

The Role of Human Capital and Lecturer Career Motivation in Career Success

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Abstract

This quantitative study seeks to deepen understanding of the complex relationship between human resources, career motivation, and career success among lecturers in Indonesia. In order to achieve this goal, this research used a survey via the Google Form platform with a 5-point Likert scale as a data collection method. The main focus of the research is on 400 lecturers who are members of the Higher Education Service Institutions (LLDIKTI) 1-16 in Indonesia. The research results analyzed using Partial Least Squares (PLS) Structural Equation Modeling revealed a strong and significant relationship between human resources and lecturer career achievements. Career motivation proved to be an important mediator in this relationship. These findings underscore the transformative role of human resource development in motivating lecturers to progress in their academic careers. This study differentiates itself from previous research that focuses more on the context of business organizations, by focusing on academic aspects. This research also validates subjective and objective aspects in assessing career achievement, providing new insights regarding the career development of lecturers in Indonesia. The results of this research provide a strong foundation for the development of better policy strategies to improve the welfare and career advancement of lecturers in the Indonesian higher education environment.

Keywords: *Career Success, Human Capital, Lecturer, Motivation.*

Introduction

Every organization needs to retain individuals who achieve success in their careers, because individuals who are successful in their careers can show performance that supports the organization (Cicek et al., 2016). Investment in human capital has a significant influence on individual career advancement on an ongoing basis (Judge et al., 1995), (Kirchmeyer, 1998). According to a study conducted by (Lam et al., 2012). (Lubit, 2001) also stated that a high level of human capital helps in achieving higher levels of job expertise, knowledge, and skills, which in turn opens opportunities for promotion to higher career levels.

Individual career management often focuses on achieving success in a career, because achievements in a career path are built over time (Parker et al., 2004). Two primary factors of elucidating career achievement are recognized: subjective career success and objective career success (Ng & Feldman, 2014). Career success subjectively reflects individual satisfaction with their career achievements (Heslin, 2005), such as experience and individual subjective assessment of their career achievements (Greenhaus & Parasuraman, 1993). On the other hand, career success is objectively measurable achievements in an

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individual's career (Barley, 1989), such as salary, position, hierarchical status (Dries, 2011), number of promotions, level of career advancement, and salary increases (Seibert et al., 2001), (Turban & Dougherty, 1994).

Prior research findings on individual career achievement present diverse viewpoints regarding the correlation between objective and subjective career success. Several investigations propose that there is a relationship between objective career success and subjective career success (Poole et al., 1993). On the other hand, different research studies suggest that subjective career success can impact objective career success (Aryee et al., 1994). However, there are also studies indicating that subjective and objective career success are interconnected, forming a cohesive entity known as overall career success (Seibert et al., 2001). Career satisfaction is often used as an objective measure of career success. Nevertheless, the correlation between objective and subjective career success is found to be relatively modest (Ng & Feldman, 2014), supporting the idea that these two aspects can be considered somewhat independent or distinguishable. Therefore, the confirmation of both subjective and objective career success is termed as overall career success.

Based on an examination of 68 articles investigating career success from 1992 to 2002, researchers (Arthur et al., 2005) found that 90% of the articles concentrated on objective achievements in one's career, gauged through factors such as salary, advancement, status within a hierarchy, and accomplishments in academia. Those with substantial education and a strong work ethic are often linked with objective career success (Nabi, 1999). Conversely, approximately 78% of the articles discussed subjective career success, which is characterized as 'personal career satisfaction' (Arthur et al., 2005). Subjective career success relates to an individual's personal assessment of progress in a career, achieving a high level of competence, being satisfied with personal accomplishments, receiving recognition for work performed, exercising influence in the workplace, enjoying work with integrity, and achieving balance between personal life and career (Sturges, 1999).

(Hennequin, 2007) identified three aspects of individual career success, namely material career success, psychological career success, and social career success. From several previous research reviews, individual career success has become an interesting topic that supports individual career development. However, research on individual career success in non-profit organizations is still limited. (Orpen, 1994) defines the career management of individuals in non-profit organizations as personal efforts made to support their career advancement. This concept is known as "career protean" which was first introduced by (Hall, 1996), and then in 1996 the concept became more widespread and widely recognized.

