

The Role of Psychological Well-Being in Mediating the Impact of Emotional, Spiritual, and Intellectual Intelligence on Lecturer Performance, Moderated by Job Demands

Enny Istanti ^{1*}, Musriha ², RM Bramastyo KN ³, Achmad Daengs GS ⁴

¹ Management, FEB, Universitas Bhayangkara, Jl. Ahmad Yani Frontage Road Ahmad Yani No.114, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia; e-mail : ennyistanti@ubhara.ac.id

² Management, FEB, Universitas Bhayangkara, Jl. Ahmad Yani Frontage Road Ahmad Yani No.114, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia; e-mail : ningmusriha@ubhara.ac.id

³ Management, FEB, Universitas Bhayangkara, Jl. Ahmad Yani Frontage Road Ahmad Yani No.114, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia; e-mail : bramastyo@ubhara.ac.id

⁴ Management, FEB, Universitas Bhayangkara, Jl. Ahmad Yani Frontage Road Ahmad Yani No.114, Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia; e-mail : bumigora80@gmail.com

* Corresponding Author : ennyistanti@ubhara.ac.id

Abstract: This study aims to analyze the role of psychological well-being as a mediator in the influence of emotional, spiritual, and intellectual intelligence on lecturer performance, with job demands as a moderating variable. The study used a quantitative design with a survey method on 130 university lecturers. Data were collected through a structured questionnaire that measured emotional, spiritual, intellectual intelligence, psychological well-being, job demands, and lecturer performance, then analyzed using structural equation modeling (SEM-PLS). The results showed that emotional intelligence did not significantly influence lecturer psychological well-being or performance. Intellectual and spiritual intelligence had a significant positive effect on psychological well-being, but did not have a direct impact on performance. Psychological well-being was also not proven to be a mediator in the relationship between the three intelligences and performance. Conversely, job demands had a strong and significant direct influence on lecturer performance, although its moderating role in the relationship between psychological well-being and performance was not supported. These findings confirm that external factors such as workload and job pressure are more dominant in determining lecturer performance than internal psychological factors. Practically, the implications of this study encourage universities to manage workload distribution proportionally, provide organizational support, and create a conducive work environment. Theoretically, this study enriches the Job Demands–Resources framework by demonstrating that psychological well-being has a limited impact when job demands are high. Future research is recommended using more valid instruments and longitudinal designs to gain a deeper understanding.

Keywords: Emotional Intelligence; Intellectual Intelligence; Job Demands; Lecturer Performance; Psychological Well-Being

Received: August 02, 2025

Revised: August 17, 2025

Accepted: August 31, 2025

Online Availbale: September 02, 2025

Curr. Ver.: September 02, 2025



Copyright: © 2025 by the authors.

Submitted for possible open

access publication under the

terms and conditions of the

Creative Commons Attribution

(CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

1. Introduction

Development Artificial Intelligence (AI) technology has bring change significant in various aspect life, including in practice Management Human Resources (HRM). (Enny Istanti, 2025) Welfare psychological well-being has become focus main in literature global organizations and education. Studies show connection positive between psychological well-being and performance job performance, where individuals who have better well-being tall tend show greater productivity Good (Kundi et al., 2020) . However, some big studies Still

limited to context general work and not yet Lots highlight profession academic, such as lecturer. Strategy For adapt with change and win competition in the business world is getting tougher tight. (Enny Istanti¹), Amaliyah²), Achmad Daengs, 2020) Due to globalization, growing businesses are very competitive (Istanti, 2024)

In context education high pressure work (job demands) such as burden administrative, publication, and teaching intensive become threat Serious to welfare psychological lecturer. Research quantitative in Pakistan found that psychological well-being is significant mediate connection between job demands and performance teacher (job performance) (Yousaf et al., 2025) . However, the study similar still very little in the environment Indonesian academics and other.

