

Mediated Effect of Motivation on the Influences of Emotional Intelligence and Competency on Employees' Performance

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Abstract: This study is aimed at exploring the mediated effect of work motivation on the relationship between emotional intelligence and competency on the performance of regional government officers in Aceh, Indonesia. This study focuses on the government officers at the district secretariat office of Aceh Besar, Indonesia. Out of 147 officers, 100 of them were selected as the respondent of the study using the stratified random sampling technique. To gather the data, 100 questionnaires were distributed and all of them were completely filled up and returned. To answer objective of the study, the study uses the multiple regression technique based on the path analysis approach. The study documented that the emotional intelligence and competency positively and significantly affected the work motivation and performance of the officers. Additionally, the work motivation is also found to significantly mediate the effects of emotional intelligence and competency on the performance of officers. Thus, to further improve the government officials' performance, their working motivation should be enhanced through the improvement of their emotional intelligence and competency. Professional staff training is suggested to be conducted regularly focusing on enhancement of the officials' emotional intelligence and competency.

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I. Introduction

In all organizations both private and public, every effort is emphasized on improving the quality of human resources. Humans are the central point of development, because high-quality humans are pivotal assets of organizations. The quality of human resources is a pivotal asset for organization through them the quality of services is provided. Thus, the quality of services provided by the organizations, including the public organization to their stakeholders is inseparable from the quality of employees as service providers.

Evenly distributed public services with high quality are the most important aspects that must be met in accelerating the achievement of development goals in the field of governance. The service quality does not only cover the physical aspects of evenly distributed services, but it also covers the emotional aspects and performance of public service providers. The development and construction of public facilities has resulted in increasingly expensive maintenance costs, but sometimes it does not in accordance with the services provided. Service providers sometimes fail to carry out their roles as service providers and are unable to control their emotions in providing services.

In the era of globalization, public has high expectation to enjoy high level of quality of services provided by public organization as one of important indicators of the achievement of organizational performance. In reality, unfortunately, most of the public organization in Indonesia both at the central, provincial, and sub-district levels has failed to provide services as expected by the public. This is caused, *inter alia*, by the low level of staff performance. Poor staff performance is due to lack of their work motivation. According to Jacinta (2002), staff are motivated to work hard to fulfill their financial needs, social-relational needs, self-actualization needs, and feeling more relaxed and comfortable when working. Work motivation is one of the factors that drive encouragement or passion for staff to work either intrinsically (a desire to improve work performance, avoid failure, work hard, or self-actualization) or extrinsically (such as rewards, penalties, rules, and responsibility) based on tasks that are the responsibility of an employee.

Furthermore, apart from the work motivation, the performance of employee is affected by emotional Intelligence. Emotional intelligence is the ability to control negative feelings - such as, anger and doubt or a lack of confidence - and the ability to focus on positive feelings - such as, self-confidence and harmony with people around (Goleman, 2004). Emotional intelligence accounts for 80% of the determinants of a person's success,

while the rest 20% is affected by other factors. This indicates that emotional intelligence is an important factor causing employees' motivation to work hard and in turns contribute to the higher level of their performances.

Like emotional intelligence, competence of employee also plays important role in enhancing the work motivation and staff's performance. Competent staff tends to work with high motivation, leads to high level of their achievements and in turns helps the organization to achieve its goals and objectives (Mastrangelo et al., 2014). A conducive working environment is usually existed among the competent employs, thus influences employees' behaviors, attitudes, and their motivations. Additionally, competent employees would engage themselves in the assigned official tasks and continuously improve their achievement outcomes. Thus, competency determines employees' achievement as well as the organizational success (Babcock-Roberson and Strickland, 2010).

The above delineations shows that work motivation, which is interpreted as an impulse that drives employees to work hard and professionally to gain continuous achievement positively affect the staff performance. Additionally, emotional intelligence is one of factors affecting the performance of an organization and work motivation (Cote and Miners, 2006). Emotional intelligence helps individuals with high cognitive intelligence to identify other people's emotions, manage their own emotions, improve their own decisions, and enhance their own motivation. Employee that could solve the emotional related problems, she/he could produce a better performance (Fabiola, 2005). Thus, the emotional intelligence has an important role in building effective human relations as well as its role in improving performance (Agustian, 2007).