This research is focused on lecturers' careers, where their career development is more towards the "do it yourself" project. The success of a lecturer's career in tertiary institutions is considered important as the main instrument in national education, which is expected to become a Centre for the implementation and development of higher education and science. The university's core mission is to develop and apply knowledge through Tri Dharma, with lecturers as the main resource. This research focuses on lecturers' duties in carrying out the Tri Dharma of Higher Education, namely education and teaching, research, and community service. In carrying out the Tri Dharma of Higher Education, the career paths of lecturers both as Civil Servants (PNS) and private lecturers are regulated in the functional position of the lecturer.

A shortage of professors is being observed in Indonesian universities, with only 5,576 individuals, constituting roughly 2.3% of the total 236,255 lecturers holding Civil Servants (ASN) positions. In addition, 83,881 lecturers (around 35.5%) do not have functional positions (Ministry of Research and Technology and Higher Education, 2021). In fact, Professors are individuals who have the highest responsibility as scientific holders along with young colleagues and postgraduate students. The main duties of the Professor include

conducting research, publication and seeking research funds, all of which aim to strengthen the reputation and prestige of the College.

In this research, three main elements are utilized: individual human capital (encompassing Leadership and Motivation, Qualifications, Satisfaction, and Creativity), career motivation (comprising Career Insight, Career Resilience, and Career Identity), and Career Success (encompassing both Subjective and Objective aspects). The subjective aspect includes Career Satisfaction and Job Satisfaction, while the objective aspect involves Job Promotion, Compensation, and Job Stagnation. What sets this study apart from prior research is its specific focus on educators at tertiary institutions educational establishments rather than profit-driven organizations like large corporations. Additionally, it validates the amalgamation of Subjective and Objective elements in gauging career success.

Building upon the earlier background analysis, this study seeks to attain the subsequent goals: exploring how human capital affects career success, examining the link between human capital and career success with career motivation as a mediator, assessing the relationship between human capital and career motivation, and appraising the effect of career motivation on career success.

Someone who is considered successful in terms of hierarchy and finances tends to be satisfied with his career success. In contrast to objective success criteria, subjective measures can be used to measure career success based on personal records (Gattiker & Larwood, 1986). Job satisfaction is frequently utilized as a gauge of subjective career success, as individuals who harbor dissatisfaction towards multiple facets of their work generally do not view their careers as successful. Consequently, job satisfaction stands out as the primary element of subjective career accomplishment (Judge et al., 1999). Several other studies have also used job satisfaction as an indicator to measure subjective career success (Boudreau et al., 2001), (Judge et al., 1995).

In research, career contentment is frequently utilized as an indicator of subjective achievement (Boudreau et al., 2001), (Judge et al., 1995), (Seibert et al., 2001). The career satisfaction scale was formulated by (Greenhaus & Parasuraman, 1993). While these established measurements generally exhibit an acceptable degree of internal consistency, these characteristics might not be entirely adequate to accurately assess the subjective success of individual respondents. For instance, standardized scales featuring items that gauge satisfaction related to hierarchical success (Peluchette, 1993) or career progression (Greenhaus & Parasuraman, 1993) might have limited relevance for the growing number of individuals engaged in contract-based employment (Inkson & Myers, 2003).

In this context, there are changes or transformations that occur on the way to achieving career success. Career success has two parts, namely Objective Career Success (OCS) and Subjective Career Success (SCS) (Ng & Feldman, 2014). Objective career success aligns with the conventional notion of a career, as it is evaluated using criteria that are externally observable, such as earnings (Aryee et al., 1994), (Judge et al., 1995), promotion (De Vos & Soens, 2008), (Ng et al., 2005) or hierarchical status (Dries, 2011), (Ng et al., 2005). This is in line with the view of (Heslin, 2005) which states that Objective Career Success includes aspects that are clearly visible, such as salary, professional category, promotion history, and prestige according to social norms and expectations.