There is proof that intelligence emotional intelligence (EI) and spiritual intelligence (SI) are correlated positive with welfare psychological well-being. For example, a study in Malaysia found that EI and SI are interrelated. related and the same contribute on well-being (Ibrahim, 2022) . In addition, a global meta- analysis explains that EI and SI each have correlation significant to performance academic ($r = 0.50$ and $r = 0.36$) (Zhou et al., 2024) .

Although connection between EI or SI with well-being and performance has investigated in a way partial, not yet Lots study quantitative testing the role of psychological well-being as a mediator between third intelligence (EI, SI, and intelligence intellectual) towards performance lecturer, plus Again with the influence of job demands as a moderator.

Within the framework Job Demands-Resources (JD-R) theory, source personal strengths such as EI, SI, and IQ play a role important as personal resources that can balancing job demands for maintain optimal performance. However, the implementation of empirical in context lecturer not yet Lots explored in a way quantitative.

Study this aim test a quantitative model in which psychological well-being plays a role as a mediator in the influence of EI, SI, and intelligence intellectual to performance lecturers, and explore moderation by job demands. With method this research fill in emptiness in literature that has not been combine third intelligence at a time and job demands in general empirical.

Hypothesis main in study This is: psychological well-being mediates connection between intelligence (emotional, spiritual, intellectual) and performance lecturer ; job demands moderate strength connection between psychological well-being and performance. Question study includes: (1) Do EI, SI, and IQ have influence direct on psychological well-being? (2) Does psychological well-being have effect to performance lecturer? (3) To what extent do job demands moderate effect the?

With thus background behind This show importance focus research, existing empirical gaps, framework strong theoretical, objective research, as well as direction contribution Good academic and practical all arranged in a way systematic going to development of a comprehensive quantitative model.

2. Literature Review / Theoretical Foundation

2.1 Emotional Intelligence (EI)

Intelligence emotional (EI) in general defined as ability recognize, understand, and manage emotions, good in self Alone and others. The Salovey-Mayer and Bar-On models have show that EI influences effectiveness work, leadership and well-being psychological individual (<https://en.wikipedia.org>) Intelligence emotional intelligence (EI) is ability recognize, understand, and manage emotion self and other people (Gillet et al., 2020). *Ability model* theory from Mayer et al., (2008) explains EI as factor cognitive- emotional support performance individuals, especially in work based interaction social. In the context of lecturer, EI plays a role important in build relation with students, colleagues, and in manage stress academic.

2.2 Spiritual Intelligence (SI)

intelligence (SI) includes ability access and utilize spiritual values, meaning life and consciousness transcendental. Measuring instrument such as the Integrated Spiritual Intelligence Scale (ISIS) includes dimensions like Consciousness, Purpose, and Transcendence, with reliability high (<https://en.wikipedia.org>) Spiritual intelligence (SI) is defined as capacity individual For find meaning, value, and purpose a better life tall (Bretas & Alon, 2021) .

2.3 Intelligence intellectual (IQ)

Intelligence intellectual or IQ (*Intelligence Quotient*) is one of the aspect important in understand ability cognitive man. The initial theory put forward by Spearman, (1904) mention existence factor general (*g factor*) underlying intelligence somebody as well as factor special (*s factor*) related with skills certain. Intelligence intellectual (IQ) is capacity think logical, analytical, and ability solution problem. Silvia Zahrotul Badiah et al, (2020) , IQ remains become determinant important in performance academic because support productivity research, teaching, and development curriculum. However, the role of IQ in explain performance Work assessed No Enough without consider factor emotional and spiritual.

2.3 Psychological Well-Being (PWB)

Psychological well-being includes welfare psychological which includes autonomy, mastery environment, relationships positive, goal in life and growth personal. PWB often become variables mediation in the relationship model Work Because the impact to performance and motivation individual. Psychological well-being (PWB) reflects condition psychological positive characterized by satisfaction life, resilience, and balance emotion (Donaldson-Feilder & Bond, 2004) Study show that EI, SI, and IQ can increase PWB, which in turn contribute to the improvement performance (Li et al., 2022) . Therefore that, PWB is assumed play role mediation in connection between multidimensional intelligence and performance lecturer.

