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The Influence of Multiple Intelligences on Employee Performance and Its Impact on Future Career Advancement

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Abstract

This study examines the influence of multiple intelligences on employee performance and its impact on future career advancement. Grounded in Gardner's Multiple Intelligence Theory and Human Capital Theory, although Multiple Intelligence Theory identifies eight types of intelligence, this research operationalizes five dimensions that are more applicable to organizational contexts, namely linguistic, logical–mathematical, interpersonal, intrapersonal, and spatial–bodily kinesthetic intelligence, which, in shaping employee performance, in turn affects career progression. The study involved 320 respondents employed in eight service and manufacturing firms operating in the Greater Tangerang industrial region. These companies were purposively selected to represent different industries, and employees were recruited through voluntary survey participation. The hypotheses were tested using Partial Least Squares Structural Equation Modeling (PLS-SEM) implemented through SmartPLS, allowing simultaneous assessment of measurement validity and structural relationships. The results indicate that multiple intelligences have a significant positive effect on employee performance, and employee performance significantly influences future career advancement. Furthermore, employee performance mediates the relationship between multiple intelligences and career advancement. These findings enrich human resource management theory while simultaneously providing practical guidance for talent development initiatives and structured career planning within organizations.

KEYWORDS

multiple intelligence, employee performance, career advancement, sem, human resource management.

Introduction

Background and Research Problem

In contemporary organizations, human resources are widely recognized as strategic assets that play a crucial role in achieving organizational objectives. Employee performance has traditionally been associated with technical expertise, work experience, and cognitive intelligence. However, modern workplaces increasingly require employees to demonstrate broader competencies such as creativity, adaptability, collaboration, and emotional resilience. These evolving expectations suggest that employee performance cannot be adequately explained by a single dimension of intelligence.

The concept of multiple intelligences offers a more comprehensive framework for understanding individual capabilities in organizational settings. Proposed by Gardner, Multiple Intelligence Theory suggests that intelligence consists of several distinct yet interconnected abilities that influence how individuals learn, communicate, and solve problems. These diverse abilities may shape how employees perform their tasks, interact with colleagues, and respond to workplace challenges.

Within organizations, individuals possessing different intelligence profiles may demonstrate varying strengths across job roles and responsibilities. For example, interpersonal intelligence supports effective teamwork and leadership, while

intrapersonal intelligence contributes to self-awareness and emotional regulation. Consequently, examining how multiple intelligences relate to employee performance becomes increasingly relevant for organizations seeking to enhance human resource effectiveness.

Furthermore, employee performance is closely linked to career development outcomes. In many organizations, performance evaluations serve as a key basis for promotion decisions and long-term career progression. Employees who consistently demonstrate high performance are more likely to receive recognition and advancement opportunities. Therefore, understanding the relationship between multiple intelligences, employee performance, and future career advancement may provide valuable insights into how individual capabilities contribute to sustainable career growth.

Research Gap

Although research on intelligence and employee performance has developed extensively, most previous studies have primarily focused on cognitive intelligence or emotional intelligence as predictors of work outcomes (Ćwiąkała & others, 2025). As a result, other forms of intelligence proposed in Multiple Intelligence Theory remain relatively underexplored in organizational research.

Furthermore, existing studies often examine intelligence and performance separately from career outcomes. Only limited empirical research has investigated how multiple intelligences influence career advancement indirectly through employee performance. This lack of integrated analysis creates a gap in the literature regarding the mechanism through which individual intelligence profiles contribute to long-term career development.

This gap is particularly relevant in emerging economies such as Indonesia, where organizations face challenges related to workforce diversity, competency alignment, and career development systems. Despite the increasing importance of performance-based promotion systems, the underlying individual attributes that support sustainable career growth remain insufficiently understood.

Research Contribution and Novelty

This study addresses the identified research gap by developing and testing an integrated model that links multiple intelligences, employee performance, and perceived career advancement opportunities. By examining both direct and indirect relationships among these variables, the study provides a more comprehensive explanation of how individual capabilities translate into performance and career outcomes.

From a theoretical perspective, this research extends Multiple Intelligence Theory into the field of human resource management by integrating it with human capital perspectives on performance and career development. From a practical standpoint, the findings provide useful insights for organizations in designing more effective recruitment, training, and career development strategies that recognize diverse employee capabilities.

Research Objectives and Hypotheses

Based on the research problem and identified gap, this study aims to:

Examine the relationship between multiple intelligences and employee performance.

Analyze the relationship between employee performance and perceived career advancement opportunities.

Investigate the mediating role of employee performance in the relationship between multiple intelligences and perceived career advancement opportunities.

Accordingly, the following hypotheses are proposed:

H1: Multiple intelligences are positively associated with employee performance.

H2: Employee performance is positively associated with perceived career advancement opportunities.

H3: Employee performance mediates the relationship between multiple intelligences and perceived career advancement opportunities.