Human capital is an investment concept in career management that aims to increase individual career success (Bagdadli et al., 2021). Human capital encompasses the expertise, knowledge, concepts, and proficiencies that individuals possess. To elaborate, knowledge and concepts provide the cognitive foundation for performing job tasks, while skills denote an individual's proficiency in task execution, and information pertains to comprehending the business environment and job prospects. This form of human capital is intricately linked to an individual's career growth and attainment of personal vocational accomplishments (Ng et al., 2005), (Spurk et al., 2019).

Prior research has established that investing in human capital significantly influences the sustainable progression of one's career (Judge et al., 1995), (Kirchmeyer, 1998). Broad human capital, which includes knowledge, portable skills, and higher employability (Lubit, 2001), can open up promotion opportunities at various levels of organizations and industries. With strong human capital, individuals also have the ability to meet performance expectations from various types of work.

Human capital is considered unique because it involves personal abilities that include knowledge (Lafuente & Rabetino, 2011). People possessing substantial human capital find it effortless to access novel opportunities and enjoy favorable career encounters (Arthur et al., 2005). The act of investing in human capital has been proven to exert a noteworthy influence on the enduring advancement of one's career.

Meanwhile, career motivation is very important to drive activities related to achieving goals. Research by (Chong & Ahmed, 2015) shows that a high level of motivation among employees in an organization has a positive impact on their future career development. In other words, if individuals have strong motivation to achieve goals, this has the potential to increase the level of career maturity in these individuals. Career motivation has a multidimensional structure consisting of three main elements, namely career identity, career insight, and career resilience (Killeen et al., 1992).

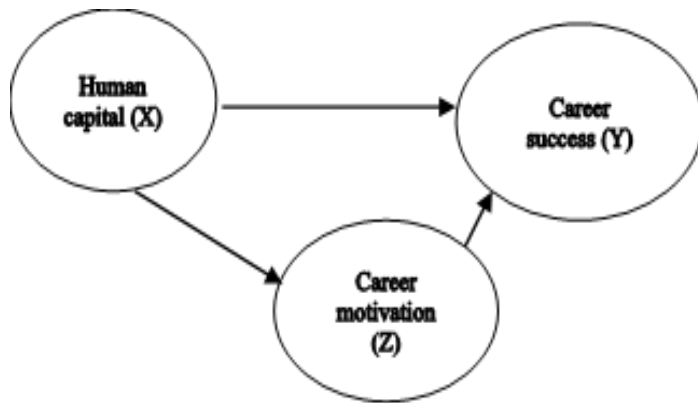


Figure 1. Conceptual Framework (Source: Authors)

Hypothesis:

- H1: Human capital has a positive and significant influence on career success.
- H2: Human capital has a positive and significant influence on career motivation.
- H3: Career motivation has a positive and significant influence on career success.
- H4: Human capital has a positive and significant influence on career success through the mediation of career motivation.

Method

The method used in this research is a quantitative method. This research consists of 3 (three) variables that cannot be measured directly, therefore indicators are used as a measure for each variable. By using structural equation modelling (SEM) analysis.

The unit of analysis in this study were lecturers with the status of teaching staff and expert assistants who are members of LLDIKTI 1 - LLDIKTI 16 throughout Indonesia, which is based on statistical data from the PDDIKTI (Higher Education Database). The sample criteria include the following:

- Private permanent lecturer under the auspices of PDDIKTI (based on 2020 higher education statistics secondary data)

- Private permanent lecturers who have NIDN for at least 1 year who do not yet have a minimum rank and functional position as assistant expert
- Private permanent lecturers who purely work as academics, not practitioners
- Private permanent lecturers who have not been promoted, at least an expert assistant with a minimum of 1 year.

From the above criteria, it was obtained based on data from secondary data statistics for higher education for 2020, there were a total of 165,840 thousand lecturers without functional positions and 109,398 thousand lecturers serving as expert assistants, making the overall count 275,238 thousand lecturers. Employing the Slovin formula with a 5% margin of error, a sample size of 400 lecturers was determined.