Based on the above background, this study aims to empirically explore the effects of competence and emotional intelligence on work motivation and employee's performance at the secretariat office of the district of Aceh Besar, Aceh Province, Indonesia. It also attempts to empirically investigate the mediated effect of work motivation on the influences of competence and emotional intelligence on employees' performance at the secretariat office of the district of Aceh Besar, Aceh Province, Indonesia. The secretariat office of the district of Aceh Besar, Aceh Province, Indonesia is a strategic and important public organization at the district level in Aceh, Indonesia that provides public services to people living in 23 sub-districts and 604 villages. The office has a vision to realize a great, prosperous and dignified society within the Islamic jurisdiction. The findings of this study are hoped to shed some lights for the government on how to improve the officials' performance.

The rest of this study is organized as follows. Section 2 provides review of related literature on the topic, while Section 3 discusses the research method. Before the conclusion is provided in the last section, Section 4 of the study discusses the findings and their implications.

II. Review of Selected Previous Studies

Employees' performance

Performance is a condition showing the level of achievement of an organization associated with its vision and mission. It also indicates the positive and negative impacts of an operational policy of the organization. Measuring performance of the employee is important for all organizations as it used as the measures to provide fair rewards, career development, and promotion for the staff associated with their contributions to the organization.

According to Mathis and Jackson (2011), performance is basically what employees do and do not do. Employee performance is as a result of an employee's work during a certain period compared to various possibilities, such as standards, targets or predetermined criteria (Campbell et al., 2010). Employee performance measures how much each staff contribution to the organization, including quantity of output, quality of output, output period, attendance at work, and cooperative attitude. Basically, performance is more a function of training, communication, tools, personal supervision, and motivation (Dessler, 2004).

To measure the performance, appraisal of staff is used as a tool to verify that staff meet predetermined performance standards and help staff manage their performances. The critical factors related to the long-term success of an organization is the ability to measure how well its employees work and use it as the basis to ensure its implementation meets current standards and continues to increase over time. Additionally, through performance appraisal, employees get information about how well it works when compared to organizational standards. In other words, employees get feedback on their performance as a code of conduct in the future. Thus, the proper and appropriate performance assessment provides important information on the organization's strategic focus.

Every organization, including public organization needs to assess the working performance of its employees. Performance appraisal should be used as for the promotion of employees who achieves high performance, in accordance with the targets and expectations of the organization. A fair performance appraisal causes a good moral belief of the employee to the organization. The trust among employees due to fair rewards they received in accordance with their achievements would be a stimulus for them to improve future their achievements. Furthermore, if employees were informed their weaknesses, they would try to improve their

performances. Employee assessment can lead to loyalty to the company if the leader develops and advances employees through the provision of special educational facilities for employees who need it.

Determinants of staff performance

There have been many factors affecting employee's performance, including both internal and external factors. According to Timpe (2002), the internal factors are related to a staff's traits. A staff will perform better if he/she has a high ability, good competence, strong motivation, stable emotional intelligence, and working hard, while staff with low ability, lack of competency, low level of motivation, and unstable emotional intelligence will have bad working performance. Meanwhile, the external factors are related to working environment, such as behavior, attitudes, co-workers, subordinates, leaders, working facilities, and organizational climate. This study only focuses on internal factors contributing to staff's performance, namely motivation, emotional intelligence, and competency.

Work motivation

According to Martin and Jackson (2006), motivation is defined as a set of determinants behavior, whereas Latham and Pinder (2005) defines work motivation as a set of energetic forces that originate both inside and outside the individual, to initiate work-related behavior and to determine the shape, direction, intensity, and duration. Motivation is related to feelings, achievement, and recognition (Deileman et al., 2003). This feeling can be influenced by effective performance management, where managers ensure that staff is competent and motivated in their work. This involves supervision, training, performance appraisal, and career development. This satisfaction is based on intrinsic motivation. At a larger socio-cultural level, factors such as the relationship between health workers and clients and support from community leaders and community perceptions have motivated employees.