Structure of the Paper

The remainder of this paper is organized as follows. The next section reviews relevant literature and develops the theoretical framework and hypotheses. The methodology section describes the research design, data collection, and analytical techniques used in the study. The results section presents the empirical findings based on the PLS-SEM analysis, followed by a discussion of the results in relation to previous studies. Finally, the paper concludes with implications, limitations, and suggestions for future research.

Literature Review and Hypothesis

Multiple Intelligence Theory

Multiple Intelligence Theory proposes that intelligence is not a single general ability but a collection of distinct yet related capacities that shape how individuals process information and perform tasks. The concept was introduced by Howard Gardner, who argued that individuals possess different types of intelligence that influence learning styles, communication patterns, and problem-solving strategies.

Although Gardner originally proposed eight forms of intelligence, not all dimensions are equally relevant to organizational contexts. Several recent studies in human resource management emphasize that only certain types of intelligence have a direct relationship with workplace behavior, communication, and job performance. For example, linguistic and logical–mathematical intelligences are closely associated with problem-solving, analytical reasoning, and communication skills required in professional settings. Interpersonal and intrapersonal intelligences are strongly related to teamwork, leadership, emotional regulation, and self-management within organizations. Meanwhile, spatial and bodily-kinesthetic intelligences contribute to practical task execution, coordination, and operational effectiveness in work environments. Therefore, many organizational and management studies operationalize multiple intelligences by selecting dimensions that are most applicable to employee behavior and job performance rather than using the entire set of intelligences proposed by (Gardner, 2011; Ibrahim & others, 2024; Malaran & Pañares, 2025). Following this approach, the present study focuses on five dimensions—linguistic, logical–mathematical, interpersonal, intrapersonal, and spatial–bodily kinesthetic intelligence—because these forms of intelligence are considered more directly relevant to organizational performance and career development.In organizational contexts, intelligence is expressed through workplace behaviors such as communication, collaboration, decision-making, and self-management. Employees with strong linguistic intelligence may communicate ideas more effectively, while those with interpersonal intelligence may excel in teamwork and relationship building. Similarly, intrapersonal intelligence supports self-awareness and emotional regulation, which are important for adapting to workplace challenges.

Although Multiple Intelligence Theory has been widely applied in educational research, its application in human resource management remains relatively limited. Most organizational studies examining intelligence and work outcomes focus primarily on cognitive intelligence or emotional intelligence, leaving other dimensions of intelligence less explored. Therefore, examining multiple intelligences in relation to employee performance may provide a broader understanding of how individual capabilities contribute to

workplace effectiveness.

Multiple Intelligence Theory posits that intelligence is not a single general ability but a combination of distinct capacities. Gardner identified eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. In organizational contexts, these intelligences influence communication, problem-solving, teamwork, self-regulation, and adaptability.

Rapid globalization, digital transformation, and technological disruption have intensified competition, requiring organizations to enhance employee capabilities. As a result, employee performance has become a central focus in management research, particularly as organizations seek to translate strategic objectives into measurable outcomes through human capital effectiveness (Barney, 1991).

Traditionally, employee performance has been associated with cognitive intelligence, technical competence, and job experience. However, this perspective is increasingly viewed as inadequate to explain the complex behavior demands placed on employees in modern organizations. Contemporary work environments require employees not only to perform routine tasks efficiently but also to demonstrate adaptability, creativity, collaboration, and emotional regulation, indicating that performance is shaped by multidimensional human capabilities (Boyatzis, 2018).

In this context, the theory of Multiple Intelligences proposed by Gardner offers a comprehensive framework for understanding individual differences in workplace behavior and performance. Unlike traditional intelligence models, Multiple Intelligence Theory conceptualizes intelligence as a set of distinct but interrelated capacities, including linguistic, logical–mathematical, spatial, bodily–kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. These dimensions influence how individuals learn, communicate, interact socially, and solve problems in organizational settings (Gardner, 2011).

Within organizations, employees with diverse intelligence profiles may demonstrate strengths in different roles and tasks. For example, interpersonal intelligence supports teamwork and leadership effectiveness, while intrapersonal intelligence contributes to self-awareness, self-regulation, and long-term career planning. Despite its theoretical relevance, empirical research applying multiple intelligence theories in human resource management remains limited, particularly to employee performance and career outcomes (Chen et al., 2021) (Furnham, 2019).

Most empirical studies examining intelligence and performance continue to emphasize cognitive intelligence or emotional intelligence, leaving other dimensions of intelligence underexplored. This research gap is particularly evident in emerging economies, where performance appraisal systems often rely on standardized indicators that may not adequately capture diverse employee capabilities. Consequently, employees with non-traditional intelligence strengths may receive fewer development opportunities despite their potential contributions to organizational performance.

Indonesia represents a relevant context for investigating these issues, given its rapidly developing economy and increasingly diverse workforce. Indonesian organizations face challenges related to skill mismatches, workforce heterogeneity, and career transparency. Employee performance is commonly used as the primary criterion for promotion and career advancement; however, the antecedents of sustained performance that support long-term career growth remain insufficiently understood (Alfes et al., 2013).