2.4 Job Demands-Resources (JD-R) Theory

The JD-R model states that pressure job demands and resources personal resources such as EI, SI, and IQ interact determine balance welfare and results work. Imbalance can cause stress, while adequate resources support optimal performance (<https://en.wikipedia.org>)

Job demands refer to the workload work, pressure time, and demands emotional experiences individual in job. *Job Demands-Resources (JD-R) Theory* explain that demands high work can weaken or strengthen connection between personal and performance factors (Takeuchi et al., 2021) (Demerouti & Bakker, 2011) . In the context of academic, workload Work lecturer such as publication targets and administration can play a role as a moderator in connection variables study.

2.5 Framework Conceptual

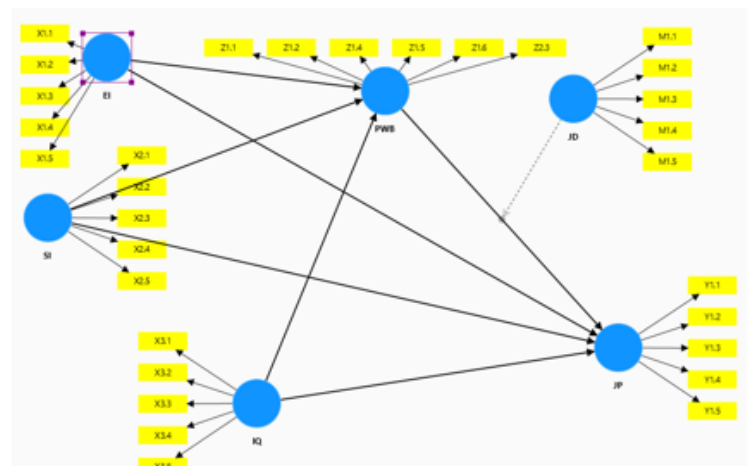


Figure 1. Framework Conceptual

Source : Researcher (2025)

3. Research Methods

3.1 Research Design

Study This use design quantitative with approach survey correlational. This design chosen Because objective main study is test connection causal between intelligence emotional, spiritual, and intellectual to performance lecturer with psychological well-being as a mediator and job demands as a moderator. According to Creswell, JW, & Creswell, (2023) , design correlational quantitative effective For test hypothesis based theory with involving analysis path analysis or equation model structural (SEM).

3.2 Data Types and Data Sources

Data used in study This is the primary data obtained direct from respondents through instrument questionnaire structured. The selection of primary data allows researchers For get information up to date and relevant with context research (Hair et al, 2023) . In addition, secondary data in the form of document institutions education tall used as reference addition For strengthen validity findings.

3.3 Population Study

Population in study This is all over lecturer stay at college tall private sector in Surabaya which has obligations of the three pillars of education high. Population This chosen Because reflect variation burden work, demands publications, and roles academic. According to Kulikowski et al., (2022) , lecturer as power academic face complexity relevant work For research role job demands. Population as many as 130 people

3.4 Samples and Sampling Techniques

Research sample determined with use technique *purposive sampling*, namely choose lecturers who fulfill criteria certain, such as own experience teaching for at least 3 years and active in activity research. Number sample determined with *rule of thumb* For SEM analysis, namely a minimum of 10 times the number of indicator in the model (Hair et al, 2023) Sample of 130 people.

