

THE INFLUENCE OF EDUCATION AND TEACHING, RESEARCH AND COMMUNITY SERVICE ON THE PERFORMANCE OF LECTURERS WITH EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP AS INTERVENING VARIABLES IN HIGHER EDUCATION IN TIMOR LESTE

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Abstract

This research aims to analyze influence of education and teaching, research, and community service on lecturer performance at a B-accredited Private Higher Education Institute in Timor Leste. This research also examines the mediating role of emotional intelligence and transformational leadership. The decline in lecturer performance that occurred in 2023 is the main background of this study. This quantitative study utilize survey using questionnaire. The research sample consisted of 408 lecturers from three B-accredited universities in Timor Leste, selected using purposive sampling techniques and the Slovin formula. Data were analyzed with Structural Equation Modeling (SEM) with a Partial Least Squares (PLS) approach. The findings showed teaching and education, community service, and research have a significant and positive influence toward emotional intelligence and transformational leadership. Directly, research has a significant effect toward lecturer performance, but teaching and education, and community service do not. However, the mediating role of emotional intelligence and transformational leadership proved significant in linking these three aspects of lecturer competency to lecturer performance. Improving the performance of lecturers in private universities in Timor Leste can be achieved through the development of emotional intelligence and transformational leadership, which are important factors in translating lecturers' basic competencies into optimal performance.

Keywords : Research, Education and Teaching, and Community Service, Lecturer Performance, Emotional Intelligence, Transformational Leadership

1 Introduction

The quality of human resources is a determining component in the success and quality of teaching and education produced. Universities currently face various challenges resulting from changes in the external and internal environment. Lecturers are considered professionals and scientists who have the responsibility to carry out three main aspects of higher education: Teaching, Research, and Community Service, known as Tri Dharma by Law of Timor Leste Government No. 14/2008 concerning the Education System Framework.

Based on the lecturer performance data at the Private Higher Education Institute of Timor Leste, it can be seen that there has been a decline in lecturer performance. In 2020, there was a decline in all Performance parameters due to the COVID-19 pandemic, which then increased in 2020 2021. Then in 2023, the average total Lecturer Performance reached a value of 81.3%, which was a decrease of 1.7% compared to 2022. The decline in Lecturer Performance at Private Higher Education Institutes of Timor-Leste was caused by the lack of evaluation conducted by the Ministry of Education, Youth, and Sports regarding the factors of Education and Teaching, Research, and Community Service. This makes it crucial to study the factors that influence the performance of teacher at Private Higher Education Institutes of Timor Leste.

The decline in teacher performance at private universities in Timor Leste is caused by the lack of evaluation conducted by the Ministry of Education, Youth, and Sports related to the factors of Education and Teaching, Research, and Community Service. This necessitates a study of the factors that affect the performance of lecturer at private universities in Timor-Leste. The implementation of activities at private universities in Timor-Leste has basic guidelines that must be met.

Education is a deliberate and structured endeavor aimed at fostering an environment and process of learning, enabling students to actively cultivate their abilities in spiritual and religious values, self-discipline, character, intellect, virtuous conduct, and the competencies essential for their personal growth and societal contribution (Rahman et al., 2022). Education and teaching can influence lecturer performance. If lecturers have education that is appropriate to the department they teach and have competent teaching methods, it will improve the lecturers' performance. This is aligned with Zakiah & Byre (2021), which proves education level influences performance. Furthermore, it is also in line with the study of Sudarman (2022), that states there is correlation between education on performance.

In addition to education and teaching, lecturer performance can also be influenced by research factors. Research is a scientific process of investigation through the collection, processing, analysis, and conclusion of data based on specific approaches, methods, and techniques to address a problem (Arifin, 2019). Research is the process used to gather and analyze information to improve understanding of a topic (Gunawan, 2018). Every lecturer is obliged to conduct research in accordance with their respective areas of expertise.

Community service can also influence lecturer performance. Community service is contributing to/helping Address diverse community needs and provide solutions to the various challenges faced by society to improve community welfare, which ultimately allows the community to live independently, prosperously, and well (Hasanah & Monica, 2023). Research by Herawati & Risal (2020) states that community service can influence the performance of university lecturers. Through community service, lecturers will apply their knowledge to solve problems or improve the community's standard of living.