Career advancement constitutes a critical outcome for employees as it reflects professional growth, increased responsibility, and improved economic well-being. From an organizational perspective, effective career advancement systems enhance motivation, commitment, and retention. Previous studies consistently indicate that high-performing employees experience faster career progression, yet. Attention has been given to how underlying individual attributes, such as multiple intelligences, indirectly influence career advancement through performance mechanisms (De Vos et al., 2020; Seibert et al., 2017).

From a theoretical standpoint, integrating Multiple Intelligence Theory with Human Capital Theory provides a robust explanation of how individual capabilities contribute to employee performance and career outcomes. Human Capital Theory emphasizes that investments in employee knowledge, skills, and abilities increase productivity and organizational value. Within this framework, multiple intelligences can be conceptualized as a form of human capital that enhances performance effectiveness and career sustainability (Becker, 1993).

Despite its relevance, empirical evidence linking multiple intelligences, employee performance, and career advancement within an integrated structural model remains fragmented. Many existing studies examine these variables independently rather than analyzing their direct and indirect relationships. This study addresses this gap by proposing and testing a structural model using Partial Least Squares Structural Equation Modeling (PLS-SEM), an approach suitable for exploratory research involving complex and multidimensional constructs (Hair et al., 2022).

Employee Performance

Employee performance refers to the degree to which individuals accomplish job responsibilities and contribute to organizational objectives. In management research, performance is commonly evaluated through indicators such as work quality, productivity, efficiency, cooperation, and creativity.

Performance can be understood as the outcome of interactions between individual capabilities and work requirements. Employees who possess relevant knowledge, skills, and cognitive abilities are generally more capable of completing tasks effectively. However, modern work environments also require interpersonal competence, adaptability, and self-regulation, suggesting that performance is influenced by multidimensional human capabilities (Shyron & others, 2026).

From the perspective of Multiple Intelligence Theory, different types of intelligence may support different aspects of performance. For instance, logical–mathematical intelligence contributes to analytical problem solving, while interpersonal intelligence enhances collaboration and team effectiveness. Intrapersonal intelligence may help employees regulate emotions and maintain motivation, which supports consistent work outcomes.

Therefore, employees who possess diverse intelligence capabilities may demonstrate stronger performance because they can adapt to complex job demands and interact effectively with colleagues and organizational systems. Based on this reasoning, multiple intelligences are expected to be positively associated with employee performance.

(Wahjudi & others, 2024) conceptualize job performance as work behavior demonstrated by employees that produces outputs aligned with organizational expectations. (Helalat & others, 2025) similarly indicate that performance reflects an individual's capability to convert their knowledge, skills, and effort into effective operational results and service outcomes. From a human resource management standpoint, (Sakib & others, 2024) emphasize that performance cannot be separated from organizational practices, particularly how institutions organize employee information, develop

competencies, and design work systems.

Leadership and employee involvement are also key contributors to performance quality. (Helalat & others, 2025) show that transformational leaders enhance employee outcomes by fostering motivation and encouraging active participation in their tasks. Employees who are able to maintain a healthy balance between their professional and personal responsibilities tend to show higher productivity and lower levels of exhaustion, which ultimately contributes to better work performance (Kasperczuk & others, 2025). In addition, leadership characterized by strong emotional intelligence has been shown to enhance team cooperation and strengthen employee commitment, thereby improving overall organizational effectiveness (Ćwiąkała, 2025).

Within contemporary HRM literature, sustainable human resource practices are considered essential for maintaining performance. (Kramar, 2025)argues that sustainable HRM combines employee welfare, capability enhancement, and organizational strategy to achieve long-term performance stability. Psychological factors also contribute significantly. According to (Xiang & Hui, 2025), psychological capital—comprising optimism, resilience, and confidence—positively influences both productivity and work efficiency.

Performance is additionally influenced by the suitability between employee abilities and job demandsIndividuals who work in positions aligned with their competencies tend to experience higher job satisfaction and exhibit stronger performance. Furthermore, organizational support—such as flexible work policies and supportive supervision—plays an important role in enhancing employee outcomes (Purwanitasari & others, 2025). Overall, worker performance emerges from the interaction of individual capability, motivation, and supportive organizational practices (Kramar, 2025; Wahjudi & others, 2024).

Employee performance can be understood as a work outcome that emerges from the interaction between individual attributes and organizational conditions. It is not determined solely by technical competence, but also by motivational factors, leadership influence, psychological resources, and the support provided by human resource management practices. Employees who receive appropriate guidance, experience supportive working arrangements, and occupy positions consistent with their abilities are more capable of delivering effective and consistent results. Therefore, improving performance requires organizations to develop employee skills and create a conducive work environment. When competence development, well-being, and organizational support operate together, employee contributions become more optimal and sustainable, ultimately strengthening organizational effectiveness.

Career Advancement

Career advancement refers to an employee's upward movement within an organizational hierarchy, which may involve promotion to higher positions, increased responsibilities, and greater professional recognition. In contemporary organizations, career advancement is often closely linked to observable work achievements and managerial evaluations of employee potential.