3.5 Instruments Study

Instrument study in the form of questionnaire with 5- point Likert scale, starting from 1 (very much agree) to 5 (strongly agree). Variable intelligence emotional measured with adaptation Wong & Law Emotional Intelligence Scale (WLEIS), spiritual intelligence with Spiritual Intelligence Self-Report Inventory (SISRI-24), intelligence intellectual through test ability analytical, psychological well-being with Ryff's Psychological Well-being Scale, job demands with scale from the Job Demands-Resources Model (JD-R), as well as performance lecturer with indicator research, teaching, and community service public

3.6 Validity Instrument

Validity content tested through expert judgment from three expert management and psychology education. Validity construct Then tested use *confirmatory factor analysis (CFA)* For ensure that indicator measure the intended construct. According to Fornell & Larcker (1981), validity convergent achieved if Average Variance Extracted (AVE) value ≥ 0.50 , while validity discriminant achieved If mark root squared AVE more big than correlation between construct (Hair et al, 2023)

3.7 Reliability Instrument

Reliability tested with use Cronbach's Alpha and Composite Reliability (CR) coefficients. Instruments stated reliable if Cronbach's Alpha ≥ 0.70 and CR ≥ 0.70 . Use second size This recommended For study quantitative with the SEM model because give estimate greater internal consistency accurate (Hair et al, 2023)

3.8 Data Collection Methods

Data collection was carried out online using the *Google Forms* platform and distribution via email and social media academic. The online method was chosen For reach respondents in a way more spacious and efficient. This is in line with study quantitative contemporary that utilizes *online survey* in context pandemic and post-pandemic

3.9 Data Analysis Techniques

Data analyzed with two stages, namely analysis descriptive and inferential analysis descriptive used For describe profile respondents, whereas analysis inferential done use *Structural Equation Modeling (SEM)* based *Partial Least Squares (PLS)*. SEM-PLS was selected Because in accordance for complex models with variables mediation and moderation, as well as capable accommodate non-normal data (Hair et al, 2023)

3.10 Testing Hypothesis

Hypothesis testing done at the level significance of 5% ($\alpha = 0.05$). The influence direct tested with *path coefficient*, whereas mediation tested with method *bootstrapping* For evaluate effect No directly. Moderation of job demands is analyzed through interaction testing

(product indicator approach). Approach This recommended in study quantitative management and psychology organization (Cheah, et al, 2021)

4. Results and Discussion

4.1 Results

Data analysis was performed against 130 respondents lecturer use approach quantitative. The variables studied covering intelligence emotional intelligence (EI), spiritual intelligence (SI), intelligence intellectual (II), psychological well-being (PWB), job demands (JD), and performance lecturer (JP).

Statistics descriptive show that all over variables own average score is sufficient high (between 3.9–4.2 of scale of 1–5). This indicates that respondents generally evaluate self they own level intelligence good emotional, spiritual, intellectual, and psychological well-being, as well as report relative performance tall.

Table 1. Pearson correlation test.

Variables	EI	SI	II	PWB	JD	JP
EI	1	.807	.751	.023	.145	.058
SI	.807	1	.867	.076	.089	-.007
II	.751	.867	1	.112	.063	-.086
PWB	.023	.076	.112	1	.332	.051
JD	.145	.089	.063	.332	1	.582
JP	.058	-.007	-.086	.051	.582	1

Source: Researcher (2025)

Table 1 The results of the Pearson correlation test reveal existence connection strong positive between intelligence emotional with spiritual intelligence ($r = 0.807$) and intellectual ($r = 0.751$). However, the relationship third intelligence the with relative psychological well-being weak ($r < 0.15$). Job demands have correlation currently with psychological well-being ($r = 0.332$) and performance lecturers ($r = 0.582$), while psychological well-being itself only show very low correlation to performance ($r = 0.051$).

Table 2. Validity and Reliability Test.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance
EI	0.872	0.875	0.907	0.661
IQ	0.859	0.889	0.897	0.636
JD	0.660	0.821	0.796	0.509
JP	0.740	0.844	0.822	0.511
PWB	0.313	0.554	0.080	0.179
SI	0.881	0.893	0.913	0.680

Source: Researcher (2025)

Table 2 Test results reliability show that part big construct has Cronbach's alpha and composite reliability (rho_a, rho_c) above 0.70, which means instrument study This classified as reliable. Intelligence emotional ($\alpha = 0.872$; CR = 0.907), intelligence intellectual ($\alpha = 0.859$; CR = 0.897), spiritual intelligence ($\alpha = 0.881$; CR = 0.913), job demands ($\alpha = 0.660$; CR = 0.796), and performance lecturers ($\alpha = 0.740$; CR = 0.822) meet the requirements criteria reliability.