Emotional Intelligence can also influence Lecturer Performance. Emotional intelligence refers to the capacity to identify and understand both one's own emotions and those of others, to inspire oneself, and to effectively regulate emotions in personal interactions and social relationships (Goleman, 2019). Emotional Intelligence (EQ) is the ability to acknowledge feelings, access and evoke emotions to aid thought, realize feelings and their meaning, and utilize feelings deeply to foster emotional and intellectual development (Ratnasari et al., 2022). Research by Junior & Jimad (2022) states that emotional intelligence influences performance. This is aligned with the study by Gusrinda & Setyawan (2024), which states performance of the employees is significantly and positively affected by emotional intelligence. This contrasts with the study by Borman & Westi (2021), which proves that Emotional Intelligence doesn't influence employee performance significantly.

Transformational Leadership can also influence Lecturer Performance. Based on Ausat et al. (2022), Transformational Leadership is a type of leadership that has been widely studied about performance. Transformational Leadership is a leader's capability to direct their team. When a leader uses transformational leadership, their followers will appreciate them and feel trusted, respected, and loyal (Suarga, 2017). Research by Poling & Surya (2020) proves that Transformational Leadership has a significant and positive effect toward performance. Aligned with the study of Jnaneswar & Ranjit

(2020), who found a significant effect of Transformational Leadership toward Performance. In contrast, Ramadhani & Indawati (2021) proved Transformational Leadership has no effect toward Performance.

This study aims to examine the impact of education and teaching, research, and community service on the performance of lecturers through Emotional Intelligence and Transformational Leadership. This study uses several supporting theories. The Grand Theory of this study is Ellen Earle-Chaffee's Strategic Management theory, the Middle Theory of this study is the Human Resource Management theory of Federick W. Taylor & Henry Fayol and the Applied Theory of this study includes 6 theories, namely Lecturer Performance by Mangkunegara (2017), Emotional Intelligence by Fauzi & Isnar (2019), Transformational Leadership by Setiawan & Muhith (2019), Education and Teaching by Moses (2018), Research by Tuckman (2020) and Community Service by Georgye (2018).

2 Literature overview

2.1. Educating and Teaching

Education is a conscious and planned effort undertaken by educators to change human behavior, both individually and in groups, to mature them through the process of teaching and training (Sugihartono, 2020). Meanwhile, teaching is a combination of two activities, namely teaching and learning (Daryanto et al., 2020). Several previous studies have shown that education and teaching have a positive and significant effect on emotional intelligence. Research by Mones & Toba (2021) stated that education has a significant effect on emotional intelligence. This is in contrast to research by Foeh & Saefatu (2024), which proved that education has no significant effect on emotional intelligence. Wahidin (2019) in his research stated that there is a significant relationship between character education and emotional intelligence with the learning outcomes of Civics in grade IV of SD Negeri 10 Tigeneneng.

Furthermore, education and teaching also have a relationship with transformational leadership. Research by Isnainy & Zahro (2024) and Imranfahrudi & Bahtiar (2023) demonstrated that education and teaching significantly influence transformational leadership. This contrasts with Yen's (2024) research, which demonstrated that education and teaching have no significant influence on transformational leadership. The relationship between education and teaching on business performance is proven by research by Kulsum & Khanam (2023) and Su & Shang (2024), which states that research has a significant effect on lecturer performance. This is different from research by Maisyaroh et al. (2024), which states that research has no significant effect on lecturer performance.

Then the relationship between education and teaching on Business Performance mediated by Emotional Intelligence and Transformational Leadership is proven by the research of Sutanti (2019) and Daryanto et al. (2020), which states that Education and Teaching have a significant effect on Lecturer Performance through Emotional Intelligence. In contrast to the research of Mones & Toba (2021), which proves that Education and Teaching have no significant effect on Lecturer Performance through Emotional Intelligence. The research of Kulsum & Khanam (2023) and Su & Shang (2024) states that research has a significant effect on Lecturer Performance, in contrast to the research of Maisyaroh et al. (2024), which states that research has no significant effect on Lecturer Performance. So the research hypothesis is

H1: Education and Teaching has an impact that significantly affect Emotional Intelligence