Employee performance plays a central role in promotion decisions because it serves as an indicator of competence, reliability, and leadership readiness. Employees who consistently demonstrate high productivity, effective problem solving, and collaborative behavior are more likely to be considered for advancement opportunities.

From a human resource management perspective, transparent career advancement systems help strengthen employee motivation and organizational commitment. When employees believe that their performance will be fairly evaluated and rewarded with career progression, they tend to invest greater effort in their work activities. Consequently, higher levels of employee performance are expected to be associated with greater perceived opportunities for career advancement within the organization.

Career advancement can be understood as an individual's upward movement within the organizational hierarchy, typically reflected in promotion to higher positions, greater decision-making authority, more complex job assignments, and broader professional recognition. Within contemporary human resource management, promotion decisions are rarely based on administrative considerations alone; instead, they are influenced by the accumulation of competencies, observable work achievements, and managerial assessments of future potential. Employees who repeatedly demonstrate high task accomplishment, effective problem-solving, and cooperative behavior are more frequently identified as candidates for higher-level positions because performance functions as an important indicator of capability and leadership preparedness (Li & others, 2023; Peiris, 2024; Udayar & others, 2024).

Viewed from the human capital framework, superior performance represents the productive application of knowledge, skills, and work experience that contribute measurable value to the organization and enhance an employee's promotability (Ahmed, 2024; Nyathi, 2024). Consequently, organizations commonly provide high performers with additional responsibilities, wider career opportunities, and formal recognition in order to retain talented individuals and sustain motivation (Jia-jun & Hua-ming, 2023; Price, 2025). Furthermore, transparent career pathways tend to strengthen employee engagement because workers perceive advancement opportunities as signals of organizational support and procedural fairness (Achananuparp et al., 2025; Ahmed, 2024).

Empirical evidence also indicates that upward career movement is associated with internal job mobility, role expansion, and continuous professional development, all of which contribute to improved future performance and long-term career sustainability(Huang & others, 2024). When employees believe that their efforts and achievements will be rewarded with career progression, they develop stronger commitment and higher motivation, thereby reinforcing a reciprocal relationship between performance and promotion (Handayani & others, 2025; Muartina & others, 2024). Accordingly, employees who consistently perform at a high level are more likely to experience accelerated career advancement, as their achievements provide credible evidence of competence, dependability, and leadership potential (Li & others, 2023; Peiris, 2024; Udayar & others, 2024).

Overall, the reviewed literature indicates that career advancement emerges from the interaction between individual capability and organizational evaluation mechanisms. Employee performance acts as a central indicator through which organizations interpret competence, reliability, and leadership potential, while human capital elements—such as knowledge, skills, and experience—strengthen the likelihood of upward mobility. Organizations respond to sustained high performance by offering broader roles, recognition, and developmental opportunities, which in turn enhance motivation and organizational commitment. Consequently, career progression should be understood as a dynamic process in which performance, perceived fairness of opportunities, and professional development continuously influence one another, creating an ongoing cycle linking individual achievement with organizational career mobility.

Conceptual Framework

Based on the theoretical arguments presented above, this study proposes a conceptual model that links multiple intelligences, employee performance, and perceived career

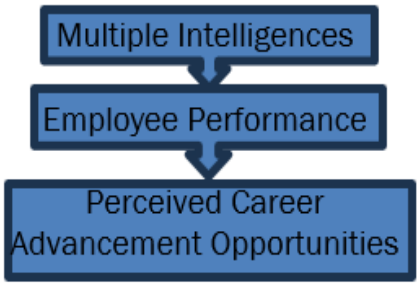

Figure 1. Conceptual Framework

advancement opportunities.

In this framework, multiple intelligences represent individual capabilities that influence how employees perform their tasks. Employee performance functions as a key mechanism through which these capabilities translate into career outcomes. Employees with higher performance levels are expected to experience stronger perceptions of career advancement opportunities within their organizations.

Conceptually, employee performance acts as a mediating variable connecting multiple intelligences to career advancement, as illustrated in Figure 1.

Hypotheses Development

Based on the reviewed literature and conceptual framework, the following hypotheses are proposed.

H1: Multiple intelligences are positively associated with employee performance.

Employees with stronger cognitive, interpersonal, and self-regulatory capabilities are more likely to perform tasks effectively, collaborate with colleagues, and adapt to organizational demands. Consequently, higher levels of multiple intelligences are expected to correspond with stronger employee performance.

H2: Employee performance is positively associated with perceived career advancement opportunities.

Organizations frequently rely on performance evaluations when making promotion and career development decisions. Employees who consistently demonstrate strong work outcomes are therefore more likely to perceive greater opportunities for career advancement.

H3: Employee performance mediates the relationship between multiple intelligences and perceived career advancement opportunities.

Multiple intelligences may not directly lead to career advancement; instead, these capabilities influence how employees perform their work. Higher performance levels subsequently increase the likelihood of receiving recognition, responsibility, and advancement opportunities within the organization.

Measurements of Variables

To better represent the theoretical structure of the concept, multiple intelligences are treated as a second-order construct composed of several first-order intelligence dimensions. Each indicator was measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The operational definitions and indicators of each variable are described as follows.