Work motivation is the provision of driving force that creates a passion for someone to work effectively and integrated with all efforts to achieve satisfaction (Winardi, 2000). Motivation affects staff in doing something that is desired or carrying out tasks according to the rules (Martoyo, 2004). Motivation is as a process of influencing or encouraging from outside to a staff or group of staff so that they want to carry out assigned jobs that has been determined (Samsudin, 2005). Motivation can also be interpreted as an impulse is intended as a natural urge to satisfy and gain continuous achievement. Thus, work motivation is evidenced to positively affect the staff performance.

Work competence

Boyatzis (2008) defines competency as the capacity or ability of a staff to fulfill what is required by work in an organization to realize the goals of organization. Webster's New World Dictionary (2005) defines competence as a skill of an expert, who has a certain level of skill or high knowledge in certain subjects obtained from training and experience. Furthermore, Phelps and Johnson (2004) state that competency as a rational performance that satisfies or meets the objective for a desired condition. Thus, work competence is as a basic characteristic possessed by a staff that is related causally in meeting the criteria required in occupying a position (Palan, 2007).

According to Spancer and Spancer (1993), work competence consists of motives, traits, self- concept, knowledge, and skill. Motives drive someone to consistently think so he or she takes action. Traits are characters that make people behave or how someone responds to something in a certain way, such as self-confidence, self-control, fortitude or endurance. Self-concept is the attitude and values possessed by someone, attitudes and values are measured through tests to respondents to find out the value of a person and what is interesting for someone to do something. Knowledge is information that someone has for a particular field. Finally, skill is the ability to carry out a particular task both physically and mentally.

Work competencies are the key factors that contribute to performance of employee. According to Mastrangelo et al. (2014), competent influence their performance. Competence of leader play a vital role in the achievement of employee's performance and in turns its organizational goals and objectives by creating a conducive environment that influences employees' behaviors, attitudes, and motivations. Additionally, Babcock-Roberson and Strickland (2010) stated that competent of leaders would empower employees to engage themselves and improve their achievement outcomes. Thus, competency determines employees' achievement as well as the organizational success.

Emotional intelligence

The word emotion comes from the Latin word "emovere", which means moving away. It implies the tendency to act is absolute in emotions. Goleman (2004) defines emotional intelligence as the ability to motivate himself/herself and endure frustration, control impulses, non-exaggerated pleasure, regulate moods, and keep the burden of stress from paralyzing the ability to think, empathize, and pray. Meanwhile, Mayer et al. (2008)

defines emotional intelligence is the ability to feel emotions, foster and build good emotions, understand emotions, and emotional knowledge so as to improve emotional development and intellectual.

According to Yong (2003), the emotional intelligence comprises several dimensions, namely: intrapersonal skills, interpersonal skills, assertion and contentment in life, resilience, self-esteem, and self-actualization. Intrapersonal skills is the ability to recognize their own emotions and form an accurate and realistic model of themselves, and able to use these models to be operated effectively in life. Meanwhile, interpersonal skills relates to the ability to understand others, what their motivation is, how they work, and how to work with them. Assertion provides an estimate of the ability of individuals to express their desires, opinions, feelings and beliefs directly, honestly in reasonable ways. Contentment in life related to working with individual satisfaction and happiness with lives. Resilience shows the ability of individuals to rise from disappointment, learn from failure, and continue to advance, persistent in the face of misfortune. Self-esteem indicates a feeling of worthiness, confidence, and self-respect. An individual with high self-esteem considers having a valuable feeling for himself/herself. Finally, self-actualization, measuring individual potential achievements, the degree to which individuals believe they have realized their potential.

Furthermore, Bar-On (2006) explains that emotional intelligence includes optimism, flexibility, and ability to handle stress, and solve problems. It also relates to the ability to understand other people's feelings and take care of inter-personal relationships that satisfy them. Goleman (2004) proposes five basic skills in emotional intelligence, namely recognizing self-emotions, managing self-emotions, motivating oneself, knowing others' emotions, and fostering good relationships with others.