H4: Education and Teaching has an impact that significantly affect

Transformational Leadership

H7: Education and Teaching has an impact that significantly affect Lecturer Performance

H12: Education and Teaching has an impact that significantly affect Lecturer Performance through Emotional Intelligence

H15: Education and Teaching has an impact that significantly affect Lecturer Performance through Transformational Leadership

2.2. Research

Research is a systematic effort to find scientific answers to a problem because it must follow procedures and steps as a complete procedure (Tuckman, 2020). Research by Kulsum & Khaman (2023) demonstrated that research significantly influences emotional intelligence. This aligns with research by Su & Shang (2024), which states that research significantly influences emotional intelligence. This contrasts with research by Maisyaroh et al. (2024), which demonstrated that research has no significant effect on emotional intelligence. The relationship between research and transformational leadership is proven by research by Su & Shang (2024) and Maisyaroh et al. (2024), who stated that research significantly influences transformational leadership. This contrasts with Noviza's (2019) research, which found that research has no significant effect on transformational leadership. Then, the relationship between research and lecturer performance was proven by research by Kulsum & Khanam (2023) and Su & Shang (2024), which stated that research had a significant effect on lecturer performance. This was different from research by Maisyaroh et al. (2024), which stated that research had no significant effect on lecturer performance.

The indirect relationship between Research on Lecturer Performance through Emotional Intelligence and Transformational Leadership is proven by the research of Chuam & Ying (2024) and Khan & Nazli (2025), which states that Research has a significant effect on Lecturer Performance through Emotional Intelligence. This is different from the research of Kulsum & Khanam (2023), which proves that Research has no significant effect on Lecturer Performance through Emotional Intelligence. Then the research of Kulsum & Khanam (2023) and Su & Shang (2024) states that Research has a significant effect on Lecturer Performance through Transformational Leadership. This is different from the research of Maisyaroh et al. (2024), which proves that Research has no significant effect on Lecturer Performance through Transformational Leadership. Therefore, the hypothesis being studied is:

H2: Research has a impact that significantly affect Emotional Intelligence

H5: Research has a impact that significantly affect Transformational Leadership

H8: Research has a impact that significantly affect Lecturer Performance

H13: Research has a impact that significantly affect Lecturer Performance through Emotional Intelligence

H16: Research has a impact that significantly affect Lecturer Performance through Transformational Leadership

2.3. Community Service

Community service is an intracurricular activity that provides students with the opportunity to learn and work collaboratively with the community. Community service by students does not simply teach the community what is best for them, but rather empowers them through a collaborative research process to find the best solutions to the problems they face (Daryanto et al., 2020). Research by Rwothumio et al. (2021) demonstrated that community service significantly impacts emotional

intelligence. This aligns with research by Su & Shang (2024), which found a significant relationship between community service and emotional intelligence. This contrasts with research by Nasra & Arar (2019), which found that community service had no significant impact on emotional intelligence.

The relationship between community service and transformational leadership is proven by research by Adeoye & Munawaroh (2025) and Agusria & Fitriah (2021), which states that community service has a notable influence toward transformational leadership. This is in contrast to research by Daryanto et al. (2020), which shows that community service has no significant effect on transformational leadership. Then, the relationship between community service and lecturer performance was proven by research by Saad et al. (2023) and Kasbuntoro (2019), which stated that community service had a significant effect on lecturer performance. This was different from research by Rwothumio et al. (2021), which stated that community service had no significant effect on lecturer performance.

The indirect relationship between community service and lecturer performance through emotional intelligence and transformational leadership is proven by research by Daryanto et al. (2020) and Agusria & Fitriah (2021), which states that community service has a notable influence toward lecturer performance through emotional intelligence. This is different from research by Asra & Arar (2019), which proves that community service has no significant effect on lecturer performance through emotional intelligence. Then, research by Agusria & Fitriah (2021) and Anyango & Kaahwa (2020) states that community service has a notable influence toward lecturer performance through transformational leadership. This is different from research by Rwothumio et al. (2021), which proves that community service has no significant effect on lecturer performance through transformational leadership. Therefore, the proposed hypothesis is:

H3: Community Service has a impact that significantly affect Emotional Intelligence

H6: Community Service has a impact that significantly affect Transformational Leadership