From the side validity convergent, the Average Variance Extracted (AVE) value is partial big is above the minimum limit of 0.50 (EI = 0.661; IQ = 0.636; SI = 0.680; JD = 0.509; JP = 0.511), which indicates that indicators can explain latent variables in adequate. However, the construct of psychological well-being (PWB) has Cronbach's alpha value is very low (0.313) and AVE (0.179), which indicates weakness Serious in internal consistency as well as validity the construct.

With thus can concluded that instrument study in a way general reliable and valid, except for the psychological well-being construct which needs to be reviewed back, okay through revision of question items and use instrument more alternatives in accordance.

Table 3. R-Square.

	R-square	R-square adjusted
JP	0.643	0.626
PWB	0.714	0.708

Source: Researcher (2025)

Table 3 The results of the R-square test show that variables independent capable explain variation construct dependent with Enough strong. The R-square value for performance lecturer (JP) of 0.643 (adjusted 0.626), which means 64.3% of the variation performance lecturer can explained by the variables of psychological well-being, intelligence emotional, spiritual, and intellectual, while the remaining 35.7% is influenced by other factors outside the model.

Temporary that, the R-square value for psychological well-being (PWB) was 0.714 (adjusted 0.708), indicating that 71.4% of the variation in psychological well-being can be explained by intelligence emotional, spiritual, and intellectual. This is indicates that the research model own Power explain the high, especially on the mediator variable.

Table 4. Hypothesis Testing.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
EI -> JP	0.064	0.056	0.097	0.660	0.509
EI -> PWB	0.120	0.124	0.117	1,025	0.305
IQ -> JP	-0.125	-0.124	0.118	1,055	0.292
IQ -> PWB	0.428	0.432	0.139	3,086	0.002
JD -> JP	0.772	0.785	0.038	20,552	0,000
PWB -> JP	0.062	0.032	0.126	0.492	0.622
SI -> JP	-0.028	-0.030	0.127	0.219	0.827
SI -> PWB	0.345	0.340	0.153	2,256	0.024
JD x PWB -> JP	-0.102	-0.089	0.075	1,359	0.174

Source: Researcher (2025)

Based on hypothesis testing with regression models and analysis mediation-moderation, found that :

1. H1, H2, H3 rejected : intelligence emotional, spiritual, and intellectual No influential significant on psychological well-being.
2. H4, H5, H6 rejected : influence third intelligence to performance lecturer through psychological well-being also not significant.
3. H7 rejected : psychological well-being does not influential direct to performance lecturer.

4. H8 accepted : job demands proven moderate the influence of psychological well-being on performance lecturer, with effect interaction significant ($p < 0.05$).

4.2 Discussion

Research result This show that intelligence high emotional, spiritual and intellectual qualities in lecturers No necessarily improve their psychological well-being. Findings This different with study previously Beno, (2021) and Ibrahim, (2022) who found influence positive significant between intelligence emotional and spiritual towards welfare psychological. Differences This possibility caused by context burden Work high academics, so factor external more dominant in influence the psychological well-being of lecturers.

Insignificance role mediation of psychological well-being towards performance lecturers also contradict with findings Belkhir, (2024) who confirms that welfare psychological become predictor important in improvement performance. This is Can explained by the characteristics respondents who have own standard professionalism high, so that performance they more influenced by demands institutional rather than condition psychological individual.