Multiple Intelligences (MI)

Multiple intelligences refer to employees' diverse intellectual capabilities that influence how they think, learn, interact, and perform tasks in the workplace. The construct includes the following dimensions:

- LinguisticIntelligence
  MI1: I can clearly express my ideas in written form.
  MI2: I communicate effectively with colleagues and supervisors.
- Logical–Mathematical Intelligence
  MI3: I can analyze work problems systematically.
  MI4: I use logical reasoning when making work-related decisions.
- Interpersonal Intelligence
  MI5: I collaborate effectively with colleagues in completing tasks.
  MI6: I can understand the perspectives and emotions of coworkers.
- Intrapersonal Intelligence
  MI7: I understand my strengths and weaknesses at work.
  MI8: I can manage my emotions in challenging situations.
- Spatial and Bodily–Kinesthetic Intelligence
  MI9: I can perform tasks requiring coordination and physical skills effectively.
  MI10: I can visualize work processes and outcomes clearly.

Employee Performance (EP)

Employee performance denotes the degree to which workers complete their job responsibilities and support the achievement of organizational goals. This variable was measured using indicators adapted from established performance measurement scales. The indicators include:

- EP1: I consistently complete my work tasks according to quality standards.
- EP2: I can complete my work efficiently and on time.
- EP3: I demonstrate initiative and creativity in performing my job.
- EP4: I cooperate effectively with colleagues to achieve work goals.

Career Advancement (CA)

Rather than measuring actual promotions, this study captures employees' perceptions of future career advancement opportunities in their organizations. The indicators include:

- CA1: I have good opportunities for promotion in this organization.
- CA2: My performance increases my chances of future career growth.
- CA3: I am given increasing responsibilities that support my career development.

All measurement items were evaluated for reliability and validity through PLS-SEM analysis, including assessments of factor loadings, composite reliability, and average variance extracted (AVE).

Method

Research Design

This study employed a quantitative research design to examine the relationships among multiple intelligences, employee performance, and perceived career advancement. A survey method was used to gather empirical data from employees working in organizational settings. The quantitative approach was considered appropriate because it allows the testing of theoretical relationships among latent variables using statistical modeling techniques. The research framework was analyzed using structural equation modeling to assess both direct and indirect relationships among the proposed constructs.

Population and Sample

The population of this study consisted of employees

working in service and manufacturing companies located in the Greater Tangerang industrial region, one of the major economic zones in Indonesia. These organizations operate in sectors characterized by increasing digitalization and competitive labor dynamics, making them relevant contexts for examining employee competencies and career development.

A total of 320 valid responses were obtained and included in the final analysis. This sample size is considered adequate for Partial Least Squares Structural Equation Modeling (PLS-SEM), which generally requires a minimum sample size sufficient to estimate complex relationships among constructs.

Sampling Technique and Inclusion Criteria

This study applied purposive sampling to select respondents who met specific inclusion criteria relevant to the research objectives. The respondents were required to (1) have at least one year of working experience in their current organization, (2) be employed full-time in either service or manufacturing sectors, and (3) be actively involved in organizational tasks and operational activities.

The purposive sampling approach ensured that the participants possessed sufficient work experience and organizational exposure to provide meaningful responses regarding their cognitive capabilities, job performance, and perceived career advancement opportunities.

Recruitment Procedure and Response Rate

Data were collected from employees working in eight companies located within the Greater Tangerang industrial region. The questionnaire was distributed both electronically and in printed form through the assistance of human resource departments and internal coordinators within each organization.

A total of 360 questionnaires were distributed to potential respondents. Out of these, 334 responses were returned, and after data screening for completeness and consistency, 320 questionnaires were considered valid for further analysis. This represents a response rate of approximately 88.9%, which is considered satisfactory for organizational survey research.

Measures

All constructs in this study were measured using previously validated scales adapted from prior literature. The questionnaire consisted of three main constructs: multiple intelligences, employee performance, and career advancement.

Multiple intelligences were operationalized using five dimensions derived from Gardner's theory, namely linguistic intelligence, logical–mathematical intelligence, interpersonal intelligence, intrapersonal intelligence, and spatial–bodily kinesthetic intelligence. These dimensions were selected because they are considered more relevant to workplace behavior and job performance in organizational contexts.

Employee performance was measured using indicators reflecting task accomplishment, work effectiveness, and productivity based on established performance measurement scales in human resource management studies. Career advancement was assessed using items that capture employees' perceptions of promotion opportunities, professional growth, and career development within their organizations.

All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Analysis Method

The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the SmartPLS software. PLS-SEM was selected because it is suitable for predictive research models and allows the simultaneous estimation of measurement and structural models. In addition, this approach is appropriate for studies that involve latent constructs and mediation analysis.

The analysis procedure consisted of several stages, including the evaluation of the measurement model, assessment of the structural model, and testing of the mediation effect.