H9: Community Service has a impact that significantly affect Lecturer Performance

H14: Community Service has a impact that significantly affect Lecturer Performance through Emotional Intelligence

H17: Community Service has a impact that significantly affect Lecturer Performance through Transformational Leadership

2.4. Emotional Intelligence

Emotional intelligence (EQ) is the capacity to identify emotions, access and harness them to support thinking, comprehend their significance, and regulate them effectively to foster both emotional and intellectual growth (Ratnasari et al., 2022). The results of research by Badiah et al. (2020) show that emotional intelligence has a simultaneous effect on the performance of lecturers at the State Islamic University of Maulana Malik Ibrahim Malang. Tumanggor and Machasing (2020) also stated the same thing, namely that emotional intelligence has a notable influence toward performance. Pasaribu et al. (2024) stated that lecturers' emotional intelligence has a direct positive effect on lecturer performance at five private universities (PTS) in the city of Pematangsiantar. Therefore, the research hypothesis is:

H10: Emotional Intelligence has a impact that significantly affect Lecturer Performance

2.5. Transformational Leadership

Transformational Leadership is a leader's capacity to influence their followers. When a leader uses transformational leadership, their followers will appreciate them and feel trusted, respected, and loyal (Suarga, 2017). Research by Poling & Surya (2020) proves that Transformational Leadership has a positive and significant impact on performance. This is in line with research by Djuraiddi and Laily (2020) that transformational leadership influences performance. This means that leadership at PT Giri Jaya Garmino can direct and optimize the abilities of its employees to achieve the company's goals by the company's vision and mission. Therefore, the research hypothesis is:

H11: Transformational Leadership has a impact that significantly affect Lecturer Performance

3 Research Methodology

This study introduces a novel framework that integrates the Grand Theory of Resource-Based View (Barney, 1991) and the classical Management Theory (Frederick Winslow Taylor, Roy, 2022) as overarching foundations, refined through relevant middle-range theories to explain the causal relationships among the studied variables. Building on these theoretical pillars, the research operationalizes three core elements of the Tri Dharma of Higher Education—Education and Teaching (X1), Research (X2), and Community Service (X3) and examines their direct and indirect influence on Lecturer Performance (Y) through the mediating roles of Emotional Intelligence (Z1) and Transformational Leadership (Z2).

The novelty of this research lies in the formulation of refined operational indicators for each variable, tailored specifically to the higher education context, and the simultaneous empirical testing of these variables within a dual-mediation model. In contrast to prior studies that typically focus on these constructs separately or within partial models, this research emphasizes the integration of innovative pedagogical strategies in education and teaching to enhance emotional intelligence and leadership capacity; the orientation of research activities toward applied and interdisciplinary outputs that directly support leadership transformation and performance improvement; and the design of community service programs aimed at fostering leadership qualities and emotional adaptability with tangible institutional benefits. Emotional intelligence is conceptualized with additional dimensions of adaptability and resilience, while transformational leadership highlights innovation-oriented vision setting and empowerment strategies within academic environments. Lecturer performance is assessed through a balanced evaluation that incorporates teaching innovation, research productivity, and community engagement outcomes.

By combining these enriched indicators into a unified conceptual model grounded in both grand and middle theories, the study advances a holistic analytical approach that has not been previously explored in higher education performance research. This positioning of the refined indicators serves as the novelty element of the study, analogous to the role of “Innovative Entrepreneurial Orientation” in the reference framework, and represents a conceptual contribution that bridges theoretical development with practical application.

3.1. Data Collection

In this study, data were collected using a questionnaire, which consisted of a series of questions directed to respondents to obtain written information regarding lecturer

performance. The variable indicators will be described in the form of questions with different Likert score ranges including the Strongly Agree Category rated as 5, while Strongly Agree was scored 4, Agree received 3, Disagree was rated 2, and Strongly Disagree was assigned a value of 1

3.2. Measures

This research utilizes variable measurements sourced from various previous studies. The Education and Teaching, Research, and Community Service variables are measured using indicators from the standards of private higher education institutions in Timor-Leste. The Emotional Intelligence variable is measured using indicators from Goleman's theory (2019). The Transformational Leadership variable is measured using indicators from Mustofa et al.'s theory (2024). The Lecturer Performance variable is measured using indicators from Arisal's theory (2023).