Result

Test of Convergent Validity

The analysis of convergent validity for each indicator within the variables of human capital, career motivation, and career success was conducted based on several criteria. Firstly, assessment of convergent validity is rooted in outer loading and AVE (Average Variance Extracted). An indicator is deemed valid if its outer loading is ≥ 0.50 and its AVE is ≥ 0.50 (Hair Jr et al., 2017). Additionally, the indicators' validity can also be appraised using the T-statistics value, wherein an indicator is validated if the T-statistics value surpasses 1.96 or the p value is below α 5% (Hair Jr et al., 2017). By using these criteria, convergent validity for each indicator on the variables of proactive personality, human capital, career motivation, career management support, and career success will be assessed.

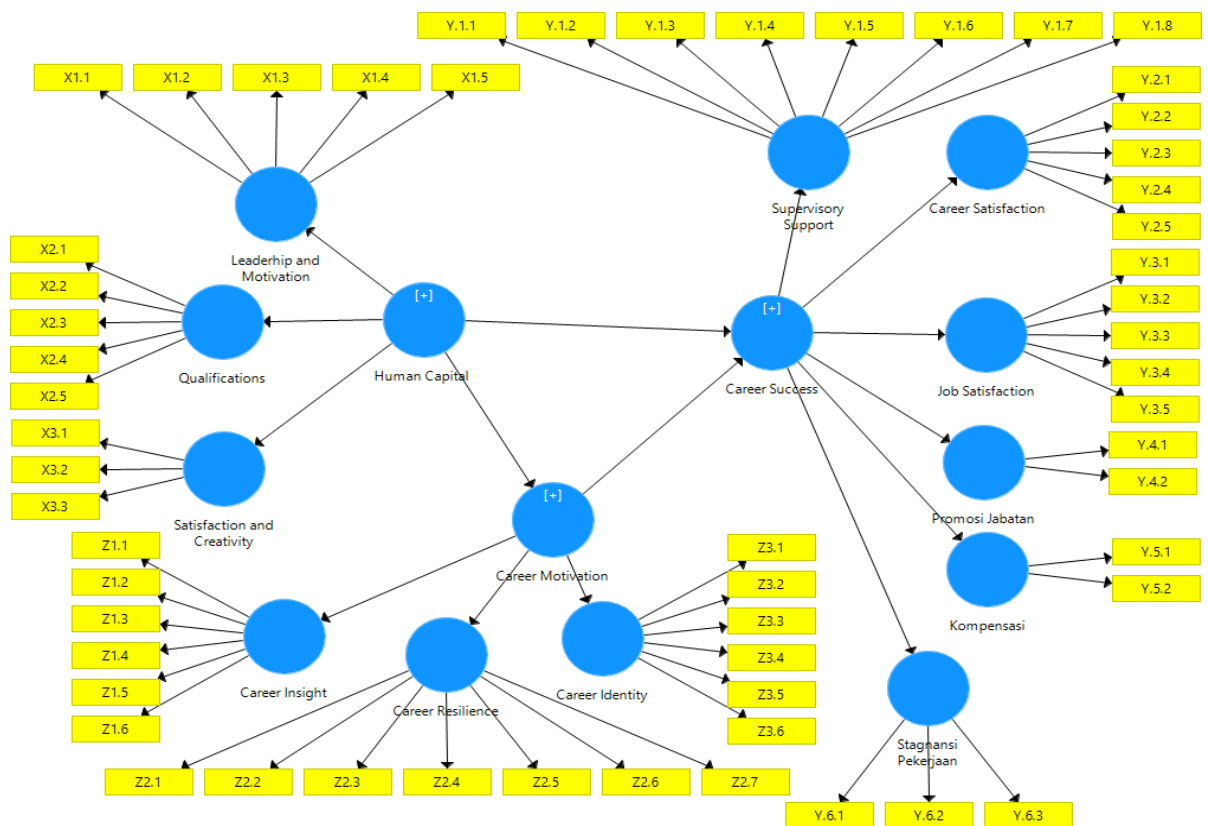


Figure 2. PLS Diagram (Source: Output SEM Smart-PLS 3)

After going through the final stages of convergent validity testing, the results show that all indicators on the variables human capital, career motivation, and career success have obtained outer loading values greater than 0.50. Based on these results, it can be concluded that all indicators have met convergent validity and can be considered valid in measuring the constructs of human capital, career motivation, and career success.