Measurement Model Assessment

The measurement model was evaluated by examining indicator loadings, composite reliability (CR), average variance extracted (AVE), and discriminant validity. Indicator loadings were assessed to ensure that each item adequately represented its respective construct. Composite reliability values were used to determine internal consistency among indicators, while AVE values were examined to confirm convergent validity.

Discriminant validity was assessed using the Heterotrait–Monotrait ratio (HTMT), which ensures that each construct is empirically distinct from the others.

Structural Model Assessment

The structural model was assessed to examine the hypothesized relationships among multiple intelligences, employee performance, and career advancement. Several evaluation criteria were used, including path coefficients, t-statistics, and p-values obtained through the bootstrapping procedure. In addition, the coefficient of determination (R^2) was examined to determine the explanatory power of the model.

Mediation Test

To examine the mediating role of employee performance in the relationship between multiple intelligences and career advancement, a bootstrapping procedure with 5,000 resamples was conducted. The mediation effect was evaluated based on the significance of the indirect path and the bootstrap confidence interval.

A mediation effect is considered significant when the confidence interval does not include zero, indicating that the indirect relationship between the independent and dependent variables is statistically supported.

Result and Discussion

PLS-SEM using SmartPLS was applied to test the measurement and structural models.

Descriptive Statistic

Measurement Model

Table 1. Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	168	52.5%
	Female	152	47.5%
Age	20–30 years	98	30.6%
	31–40 years	142	44.4%
	> 40 years	80	25.0%
Education	Bachelor's	186	58.1%
	Master's	134	41.9%

Table 2. Indicator Loadings

Construct	Indicator	Loading
Multiple Intelligences	MI1	0.78
	MI2	0.81
	MI3	0.84
	MI4	0.83
	MI5	0.80

Construct	Indicator	Loading
	MI6	0.82
	MI7	0.79
	MI8	0.81
	MI9	0.76
	MI10	0.77
Employee Performance	EP1	0.84
	EP2	0.86
	EP3	0.81
	EP4	0.83
Career Advancement	CA1	0.82
	CA2	0.85
	CA3	0.83

Table 3. Composite Reliability and AVE

Construct	CR	AVE
Multiple Intelligences	0.93	0.62
Employee Performance	0.91	0.59
Career Advancement	0.90	0.57

Table 4. HTMT Discriminant Validity

Construct	MI	EP	CA
Multiple Intelligences	—		
Employee Performance	0.71	—	
Career Advancement	0.63	0.74	—

Table 5. Structural Model Results

Path	β	t-value	p-value	Decision
MI → EP	0.68	9.45	0.000	Supported
EP → CA	0.72	10.11	0.000	Supported

Table 6. Hypothesis Testing Results (SEM)

Path	Coefficient (β)	t-value	p-value	Decision
MI → EP	0.68	9.45	0.000	Supported
EP → CA	0.72	10.11	0.000	Supported
MI → EP → CA	0.49	7.86	0.000	Supported

Note: MI = Multiple Intelligence, EP = Employee Performance, CA = Career Advancement.

Table 7. Model Evaluation

Indicator	Value	Interpretation
R^2 Employee Performance	0.46	Moderate
R^2 Career Advancement	0.52	Strong
SRMR	0.061	Good Fit
Q^2	0.31	Predictive relevance
f^2 (MI→EP)	0.38	Large
f^2 (EP→CA)	0.41	Large

Table 8. Model Fit & Predictive Power (PLS-SEM)

Indicator	Score	Criteria	Status
R^2 Employee Performance	0.46	> 0.25	Moderate–Strong
R^2 Career Advancement	0.52	> 0.25	Strong
SRMR	0.061	< 0.08	Good Fit
Q^2 (Predictive Relevance)	0.31	> 0	Predictive
f^2 (MI → EP)	0.38	> 0.35	Large Effect
f^2 (EP → CA)	0.41	> 0.35	Large Effect

All constructs met validity and reliability criteria with factor loadings > 0.70, AVE > 0.50, and composite reliability > 0.70. Table 1 presents the demographic profile of the respondents who participated in the survey. The sample consists of 320 employees working in service and manufacturing companies located in the Greater Tangerang industrial region. Male respondents slightly outnumber female respondents, accounting for 52.5% of the sample. In terms of age distribution, the majority of participants fall within the31–40 years category, indicating that most respondents are in their productive working age. Regarding educational background, most respondents hold a bachelor's degree, while a smaller proportion possess a master's degree. This demographic composition suggests that the sample represents a relatively educated workforce with sufficient professional experience.

Measurement Model (Outer Loadings)

The measurement model was evaluated by examining the outer loadings of each indicator. As shown in Table 2, all indicators demonstrate loading values above the recommended threshold of 0.70. This indicates that each observed variable adequately represents its corresponding latent construct. High loading values suggest that the indicators share substantial variance with their respective constructs, confirming that the measurement items are suitable for representing multiple intelligences, employee performance, and career advancement.