3.3. Analysis

This study used Partial Least Squares – Structural Equation Modeling (PLS-SEM). Sekaran & Bougie (2019) recommend using PLS-SEM if the research explores or extends existing structural theory. Evaluation of the PLS SEM model

4 Data Analysis

4.1. Profile of Respondents

Regarding gender, the majority of respondents are male, with a total of 222 people (54.4%), while the minority of respondents are female, with a total of 186 people (45.6%). Then regarding age, the majority of respondents are aged > 45 years with a total of 108 people (26.5%), while those aged 25-35 years are 103 people (25.2%), and 102 people (25.0%) Others are respondents aged < 25 years, while the minority are respondents aged 36-45 years with a total of 95 people (23.3%).

Table 1. Profile of the respondents

Respondents Profile	Information	Frequency	%
Gender	Man	222	54,4
	Woman	186	45,6
	Total	408	100,0
Age	20 - 25 Years	102	25,0
	26 - 45 Years	103	25,2
	> 45 Years	95	23,3
	Total	108	26,5
Length of time as a customer	< 1 Year	408	100
	1 – 3 Year	222	54,4
	> 3 Year	186	45,6
	Total	408	100,0

4.2. Outer Model Test

For convergent validity, there is a requirement that each indicator in the model must meet convergent validity, namely, having a value > 0.5. For discriminant validity, there is a requirement that the Average Variance Extracted value > 0.5 is declared valid. In the reliability test, Cronbach's Alpha and Composite Reliability tests were carried out, where Cronbach's Alpha and composite reliability values > 0.60 are interpreted as very satisfactory. Cronbach's Alpha and composite reliability values > 0.60 are interpreted as very satisfactory

Table 2. Assessment of the validity and reliability of research instruments

Variables	Indicators	Loading Factors	AVE	CR	Cronbach Alpha
Education and Teaching (X1)	X11	0,743	0,552	0,931	0,918
	X12	0,745			
	X13	0,805			
	X14	0,847			
	X15	0,787			
	X16	0,748			
	X17	0,664			
	X18	0,697			
	X19	0,697			
	X110	0,726			
	X111	0,698			
Research (X2)	X21	0,706	0,526	0,917	0,899
	X22	0,711			
	X23	0,800			
	X24	0,775			
	X25	0,706			
	X26	0,743			
	X27	0,706			
	X28	0,644			
	X29	0,749			
	X210	0,696			
Community Service (X3)	X31	0,706	0,604	0,901	0,868
	X32	0,769			
	X33	0,766			
	X34	0,803			
	X35	0,795			
	X36	0,818			
Emotional Intelligence (Z1)	Z11	0,606	0,509	0,928	0,915
	Z12	0,696			
	Z13	0,659			
	Z14	0,700			
	Z15	0,728			
	Z16	0,745			
	Z17	0,732			
	Z18	0,744			
	Z19	0,756			
	Z110	0,702			
	Z111	0,761			
	Z112	0,735			
	Z113	0,589			
Transformational Leadership (Z2)	Z21	0,756	0,578	0,925	0,908
	Z22	0,719			
	Z23	0,771			
	Z24	0,829			
	Z25	0,745			
	Z26	0,816			
	Z27	0,734			
	Z28	0,713			
	Z29	0,751			

Variables	Indicators	Loading Factors	AVE	CR	Cronbach Alpha
Lecturer Performance (Y)	Y1	0,756	0,559	0,947	0,939
	Y2	0,768			
	Y3	0,717			
	Y4	0,728			
	Y5	0,752			
	Y6	0,791			
	Y7	0,760			
	Y8	0,813			
	Y9	0,801			
	Y10	0,692			
	Y11	0,686			
	Y12	0,726			
	Y13	0,724			
	Y14	0,741			

4.3. Inner Model Test

The hypotheses in this study were examined using structural equation modeling (SEM) with SmartPLS software. SmartPLS was employed as the analytical tool and generated various results. For the endogenous latent variables in the structural model, an R^2 value of 0.75 indicates a "strong" model, an R^2 of 0.50 suggests a "moderate" model, and an R^2 of 0.25 reflects a "weak" model.