Test of Discriminant Validity

Furthermore, outer model analysis was carried out to evaluate discriminant validity, using the cross-loading method, the Fornell-Larcker criterion, and the Heterotrait-Monotrait Ratio (HTMT). In this case, we will focus on the HTMT results which are considered as a new criterion that is better in assessing discriminant validity. (Henseler et al., 2015) indicated that a value exceeding 0.90 for HTMT suggests weak discriminant validity, hence establishing discriminant validity requires an HTMT value lower than 0.90. Drawing from the findings of this analysis, it can be inferred that all indicators pertaining to human capital, career motivation, and career success have satisfactorily met the criteria for discriminant validity.

Table 1. Result of Heterotrait-Monotrait Ratio (HTMT)

Construct	X	Z	Y
Human Capital (X)			
Career Motivation (Z)	0.526		
Career Success (Y)	0.520	0.535	

Source: Output SEM Smart-PLS3

As per the table mentioned earlier, the HTMT values for all combinations of constructs are below the upper limit of 0.90 (Hair Jr et al., 2017). Therefore, it can be concluded that the variables human capital, career motivation, and career success have fulfilled discriminant validity.

Analysis of Coefficients of Determination (R^2)

Furthermore, in evaluating the inner model, attention is paid to the value of R^2 or the coefficient of determination. The range of R^2 values is between 0 to 1. According to (Hair Jr et al., 2017), the substantial category occurs at a value of 0.75, the moderate category at a value of 0.50, and the weak category at a value of 0.25. The following is the result of calculating the R^2 value for each endogenous construct.

Table 2. Coefficient of Determination

Endogen Construct	X	Y
Career Motivation (Z)	0.330	Weak
Career Success (Y)	0.513	Moderate

Source: Output SEM Smart-PLS3

The results of data processing with SEM-PLS show that the value of R^2 in the career motivation variable is 0.330. This means that human capital has an influence of 33.0% on career motivation, and is included in the weak category. This indicates that there are many other variables that influence lecturer career motivation. Furthermore, the R^2 value on the career success variable is 0.513. This means that human capital and career motivation together have an influence of 51.3% on career success, and are included in the moderate category.

Hypothesis Test

2nd Order Construct Significance Analysis

The first significance test is to test the significance of the 2nd order construct variable path. To state that the construct (in this case the dimension) has significant weight in constructing the construct, the t-count value (T-statistic) must be greater than or equal to 1.96 or the p-value must be less than the error rate (α) 5 %.

Table 3. 2nd Order Construct Significance Test Results

2 nd order Construct	Coeff.	T-Stat	P-Values
Human Capital (X)			
Leadership and Motivation (X.1)	0.937	108.009	0.000
Qualifications (X.2)	0.931	102.600	0.000
Satisfaction and Creativity (X.3)	0.864	62.034	0.000
Career Motivation (Z)			
Career Insight (Z.1)	0.908	80.760	0.000
Career Resilience (Z.2)	0.905	87.167	0.000
Career Identity (Z.3)	0.876	51.213	0.000
Career Success (Y)			
Supervisory Support (Y.1)	0.950	158.110	0.000
Career Satisfaction (Y.2)	0.928	116.708	0.000
Job Satisfaction (Y.3)	0.885	64.871	0.000
Job Promotion (Y.4)	0.796	36.941	0.000
Compensation (Y.5)	0.789	40.028	0.000
Job Stagnation (Y.6)	0.869	61.732	0.000

Source: Output SEM Smart-PLS3

The results of the significance test for each 2nd order construct can be explained as follows:

The three 2nd order constructs that make up the human capital construct all show a t-count value greater than 1.96 or a p-value less than 0.05. This indicates that leadership and motivation, qualifications, and satisfaction and creativity are constructs/dimensions that significantly reflect the human capital construct.

The three 2nd order constructs that make up the career motivation construct also produce a t-count value greater than 1.96 or a p-value less than 0.05. This shows that career insight, career resilience, and career identity are constructs/dimensions that significantly reflect the construct of career motivation.