Reliability and Convergent Validity

Construct reliability and convergent validity were assessed using composite reliability (CR) and average variance extracted (AVE). The results presented in Table 3 indicate that all constructs exceed the recommended composite reliability threshold of 0.70, demonstrating strong internal consistency among the measurement items. Furthermore, the AVE values for all constructs are above the minimum acceptable level of 0.50, indicating that each construct explains more than half of the variance of its indicators. These findings confirm that the measurement model satisfies the requirements for reliability and convergent validity.

Discriminant Validity (HTMT)

Discriminant validity was assessed using the Heterotrait–Monotrait ratio (HTMT), which is considered a robust criterion for evaluating construct distinctiveness in PLS-SEM analysis. As shown in Table 4, all HTMT values are below the recommended threshold of 0.85, indicating that the constructs are empirically distinct from one another. The highest HTMT value observed is 0.74 between employee performance and career advancement, which remains within the acceptable range. These results demonstrate that the constructs capture different conceptual domains and that discriminant validity has been successfully established.

Structural Model (Hypothesis Testing)

The structural model was evaluated to examine the relationships among the proposed constructs. As presented in Table 5, the results indicate that multiple intelligences have a significant positive effect on employee performance ($\beta = 0.68$, $p < 0.001$). This finding suggests that employees who possess diverse intelligence capabilities tend to perform their work more effectively. In addition, employee performance demonstrates a significant positive influence on career advancement ($\beta = 0.72$, $p < 0.001$), indicating that higher levels of performance increase the likelihood of career progression within the organization. These results support the proposed hypotheses and confirm the theoretical relationships outlined in the conceptual framework. As shown in Table 6, all hypotheses are supported, including the indirect effect of multiple intelligences on career advancement through employee performance.

Model Fit & Predictive Power

The overall structural model was further assessed through several evaluation criteria, including coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2),

Table 9. Mediation Test (Bootstrap CI)

Path	Indirect Effect	t-value	p-value	95% CI Lower	95% CI Upper	Result
MI → EP → CA	0.49	7.86	0.000	0.36	0.61	Supported

and model fit index (SRMR). As shown in Table 7 and Table 8, the R^2 value for employee performance is 0.46, indicating that multiple intelligences explain 46% of the variance in employee performance. Meanwhile, the R^2 value for career advancement is 0.52, demonstrating strong explanatory power. The SRMR value of 0.061 is below the recommended threshold of 0.08, suggesting a satisfactory model fit. Furthermore, the Q^2 value of 0.31 indicates that the model possesses adequate predictive relevance. The effect size values for both structural relationships are categorized as large, indicating that the predictors exert substantial influence on the endogenous variables.

Mediation Analysis

The mediating role of employee performance was examined using a bootstrapping procedure with 5,000 resamples. The results presented in Table 9 indicate that the indirect effect of multiple intelligences on career advancement through employee performance is statistically significant ($\beta = 0.49$, $p < 0.001$). Moreover, the bootstrap confidence interval ranges from 0.36 to 0.61 and does not include zero, confirming the presence of a significant mediation effect. These findings suggest that multiple intelligences influence career advancement primarily through their impact on employee performance.

The Effect of Multiple Intelligences on Employee Performance (H1)

The findings of this study indicate that multiple intelligences have a significant positive influence on employee performance. This result suggests that employees who possess diverse cognitive and interpersonal capabilities tend to demonstrate higher levels of work effectiveness and productivity. In organizational environments, employees are required not only to perform analytical tasks but also to communicate effectively, collaborate with colleagues, and regulate their own work behavior. The presence of multiple forms of intelligence—such as linguistic, logical–mathematical, interpersonal, and intrapersonal abilities—enables employees to adapt to complex job demands and solve problems more efficiently.

These findings are consistent with previous research emphasizing that employee performance is influenced by a combination of intellectual, social, and emotional competencies rather than by a single dimension of intelligence. Studies in human resource management have highlighted that individuals with strong interpersonal and intrapersonal abilities are more capable of managing workplace relationships, handling work pressure, and maintaining consistent performance. Therefore, the results of this study reinforce the argument that multiple intelligences play an important role in shaping employee effectiveness in modern organizations.

From a theoretical perspective, this finding supports the broader application of multiple intelligences theory beyond educational contexts. While the theory was originally developed to explain learning abilities, the present results demonstrate that diverse intelligence capacities also contribute to performance outcomes in professional environments. Employees who are able to integrate different forms of intelligence are better equipped to perform tasks, communicate ideas, and respond to workplace challenges.

The Effect of Employee Performance on Career Advancement (H2)

The results also reveal that employee performance significantly influences perceived career advancement. This finding suggests that employees who demonstrate higher levels of job performance are more likely to experience greater opportunities for career growth within their organizations. In most organizational systems, promotion and career progression are strongly linked to measurable performance outcomes, including productivity, quality of work, and contribution to organizational goals.

This finding is consistent with the principles of performance-based career development commonly applied in human resource management. Organizations typically evaluate employees based on their ability to achieve work targets and contribute to team or organizational success. High-performing employees are therefore more likely to receive recognition, promotions, and expanded responsibilities. Consequently, performance serves as a key mechanism through which employees transform their competencies into long-term career opportunities.