Table 3. R-squared, adjusted R-squared, and Q-squared

Variables	R-square	Results
Emotional Intelligence (Z1)	0,812	Strong Relationship
Transformational Leadership (Z2)	0,735	Moderate Relationship
Lecturer Performance (Y)	0,815	Strong Relationship



Figure 1. Results of the structural equation modeling analysis

4.4.

Hypothesis Test

Table 4. Hypothesis test results

Hypothesis	Variable	Original Sample (O)	T Statistics ((O/STDEV))	P-Value	Results
H ₁	Education and Teaching (X1) -> Emotional Intelligence (Z1)	0,273	5,470	0,000	Significant
H ₂	Research (X2) -> Emotional Intelligence (Z1)	0,270	5,220	0,000	Significant
H ₃	Community Service (X3) -> Emotional Intelligence (Z1)	0,415	8,485	0,000	Significant
H ₄	Education and Teaching (X1) -> Transformational Leadership (Z2)	0,399	7,275	0,000	Significant
H ₅	Research (X2) -> Transformational Leadership (Z2)	0,181	2,502	0,013	Significant
H ₆	Community Service (X3) -> Transformational Leadership (Z2)	0,334	5,577	0,000	Significant
H ₇	Education and Teaching (X1) -> Lecturer Performance (Y)	0,094	1,838	0,067	Not Significant
H ₈	Research (X2) -> Lecturer Performance (Y)	0,295	5,238	0,000	Significant
H ₉	Community Service (X3) -> Lecturer Performance (Y)	0,028	0,466	0,642	Not Significant
H ₁₀	Emotional Intelligence (Z1) -> Lecturer Performance (Y)	0,181	2,544	0,011	Significant
H ₁₁	Transformational Leadership (Z2) -> Lecturer Performance (Y)	0,364	5,330	0,000	Significant
H ₁₂	Education and Teaching (X1) -> Emotional Intelligence (Z1) -> Lecturer Performance (Y)	0,050	2,139	0,033	Significant
H ₁₃	Research (X2) -> Emotional Intelligence (Z1) -> Lecturer Performance (Y)	0,049	2,343	0,020	Significant
H ₁₄	Community Service	0,075	2,424	0,016	Significant

Hypothesis	Variable	Original Sample (O)	T Statistics (O/STDEV)	P-Value	Results
	(X3) -> Emotional Intelligence (Z1) -> Lecturer Performance (Y)				
H ₁₅	Education and Teaching (X1) -> Transformational Leadership (Z2) -> Lecturer Performance (Y)	0,145	4,617	0,000	Significant
H ₁₆	Research (X2) -> Transformational Leadership (Z2) -> Lecturer Performance (Y)	0,066	2,092	0,037	Significant
H ₁₇	Community Service (X3) -> Transformational Leadership (Z2) -> Lecturer Performance (Y)	0,122	4,090	0,000	Significant

Education and Teaching (X1) has a significantly positive influence on Emotional Intelligence (Z1), with T-statistic value is 5.470, that higher than 1.96, and the Original Sample got of 0.273. Research (X2) has a significantly positive influence on Emotional Intelligence (Z1), with T-statistic value is 5.220, that higher than 1.96, and the Original Sample got of 0.270. Community Service (X2) has a significantly positive influence on Emotional Intelligence (Z1), with T-statistic value is 8.485, that higher than 1.96, and the Original Sample got of 0.415.

Furthermore, the relationship with Transformational Leadership, where Education and Teaching (X1) has a significantly positive influence on Transformational Leadership (Z2), with T-statistic value is 7.275, that higher than 1.96, and the Original Sample got of 0.399. Education and Teaching (X1) has a significantly positive influence on Transformational Leadership (Z2), with T-statistic value is 7.275, that higher than 1.96, and the Original Sample got of 0.399. Education and Teaching (X1) has a significantly positive influence on Transformational Leadership (Z2), with T-statistic value is 7.275 that higher than 1.96, and the Original Sample got of 0.399.

