory (Bandura & Adams, 1977; Honicke et al., 2023), including goals, perceived self-efficacy, and outcome expectancies, in addition to sociostructural barriers and facilitators.

Social Exchange Theory lets us know cost-benefit analysis (Emerson, 1976; Cropanzano & Mitchell, 2005; Lawler & Thye, 2006; Cropanzano et al., 2017; Schunk & DiBenedetto, 2020). Based on this, the balance between cost-benefit creates (management or development) relationships in our daily life with all kinds of persons.

Anti et al. (2022) say spiritual and emotional intelligence boost employee effectiveness. Learning and applying emotions at work is emotional intelligence. IQ improves job success (Hori & Chao, 2022). He believed these intelligences are separate and may help anyone advance in their work. Achievements of lecturers are ranked in teaching, research, social service, and extra responsibilities. The study advises employing procedural procedures, objectivity, and evaluation outcomes to assess lecturers' performance (Sudiyono & Mulyasa, 2020). Hypotheses have been proposed in this study based on the reviews and previous discussion. The hypotheses are listed here.

- H1: Multiple intelligence has a positive effect on lecturer’s performance.
- H2: Satisfaction has a positive effect on lecturer’s performance.
- H3: Motivation has a positive effect on lecturer’s performance.
- H4: Self-efficacy has a positive effect on lecturer’s performance.

Research Methodology

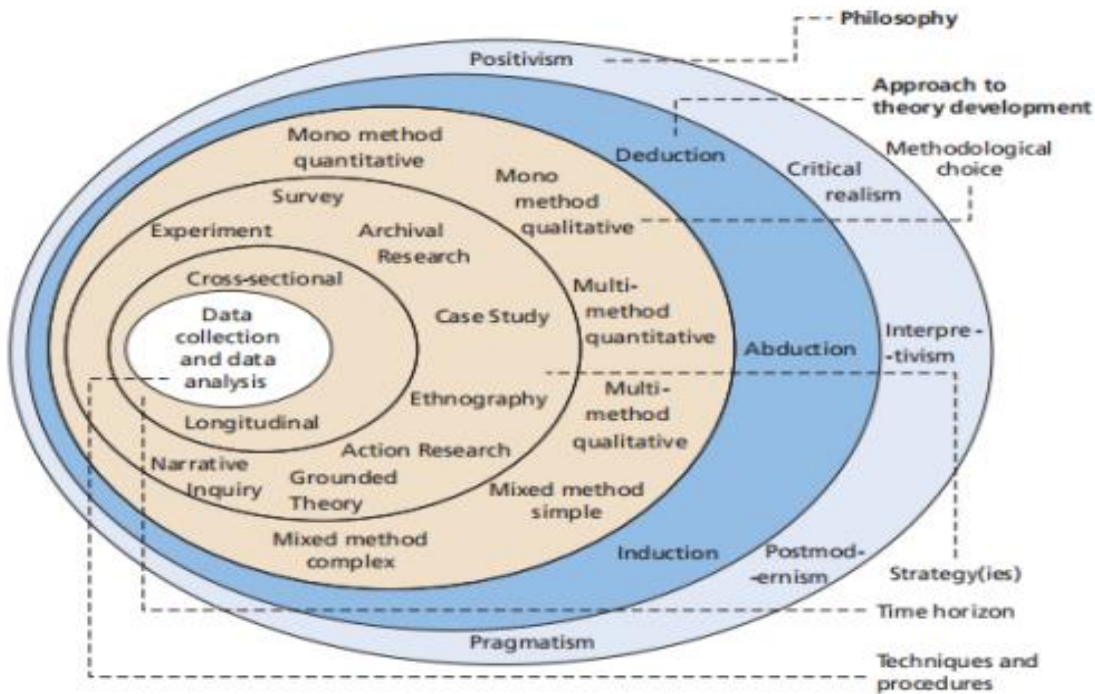


Figure1. The Research Onion

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From the information provided in the Research Onion Figure, we may draw the following conclusions regarding the method: The paradigm of positivist research is utilized here. The process of developing theories using deductive reasoning. The mono method quantitative approach has been selected as the methodological option. The strategy is to survey. Horizon of Time is cross-sectional. The quantitative strategy method of sampling used is called purposeful sampling. PLS- SEM and SPSS are software used for data analysis. The location of the research was determined to be Henan Province in China. The researchers intend to conduct their research findings to faculty members working at higher education institutions.