Furthermore, the six 2nd order constructs that make up the career success construct also show a t-count value greater than 1.96 or a p-value less than 0.05. Thus, supervisory support, career satisfaction, job satisfaction, promotion, compensation, and job stagnation are constructs/dimensions that significantly reflect the career success construct.

Direct Effect Significance Analysis

The assessment of the importance of the relationships between variables, in alignment with the research hypotheses, is conducted using the Smart PLS software. This entails analyzing the path coefficient table generated from bootstrapping outcomes. If the p-value is below the predetermined significance threshold of 5%, or if the t-count (T-statistic) surpasses 1.96

in a two-tailed test, the research hypotheses are deemed valid. The ensuing values of the path coefficient (original sample estimate), t-count (T-statistic), and p-values are outlined in the resulting model obtained through PLS Bootstrapping.

Table 4. Results of the Significance Test of Direct Effect

Direct Influence	Coeff	T-Stat	P-Values	Remark
Human Capital (X2) → Career Success (Y)	0.219	5.788	0.000	H1 accepted
Human Capital (X) → Career Motivation (Z)	0.385	9.098	0.000	H2 accepted
Career Motivation (Z) → Career Success (Y)	0.123	2.805	0.005	H3 accepted

Source: Output SEM Smart-PLS3

The results of testing the hypothesis using the PLS bootstrapping results according to the table above can be explained as follows:

Human capital exerts a positive and substantial impact on career success. The coefficient for the influence of human capital on career success is 0.219 (positive), accompanied by a t-count of 5.788 (≥ 1.96), and a p-value of 0.000 ($\leq 5\%$). These findings underscore that improved human capital within universities equips them to effectively tackle diverse challenges in pursuing organizational objectives, consequently enhancing the career success of college lecturers. Consequently, the second hypothesis, positing that human capital affects the career success of lecturers belonging to teaching and expert assistant roles within LLDIKTI 1-LLDIKTI 16 institutions across Indonesia, can be confirmed.

Furthermore, human capital significantly fosters career motivation, as indicated by a positive coefficient of influence amounting to 0.385. With a t-count of 9.098 (≥ 1.96) and a p-value of 0.000 ($\leq 5\%$), these findings emphasize that heightened human capital within universities not only equips them to address multifaceted challenges to organizational goals but also bolsters lecturer career motivation. Consequently, the fourth hypothesis, asserting that human capital influences career motivation among teaching staff and expert assistants affiliated with LLDIKTI 1-LLDIKTI 16 across Indonesia, is also substantiated.

Moreover, career motivation significantly contributes to career success, evidenced by a positive coefficient of influence at 0.123. This is supported by a t-count of 3.887 (≥ 1.96) and a p-value of 0.005 ($\leq 5\%$). These outcomes underscore that elevated career motivation among lecturers corresponds to higher levels of career success. Accordingly, the fifth hypothesis, stating that career motivation impacts the career success of teaching staff and expert assistants affiliated with LLDIKTI 1-LLDIKTI 16 institutions throughout Indonesia, is validated based on these results.

Indirect Effect Significance Analysis

The objective of conducting an indirect effect analysis is to determine the degree to which career motivation serves as a mediator, influencing the connection between human capital and career success. Analogous to the direct effect analysis, a t-count value (T-statistic) of ≥ 1.96 or a p-value less than the predefined error rate (α) of 5% is necessary to validate the research hypothesis.

Moreover, the indirect effect analysis offers insights into the mediation process. If both the direct impact of the independent variable on the dependent variable and the indirect impact through the mediating variable are substantial, it suggests partial or complementary mediation. Conversely, if the direct impact of the independent variable on the dependent variable is insignificant, but the indirect effect through the mediating variable is significant, this suggests full or perfect mediation.

Table 5. Results of the Significance Test of Direct Effect

Direct Influence	Coeff	T-Stat	P-Values	Remark
Human Capital (X) → Career Motivation (Z) → Career Success (Y)	0.047	2.579	0.010	H4 accepted

Source: Output SEM Smart-PLS3

The findings from the provided table reveal that the impact of human capital on career success holds a positive and significant effect, characterized by a coefficient value of 0.047 and a p-value of 0.010 (lower than 0.05). The mediation nature of this association is deemed to be partially mediating. This indicates that human capital possesses the ability to directly influence career success and also indirectly influence it through the mediating role of career motivation. This form of mediation is referred to as partial or complementary mediation, as both factors mutually complement each other.