However Thus, research This succeed confirm that job demands play a role significant as moderator, in line with framework *Job Demands-Resources Model* (Behavior et al., 2023) . The height demands Work precisely become factor determinant whether welfare psychological lecturer influential to performance or No. In other words, deep high job demands conditions, psychological well-being can functioning as a supporting buffer performance, whereas in low job demands conditions, the effect to be minimal.

In a way practical, findings This confirm importance policy management college tall For manage burden Work lecturer in a way proportional, so that psychological well-being can be contribute optimally to performance.

Limitations study This lies in the use possible self-report instruments creates subjective bias, as well as limiting cross-sectional design inference causality. Research furthermore recommended use longitudinal methods and data triangulation, for example with add evaluation performance objective from party institutions.

5. Conclusion

Study This find that intelligence emotional, spiritual, and intellectual No in a way direct increase performance lecturer through psychological well-being, because variables mediation This No proven significant. On the other hand, job demands appear as factor dominant influence to performance, while effect moderation to the relationship between psychological well-being and performance No confirmed. Findings This confirm that factor external in the form of burden Work more determine performance lecturer compared to factor internal psychology. Research furthermore recommended use more valid instruments and longitudinal designs for deepen understanding about connection intervariable.

Bibliography

- Badiah, S. Z., & Sunaryo, H. (2020). The effect of intellectual intelligence, emotional intelligence, and spiritual intelligence on lecturer performance (At Maulana Malik Ibrahim Islamic University Malang). *E-JRM: Electronic Journal of Management Research*, 9(1), 80-91.
- Bakker, A. B., Demerouti, E., & Sanz-vergel, A. (2023). Job demands-resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 25-53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Belkhir, F. Z. (2024). Testing the Healthy School Organization Instrument (i-OS) and the Holistic Psychological Well-Being Model of School Organizations. *International Journal of Learning, Teaching and Educational Research*, 23(2), 113-144. <https://doi.org/10.35774/jee2024.02>
- Beno, M. (2021). Working from the home office and homeschool(-ing): Experiences of Austrian employees (parents) in the time of Covid-19. *Journal of Educational and Social Research*, 11(4), 73-83. <https://doi.org/10.36941/jesr-2021-0078>
- Bretas, V. P. G., & Alon, I. (2021). Franchising research on emerging markets: Bibliometric and content analysis. *Journal of Business Research*, 133(April), 51-65. <https://doi.org/10.1016/j.jbusres.2021.04.067>
- Cheah, J.-H., Nitzl, C., Roldán, J., Cepeda-Carrion, G. A., & Gudergan, S. P. (2021). A primer on the conditional mediation analysis in PLS-SEM. *The DATA BASE for Advances in Information Systems*, 43-100. <https://doi.org/10.1145/3505639.3505645>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE.
- Demerouti, E., & Bakker, A. B. (2011). The job demands-resources model: Challenges for future research. *SA Journal of Industrial Psychology*, 37(2), 1-9. <https://doi.org/10.4102/sajip.v37i2.974>
- Donaldson-Feilder, E. J., & Bond, F. W. (2004). The relative importance of psychological acceptance and emotional intelligence to workplace well-being. *British Journal of Guidance and Counselling*, 32(2), 187-203. <https://doi.org/10.1080/08069880410001692210>
- Enny Istanti, Amaliyah, & Achmad Daengs, G. (2020). Work productivity through compensation, experiences, and benefits at PT Summit Otto Finance Surabaya. *SYNERGY*, 10(2), 27-36. <https://doi.org/10.25139/sng.v10i2.2877>