Recognizing self-emotion is the ability to know how self-emotions affect performance so that they can guide decision making, self-assessment by looking at their strengths and weaknesses, having confidence and confidence in their abilities. As well as being aware of the consequences of emotions, because self-awareness is needed to know the emotions within us. Meanwhile, managing self emotions is one's ability to control emotions or anger, control stress to be positive, maintain calm and the ability to think clearly under pressure. Self-motivation is a person's ability to achieve and is able to take the initiative and act effectively also survive when facing failure. Self motivation is also needed in order to be able to enjoy every challenge and achievement towards achievement. Knowing the emotions of others is the ability to feel that is felt by others, able to behave openly and honestly. This element is very important in working so that you can understand each other. Finally, establish relationships with other people is a skill in influencing others, communicating well, listening skills, resolving disputes, the ability to inspire and lead others, being able to work in teams and the ability to handle the emotions of others, especially groups. The ability to build relationships with others is very important for a staff as it facilitates communication, resolution, and good cooperation.

Emotional intelligence, work motivation, and performance

Emotional intelligence is the ability to monitor the feelings and emotions and use it to direct one's thoughts and actions (Mayer et al., 2008). Emotional intelligence encompasses self-control, enthusiasm and perseverance and the ability to motivate oneself and persist in dealing with frustration, the ability to control the impulses of the heart and emotions, to read feelings deepest of others (empathy) and praying, to maintain relationships as well as possible, to be able to resolve conflicts, and to lead people who are controlled by impulses that lack self-control (Cooper and Sawaf, 1998). Emotional intelligence is the urge to act and plan immediately to overcome the problems instilled gradually by evolution (Goleman, 2004).

Based on the above opinion, it can be concluded that emotional intelligence is one of factors affecting the performance of staff. Previous studies found that emotional intelligence affected work motivation (Cote and Miners, 2006). Emotional intelligence may help individuals with high cognitive intelligence identify other people's emotions, manage their own emotions, improve their own decisions, and enhance their own motivation. In the organization, every employee certainly faces their respective problems. If the employee can solve the problem related to emotions, she/he could produce a better performance (Fabiola, 2005). The emotional intelligence has an important role in building effective human relations as well as its role in improving performance (Agustian, 2007).

Based on the above discussion, the study proposes the following hypotheses:

H₁: Competency and emotional intelligence influence work motivation.

H₂: Competence and emotional intelligence influence performance of employees

H₃: Work motivation affects the performance of employees.

H₄: Work motivation mediates the effects of competency and emotional intelligence on performance of employees.

III. Research Method

Research framework

Based on the review of previous studies, it is clear that there are effects of the emotional intelligence and competence on the work motivation and it subsequently on the performance of employee. Referring to previous theories and empirical findings, thus this study proposes the following empirical model, as illustrated in Figure 1:

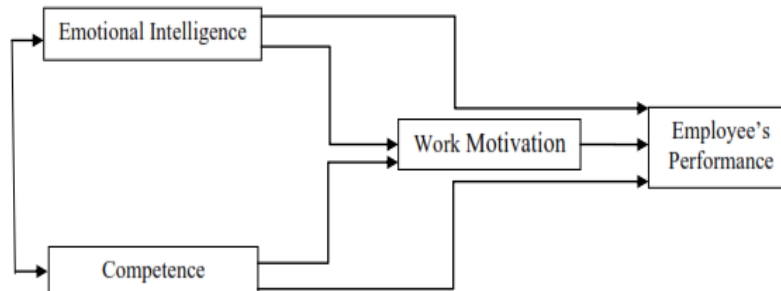


Figure 1. Proposed model

Population and selected sample

This study investigated the mediated effect of work motivation on the relationship between the emotional intelligence and competence on the employee's performance of the secretariat office of the District of Aceh Besar, Aceh Province, Indonesia. Thus, the population of this study is all 147 staff of the secretariat office. A total of 100 employees have been selected as sample of the study using the proportionate stratified random sampling technique. Determination of the number of samples is based on the Slovin formula (Sekaran and Bougie, 2010) with a 5% precision level. Furthermore, the determination of the number of sample in this study is also adapted to the needs of the model of analysis. Since the study used the path analysis approach, thus the sample size should be at least equal to five times of the number of indicators of variables (Hair et al., 2010).

This study used the primary data gathered by distributing 100 questionnaires with 5 point Likert Scale were distributed to the employees. The respondents are asked to answer the questions/statements that most relevant to them using the 5 point Likert Scale [i.e., Strongly Agree (Score 5), Agree (Score 4), Slightly Agree (Score 3), Disagree (Score 2), and Strongly Disagree (Score 1)].