The implication is, to improve lecturer career success, steps that can be taken are to build strong human capital. However, if career motivation is also high, the success of a lecturer's career can reach even higher levels. That is, career motivation can strengthen the positive influence between human capital and career success on lecturers.

Discussion

The Effect of Human Capital on Career Success

These results suggest that the better the human capital possessed by a tertiary institution, which is useful in facing various challenges in achieving organizational goals, the better the career success of lecturers at the tertiary institution.

Besides formal education, an individual's personal experiences also act as a predictor for attaining career accomplishments. For example, embracing more demanding and all-encompassing roles can propel an individual's progress within their profession (Wayne et al., 1999). Furthermore, placing emphasis on self-enhancement is pivotal for reaching one's desired achievements (Stebbins, 1970). Within the course of one's professional path, both effective time management and resilience demonstrate notable associations with achieving success (Judge & Bretz Jr, 1994).

In relation to the functional positions of lecturers in Indonesia, where around 50% of lecturers still do not have functional positions even though they have had a long working period, there are several aspects of interaction that need to be considered:

Education and Qualifications: Educational level and academic qualifications have a significant impact on a lecturer's ability to carry out academic tasks. Lecturers with a higher educational background tend to have access to greater resources and opportunities, which in turn can contribute to their career development.

Quality of Research and Publication: Lecturers who have knowledge and skills in the field of research have greater opportunities to publish quality scientific papers. Many and quality publications can improve academic reputation, strengthen professional profile, and increase opportunities for promotion to functional positions.

Teaching Skills: In an academic setting, good teaching skills can have a large impact on a teacher's career success. Lecturers who have superior teaching skills will gain recognition from students and peers, which can strengthen their position in the competition for functional positions.

Continuous Development: In a constantly evolving academic environment, lecturers need to adapt to changing curricula, teaching methods and research trends. Lecturers who are constantly developing their skills and knowledge will be better able to overcome these challenges, which in turn can help them achieve career success.

In a situation where many lecturers still do not have functional positions even though they have had a long working period, developing human capital is an important key to increasing the chances of career success. Lecturers need to invest in further education, skills development, and research to strengthen their professional profile and increase their potential for promotion to functional positions.

The Effect of Human Capital on Career Motivation

Career choices (Gattiker & Larwood, 1990), success criteria (Poon, 2004) or human capital (Judge et al., 1999), several previous studies related to career motivation including according to (Judge et al., 1999) have examined pertinent literature regarding career achievement and formulated theoretical frameworks and hypotheses that can be examined to understand the connections between human capital, compatibility with the work environment, and organizational backing concerning career drive.

In relation to the functional positions of lecturers in Indonesia, where many lecturers still do not have functional positions even though they have had long tenures, there are several aspects of interaction that need attention. **Education and Qualifications:** The level of education and academic qualifications play an important role in shaping lecturers' career motivation. Lecturers with better human capital, such as higher degrees or specialized training, may feel more motivated to develop their careers and reach higher positions, such as functional positions.

Research and Publication Ability: human capital in the form of research ability and scientific publication can influence lecturer career motivation. Lecturers who have the ability to conduct relevant research and publish their results may be more motivated to increase the quality and quantity of their publications, which in turn can strengthen motivation to achieve functional positions. **Teaching Quality and Student Satisfaction:** Good teaching abilities and student satisfaction can influence lecturers' career motivation. Lecturers who are able to provide high-quality teaching and get positive feedback from students may feel more motivated to continue to contribute to educational development and achieve recognition through functional positions.

Skills Development: Continuous development in teaching, research, and information technology skills is also part of human capital. Lecturers who are active in improving their skills may feel more motivated to face changes in career demands and increase their chances of achieving functional positions. Human capital development is the key to motivating lecturers to develop their careers. Better human capital can increase self-confidence, a sense of achievement, and ambition to achieve functional positions.