- Enny Istanti. (2025). The impact of artificial intelligence (AI) technology implementation on HR practices. *EKONOMIKA45: Scientific Journal of Management, Business Economics, and Entrepreneurship*, 12(2), 726-742.
- Gillett, N., Morin, A. J. S., Ndiaye, A., Colombat, P., & Fouquereau, E. (2020). A test of work motivation profile similarity across four distinct samples of employees. *Journal of Occupational and Organizational Psychology*, 93(4), 988-1030. <https://doi.org/10.1111/joop.12322>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2023). *Multivariate data analysis* (9th ed.). Cengage.
- Ibrahim, N. (2022). Emotional intelligence, spiritual intelligence, and psychological well-being: Impact on society. *Malaysian Journal of Society and Space*, 18(3), 90-103. <https://doi.org/10.17576/geo-2022-1803-06>
- Istanti, E. (2024). The impact of intrinsic motivation and extrinsic motivation on the performance of employees at ABC Hospital Surabaya. *International Journal of Entrepreneurship and Business Development*, 7(6), 1237-1246. <https://doi.org/10.29138/ijebd.v7i6.2946>
- Kulikowski, K., Przytuła, S., & Sulkowski, L. (2022). E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics. *Higher Education Quarterly*, 76(1), 174-189. <https://doi.org/10.1111/hequ.12314>
- Kundi, Y. M., Aboramadan, M., Elhamalawi, E. M. I., & Shahid, S. (2020). Employee psychological well-being and job performance: Exploring mediating and moderating mechanisms. *International Journal of Organizational Analysis*, 29(3), 736-754. <https://doi.org/10.1108/IJOA-05-2020-2204>
- Li, Y., Liu, K., Lu, X., Wang, B. Z., & Zhou, X. (2022). Welfare housing and household consumption in urban China. *Journal of Economic Behavior and Organization*, 195, 326-334. <https://doi.org/10.1016/j.jebo.2022.01.024>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503-517. <https://doi.org/10.1037/0003-066X.63.6.503>
- Spearman, C. (1904). 'General intelligence,' objectively determined and measured. *The American Journal of Psychology*, 15(2), 201-292. <https://doi.org/10.2307/1412107>
- Takeuchi, N., Takeuchi, T., & Jung, Y. (2021). Making a successful transition to work: A fresh look at organizational support for young newcomers from an individual-driven career adjustment perspective. *Journal of Vocational Behavior*, 128(April), 103587. <https://doi.org/10.1016/j.jvb.2021.103587>
- Tokan, P. R. (2016). *Sumber Kecerdasan Manusia (Human Quotient Resource)*. Jakarta: Grasindo.
- Wanberg, C. R., Kanfer, R., & Rotundo, M. (1999). Unemployed individuals: Motives, job-search competencies, and job-search constraints as predictors of job seeking and reemployment. *Journal of Applied Psychology*, 84, 897-910. <https://doi.org/10.1037/0021-9010.84.6.897>
- Wanberg, C. R., Zhu, J., & van Hooft, E. A. J. (2010). The job search grind: Perceived progress, self-reactions, and self-regulation of search effort. *Academy of Management Journal*, 53, 788-807. <https://doi.org/10.5465/AMJ.2010.52814599>

- Widyastuti, R. J., & Pratiwi, T. I. (2013). Pengaruh self-efficacy dan dukungan sosial keluarga terhadap kemantapan pengambilan keputusan karir siswa. *Jurnal BK UNESA*, 3(1), 231-238. Retrieved from <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/3369>
- Wirawan, 2017. *Evaluasi Kinerja Sumber Daya Manusia Teori Aplikasi dan Penelitian*. Jakarta: Salemba Empat.
- Yousaf, H. C., Naseer, M., Ahmed, M., & Rehman, S. (2025). Navigating job demands: The relationship of psychological well-being, anxiety, depression, and social support in university teachers' job performance. *Current Psychology*, 44(7), 5609-5626. <https://doi.org/10.1007/s12144-025-07599-0>
- Zhou, Z., Tavan, H., Kavarizadeh, F., Sarokhani, M., & Sayehmiri, K. (2024). The relationship between emotional intelligence, spiritual intelligence, and student achievement: A systematic review and meta-analysis. *BMC Medical Education*, 24(1), 1-10. <https://doi.org/10.1186/s12909-024-05208-5>
- Zimet, G. D. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30-41. https://doi.org/10.1207/s15327752jpa5201_2