A Proposed Conceptual Model/Framework

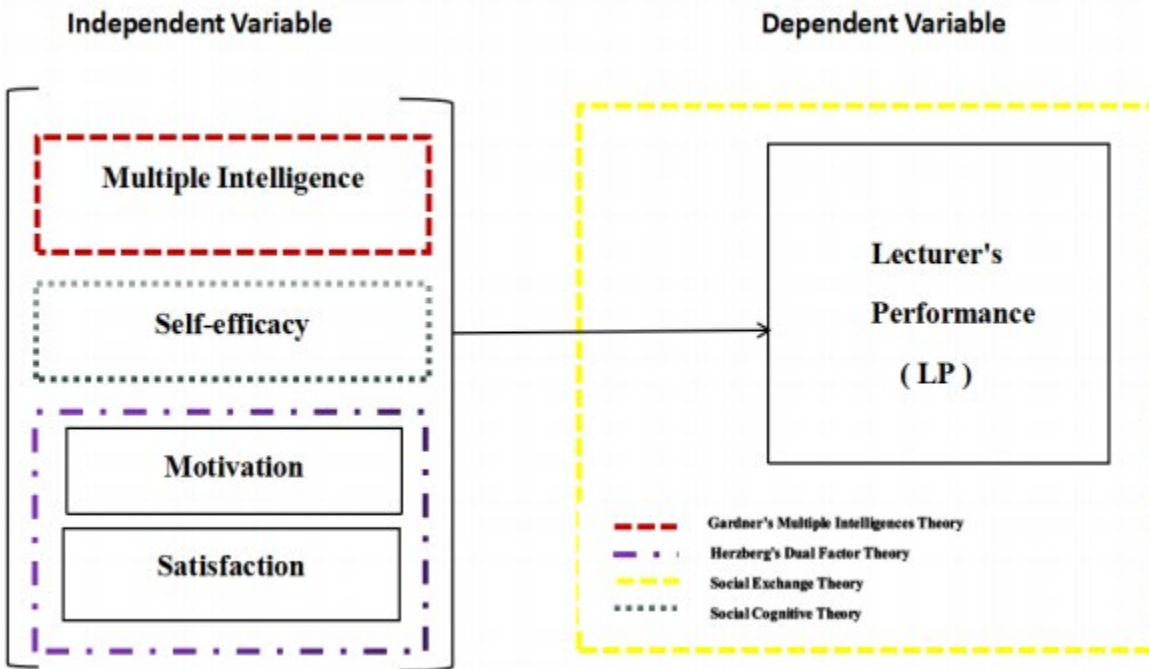


Figure2. Conceptual Framework

Conclusions

This paper analyzes the research framework to advise higher education institutions on how to improve the performance evaluation system to match lecturers and organizations growth. Because the evaluation process and results must be consistent. To expand the research scope of analyzing lecturers' performance, this study applies a model incorporating the Multiple Intelligence Theory (MIT), Herzberg's Dual-factor Theory (HDFT), Social Cognitive Theory (SCT) as well as Social Exchange Theory (SET). Because it integrates and analyses the primary aspects of multiple intelligence along with motivation, satisfaction, and self-efficacy as independent variables, this study is more novel than the prior studies. These independent variables all share the same characteristics: Firstly, they are all a part of the emotional and psychological realm and are therefore susceptible to emotional and behavioral regulation. Secondly, they are susceptible to intervention and alteration after birth. Thirdly, while being associated with various ideas, they all deal with incentive or motivation. This is due to the variables never appear simultaneously to the same conceptual framework as independent variables. We intend to use this approach to pinpoint the precise factors that affect lecturer's performance so that we can intervene and take corrective action.

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