The relationship with Lecturer Performance, where Education and Teaching (X1) has a significantly positive influence on Transformational Leadership (Z2), with T-statistic value is 7.275, that higher than 1.96, and the Original Sample got of 0.399. Research (X2) has a significantly positive influence on Lecturer Performance (Y), because the T statistic value is 5.238, that higher than 1.96, and the Original Sample got of 0.295. Community Service (X3) has a positive and insignificant influence on Lecturer Performance (Y), with T-statistic value is 0.466, that higher than 1.96, and the Original Sample got of 0.028. Emotional Intelligence (Z1) has a significantly positive influence on Lecturer Performance (Y), because the T statistic value is 2.544, that higher than 1.96, and the Original Sample got of 0.181. Transformational Leadership (Z2) has a

significantly positive influence on Lecturer Performance (Y), with T-statistic value is 5.330, that higher than 1.96, and the Original Sample got of 0.364. For the mediation relationship of Emotional Intelligence, it shows that Education and Teaching (X1) have a significant and positive impact toward Lecturer Performance (Y) through Emotional Intelligence (Z1), with T-statistic value is 2.139, that higher than 1.96, and the Original Sample got of 0.050. Education and Teaching (X1) have a significant and positive impact toward Lecturer Performance (Y) through Emotional Intelligence (Z1), with T-statistic value is 2.139, that higher than 1.96, and the Original Sample got of 0.050. Education and Teaching (X1) have a significant and positive impact toward Lecturer Performance (Y) through Emotional Intelligence (Z1), with T-statistic value is 2.139, that higher than 1.96, and the Original Sample got of 0.050. Meanwhile, for the mediation relationship of Transformational Leadership, it shows that Education and Teaching (X1) has a positive notable influence toward Lecturer Performance (Y) through Transformational Leadership (Z2), with T-statistic value is 4.617, that higher than 1.96, and the Original Sample got of 0.145. Research (X2) has a positive notable influence toward Lecturer Performance (Y) through Transformational Leadership (Z2), with T-statistic value is 2.092, that higher than 1.96, and the Original Sample got of 0.066. Community Service (X3) has a positive notable influence toward Lecturer Performance (Y) through Transformational Leadership (Z2), with T-statistic value is 4.090, that higher than 1.96.

5 Discussion

The analysis demonstrated a significantly positive effect of education and teaching on emotional intelligence, with a positive Original Sample value. This indicates a directional influence, implying that better education and teaching will significantly improve emotional intelligence. This aligns with Noviza's (2019) study, which found that character education influences students' emotional intelligence. The analysis revealed a significant and positive impact of research on emotional intelligence, with a positive Original Sample value. This indicates a directional influence, implying that better research will significantly improve emotional intelligence. This study aligns with Kulsum & Khaman's (2023) study, which demonstrated that research significantly impacts emotional intelligence. This also aligns with Su & Shang's (2024) study, which demonstrated a significant influence of research on emotional intelligence. The analysis revealed a significant and positive impact of community service on emotional intelligence, with a positive Original Sample value. The analysis revealed a significant and positive impact community service on emotional intelligence, with a positive Original Sample value.

The analysis demonstrated a significant positive effect of education and teaching on transformational leadership, with a positive Original Sample value. The research is in line with the research of Isnainy & Zahro (2024) and Imranfahrudi & Bahtiar (2023), which proves that Education and Teaching have a significantly impact on Transformational Leadership. The results of the analysis proved that the research has a significant positive effect on transformational leadership with a positive Original Sample value, which is in line with the research of Su & Shang (2024) and Maisyaroh et al. (2024), that stated the Research has a significant impact toward Transformational Leadership. The results of the analysis proved that community service has a significantly positive impact toward emotional transformational leadership with a positive Original Sample value, which is align with the research of Adeoye & Munawaroh (2025) and Agusria & Fitriah (2021), that stated the Research has a significant influence toward Transformational Leadership. This is aligned with Ben

Selma et al. (2024), who highlight that the micro-foundations of dynamic capabilities—particularly sensing, seizing, and reconfiguring—are vital for fostering leadership adaptability and transformation in rapidly changing academic environments.