The Effect of Career Motivation on Career Success

The inference suggests that enhancing the success of lecturers' careers requires a focus on underscoring the significance of cultivating robust human capital. However, if career motivation is also high, the success of a lecturer's career can reach even higher levels. Thus, it is important to pay attention to these two factors in an effort to improve lecturer careers.

Individuals possessing strong career motivation are inclined to receive substantial assistance in realizing their desired career objectives, as indicated by research by (Ng et al., 2005). Consequently, career motivation plays a pivotal role, acting as a connecting factor between career achievement and motivation, as highlighted in the study by (Chen et al., 2004). Career motivation is viewed as a complex internal characteristic shaped by an individual's circumstances, manifesting through the choices and actions they take in their career journey.

Relation to the Situation of Lecturers in Indonesia: Considering that around 50% of lecturers in Indonesia still do not have a functional position despite having a long tenure, there are several factors that may affect the link between Career Motivation and Career Success:

Bureaucracy and Recognition System: The bureaucracy and recognition system in the Indonesian academic environment may have an influence on lecturers' Career Success. If the promotion process or increase in functional status is difficult or complicated, this can reduce the lecturer's career motivation to achieve more.

Working Conditions and Work Environment: Factors such as working conditions, academic environment, peer support, and opportunities for self-development can also influence career motivation and ultimately career success. If lecturers feel less fulfilled in these aspects, motivation to achieve career success can be affected.

Professional Development: Limited access to or support for professional development, training or further education may affect lecturers' motivation to continue upgrading their qualifications and abilities, which in turn may affect their career advancement.

Personal Satisfaction and Career Goals: If a large number of lecturers are dissatisfied with their current position or job, motivation to achieve career success may also be hampered. In addition, if the desired career goals are not in line with the opportunities that exist, this can also affect the level of Career Motivation and Career Success.

In this context, the extent to which Career Motivation influences the Career Success of lecturers in Indonesia can provide a better understanding of the factors that affect the limitations of promotions or functional positions. It can also provide guidance for identifying ways to increase career motivation and encourage better career development in an academic environment.

The Influence of Human Capital Influences Career Success with Career Motivation as a Mediating Variable

Career motivation plays an important role in moving individuals to achieve career goals. Research by (Chong & Ahmed, 2015) found that a high level of motivation among employees in an organization has an impact on future career development. That is, when individuals have strong motivation to achieve career goals, the level of career maturity in these individuals also increases.

In this context, it can be concluded that career motivation functions as a strong connecting variable in the relationship between human capital and career success. Investment in human capital provides a strong basis for career motivation, and this career motivation is an important key in achieving career success.

In the context of lecturers in Indonesia, where around 50% of lecturers still do not have functional positions even though they have had a long working period, it can be seen that there is a dissonance between the Human Capital possessed by lecturers and the level of Career Success they have achieved. Even though they may have good Human Capital (qualifications, experience, and knowledge), other factors such as recognition systems, regulations, competition, and so on also play a role in achieving Career Success.

This situation can also be explained by considering the impact of Career Motivation as a mediating variable. Maybe some lecturers who have not reached functional positions have low career motivation, even though their Human Capital is high. Insufficient motivation can stem from inadequate acknowledgment, sensations of hinderance due to bureaucratic constraints, or other elements that can diminish the impetus to attain career objectives.

Thus, research that combines these factors can provide better insight into why a number of lecturers with strong Human Capital have not achieved the expected level of Career

Success. In addition, such research can provide guidance for related parties to increase recognition, motivation, and support for lecturers in achieving a more successful career

Conclusion

Based on the research results, it can be concluded that:

1. Human capital has a positive and significant influence on career success.
2. Human capital has a positive and significant influence on career motivation.
3. Career motivation has a positive and significant influence on career success.
4. The influence of human capital on career success also has a positive and significant influence through the mediation of career motivation.

Enhancing lecturer motivation for greater career success hinges significantly on effective human resource development. Conversely, diminished enthusiasm may stem from insufficient acknowledgment, perceived bureaucratic obstacles, and various elements that undermine the impetus to pursue professional objectives.

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