From a theoretical standpoint, the result aligns with human capital theory, which proposes that individuals' skills and abilities create value when they are translated into productive performance. Employees who consistently perform well not only contribute to organizational success but also enhance their own professional reputation, which ultimately increases their chances of career progression.

The Mediating Role of Employee Performance (H3)

Another important finding of this study is the mediating role of employee performance in the relationship between multiple intelligences and career advancement. The results indicate that multiple intelligences do not directly lead to career progression unless they are manifested through observable work performance. In other words, employees' diverse intelligence capacities enhance their ability to perform effectively, and it is this improved performance that ultimately influences their career advancement.

This finding highlights the importance of performance as a bridge between individual capabilities and career outcomes. Although employees may possess various intellectual strengths, these abilities only become valuable to organizations when they are translated into tangible work contributions. Consequently, employee performance acts as a critical mechanism that converts personal competencies into professional success.

Theoretically, this result contributes to the integration of multiple intelligences theory and human capital theory within the field of human resource management. The findings suggest that intelligence-based competencies function as internal resources that enhance employees' capacity to perform, while performance itself serves as the observable indicator that organizations use to determine career advancement decisions.

Practical Implications

The findings of this study provide several practical implications for human resource management practices. First, organizations should recognize that employee capabilities extend beyond traditional cognitive intelligence. Recruitment and selection processes should therefore incorporate broader competency assessments that capture interpersonal, analytical, and self-regulation abilities. Identifying candidates with diverse intelligence profiles can help organizations build more adaptable and high-performing workforces.

Additionally, organizations are encouraged to implement transparent performance evaluation systems and structured career development programs, including mentoring and professional training initiatives, to support sustainable

employee growth.

Second, training and development programs should be designed to enhance multiple forms of intelligence that are relevant to workplace performance. For example, communication training can strengthen linguistic intelligence, while leadership and teamwork programs can improve interpersonal competencies. Developing these capabilities can contribute to improved job performance and greater employee effectiveness.

Third, career management systems should emphasize performance-based development pathways. Organizations can support employees' career growth by providing clear performance evaluation mechanisms, mentoring programs, and professional development opportunities. By aligning individual capabilities with organizational career structures, companies can promote fair career advancement and strengthen long-term talent retention.

Conclusion

This study examined the relationships between multiple intelligences, employee performance, and perceived career advancement among employees working in service and manufacturing organizations. The findings provide empirical evidence supporting the proposed hypotheses.

First, the results confirm that multiple intelligences have a significant positive effect on employee performance (H1). Employees who possess diverse intellectual capabilities—including linguistic, analytical, interpersonal, and self-regulatory abilities—tend to demonstrate higher levels of work effectiveness and productivity. These abilities enable employees to adapt to workplace challenges, communicate effectively, and perform complex tasks more efficiently.

Second, the findings indicate that employee performance significantly influences career advancement (H2). Employees who consistently achieve high performance are more likely to receive recognition, promotion opportunities, and greater career development prospects within their organizations. This result reinforces the importance of performance-based evaluation systems in shaping employees' career trajectories.

Third, the study confirms the mediating role of employee performance in the relationship between multiple intelligences and career advancement (H3). Although multiple intelligences enhance employees' capabilities, these abilities contribute to career progression primarily when they are translated into observable job performance. Thus, employee performance acts as a key mechanism that connects individual competencies with long-term career outcomes.

This study is subject to several limitations. The cross-sectional design limits causal interpretation, and the use of self-reported data may introduce bias. Additionally, the sample is restricted to a specific industrial region, which may limit generalizability.

Future research should consider longitudinal designs, incorporate multiple data sources, and expand the research context across industries and regions. Further exploration of additional intelligence dimensions is also recommended.

Author contributions

Arief Budi Santoso, a lecturer in Human Resource Management at Universitas Pamulang, has been teaching since 2016 and served as the sole author of this study. The author was responsible for the entire research process, including conceptualizing the research framework, conducting the literature review, designing the research methodology, and developing the survey instrument. The author also performed the data collection, data analysis using the PLS-SEM approach, and interpretation of the empirical results. In addition, the author prepared and revised the manuscript, responded to reviewer comments, and finalized the article for publication.

Ong Ma Vin (Sekolah Menengah Kebangsaan Telok Kumbar; Universiti Sains Malaysia) contributed to this study on the Influence of Multiple Intelligences on Employee Performance and Its Impact on Future Career Advancement through the following roles: Conceptualization, Methodology, and Investigation were undertaken by the author, including the design of the research framework and data collection based on educational practices at the secondary school level in Penang, Malaysia.

Formal Analysis and Data Curation were conducted to ensure the accuracy and integrity of the findings. The author was also responsible for Writing – Original Draft Preparation, as well as Writing – Review & Editing, including critical revision for intellectual content.

The author has read and approved the final version of the manuscript and agrees to be accountable for all aspects of the work, ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

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Conflict of interest

The author declares that there are no conflicts of interest related to this study. The research was conducted independently without any financial, professional, or personal relationships that could be perceived as influencing the results or interpretation of the findings.

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