The analysis proves education and teaching have no significantly positive influence on lecturer performance with a positive Original Sample value. This means there is an opposing effect, so it can be interpreted that better education and teaching cannot improve lecturer performance with a strong effect. This is contrary to the research of Zakiah & Byre (2021), which proves that the level of education affects performance. The analysis proves research has a significantly positive influence on lecturer performance on a positive direction, that is align with the research of Kulsum & Khanam (2023) and Su & Shang (2024), that states the research has a significant influence toward Lecturer Performance. The analysis proves Community Service has a significant positive influence toward lecturer performance, with a positive direction, that is align with the research of Herawati & Risal (2020), which states that Community Service can influence performance of college lecturers. The analysis proves emotional intelligence has a significant positive influence on lecturer performance, which is align with the research of Sijabat et al (2023) that there is a significant and positive impact between emotional intelligence and the performance of female lecturers. Then the outcome of the findings shows transformational leadership had a significant positive effect on lecturer performance with a positive Original Sample value align with the study by Djuraidi and Laily (202) that transformational leadership affected performance.

The mediation relationship on emotional intelligence proves education and teaching have a significant positive impact toward lecturer performance through emotional intelligence with a positive Original Sample value align with the research of Sutanti (2019) and Daryanto et al., (2020) that state Education and Teaching have a notable influence toward Lecturer Performance through Emotional Intelligence. The analysis proves research has a significantly positive influence toward lecturer performance through emotional intelligence, with a positive Original Sample value align with the research of Chuam & Ying (2024) and Khan & Nazli (2025), that state research has a notable effect toward Lecturer Performance through Emotional Intelligence. The analysis proves research has a significantly positive impact toward lecturer performance through emotional intelligence, with a positive Original Sample value align with the finding of Chuam & Ying (2024) and Khan & Nazli (2025), that state research has a significant impact toward Performance of Lecturer through Emotional Intelligence.

The mediation relationship of Transformational Leadership shows that the analysis results find that the research has a significantly positive impact toward lecturer performance through transformational leadership with a positive Original Sample value align with the research of Suparjo & Widyarini (2022) and Wahidin (2019) that state Education and Teaching have a significant impact toward Lecturer Performance through Transformational Leadership. The analysis results prove

6 Conclusions

Based on the results of the analysis and discussion that have been carried out, several research conclusions were obtained, including:

1. Education and Teaching have a significant and positive impact toward Emotional Intelligence among Lecturers at B-Accredited Universities in Timor-Leste.
1. Research has a significantly positive effect on Emotional Intelligence among Lecturers at B-Accredited Universities in Timor Leste.

2. Community Service has a significantly positive impact toward Emotional Intelligence among Lecturers at B-Accredited Universities in Timor Leste.
3. Education and Teaching have a significant and positive impact toward Transformational Leadership among Lecturers at B-Accredited Universities in Timor-Leste.
4. Research has a significantly positive impact toward Transformational Leadership among Lecturers at B-Accredited Universities in Timor Leste.
5. Community Service has a significantly positive impact toward Transformational Leadership among Lecturers at B-Accredited Universities in Timor Leste.
6. Education and Teaching have a positive but insignificant effect toward n Lecturer Performance at B-Accredited Universities in Timor Leste.
7. Research has a significantly positive impact toward Lecturer Performance at B-Accredited Universities in Timor Leste.
8. Community Service has a positive but insignificant impact toward Lecturer Performance at B-Accredited Universities in Timor Leste
9. Emotional Intelligence has a significantly positive effect toward Lecturer Performance at B-Accredited Universities in Timor Leste
10. Transformational Leadership has a significantly positive impact toward Lecturer Performance at B-Accredited Universities in Timor Leste
11. Education and Teaching have a significantly positive impact toward Lecturer Performance through Emotional Intelligence at B-Accredited Universities in Timor Leste
12. Research has a significantly positive effect toward Lecturer Performance through Emotional Intelligence at B-Accredited Universities in Timor Leste
13. Community Service has a significantly positive effect toward Lecturer Performance through Emotional Intelligence at B-Accredited Universities in Timor Leste
14. Education and Teaching have a significantly positive impact toward Lecturer Performance through Transformational Leadership at B-Accredited Universities in Timor Leste
15. Research has a significantly positive effect toward Lecturer Performance through Transformational Leadership at B-Accredited Universities in Timor Leste
16. Community Service has a significantly positive effect toward Lecturer Performance through Transformational Leadership among Lecturers at Accredited B Universities in Timor Leste.

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