Measurement of variables

In this study, four variables are studied and analyzed, consisting of one endogenous variable (i.e., employee's performance), one mediating variable (i.e., work motivation), and two exogenous variables (i.e., emotional intelligence and competence). The definitions and indicators of each of variables are illustrated in Table 1.

Table 1. Definition of variables and their measurements

Variable	Definition	Indicator	Scale	Measurement
Emotional Intelligence (EMIN)	The ability to manage the feelings and emotions of him and others to distinguish between the two, and use that information to direct one's thoughts and Action (Mayer et al., 2008)	<ul style="list-style-type: none"> ▪ Recognizing self emotions ▪ Managing self emotions ▪ Self motivating ▪ Knowing the emotions of others ▪ Fostering relationships with other people. 	1-5	Interval
Competence (COMP)	A characteristic that underlies a person and is related to the effectiveness of individual performance in their work (Spencer and Spancer 1993)	<ul style="list-style-type: none"> ▪ Motives ▪ Traits ▪ Self concept ▪ Know ledge ▪ Skill 	1-5	Interval
Work Motivation (WMON)	A process that explains the intensity, direction and perseverance of the effort to achieve a goal in an organization (Casey and Robbins, 2008).	<ul style="list-style-type: none"> ▪ Physiological needs ▪ A sense of security ▪ Social needs ▪ Recognition ▪ Self-actualization 	1-5	Interval
Employee's Performance (EMPE)	As the work of an employee during a certain period compared to various possibilities, such as standards, targets or predetermined criteria and is mutually agreed upon (Casey and Robbins, 2008)	<ul style="list-style-type: none"> ▪ Work is completed on time ▪ Diligent in doing the work ▪ Work discipline ▪ Rewards ▪ Quality of work 	1-5	Interval

Data analysis technique

This study used path analysis to examine the mediated effect of work motivation on the relationship between the emotional intelligence and competence on the employees’ performance. Prior to data analysis, this study conducted first various instruments’ tests, namely tests of validity and reliability. These tests are solely done to ensure that the instruments used in this study are able to measure all the variables studied so that the findings of the study to be robust and can be inferred.

The path analysis tested in the study is based on the proposed models is estimated with the following equations:

$$WMOV = B_{11}EMIN + B_{12}COMP + \epsilon_1 \quad (1)$$

$$EMPE = B_{21}EMIN + B_{22}COMP + B_{23}WMOV + \epsilon_2 \quad (2)$$

where WMOV is the work motivation, EMIN is the emotional intelligence, COMP is the competency, and EMPE is the employees’ performance, β_{ij} are the estimated coefficients of each variable, and ϵ_i are structural error terms for each structural equation.

IV. Findings And Discussion

Characteristics of respondents

The secretariat office of the District of Aceh Besar, Province Aceh, Indonesia provides public services to people residing in 23 sub-districts and 604 villages. The office has a vision “to make the District of Aceh Besar become more progressive, prosperous, and dignified within the Islamic jurisdiction”. Meanwhile, it has a mission “to enhance the implementation of Islamic law, improve the quality and quantity of infrastructure in all fields and promote the accelerated pace of development of coastal, isolated, backward communities. To provide public services, the office has 147 staff with various skills and educational background. Of 147 staff, 100 of them were selected as the sample of study based on the stratified random technique. Table 2 illustrated the characteristic of the respondents as the study sample.

Table 2. Characteristics of respondents

No.	Characteristics of Respondents	Number of Respondents	%
1.	Age		
	a. 25 - 29	6	6.0
	b. 30 – 34	39	39.0
	c. 35 – 39	50	50.0
	d. ≥ 40	5	5.0
2.	Gender		
	a. Male	45	45.0
	b. Female	55	55.0
3.	Marital Status		
	a. Married	66	66.0
	b. Single	34	34.0
4.	Educational Level		
	a. Junior High School	2	2.0
	b. Senior High School	20	20.0
	c. Diploma	26	26.0
	d. Bachelor	35	35.0
	e. Postgraduate	17	17.0
Total		100	100

As observed from Table 2, the majority of respondents were with ages between 35-39 years old (50%), while the minority of them was with ages of more than 40 years old (5%). In terms of gender, 55% were females, while the rest 45% were male. Of 100 respondents, 66% were married, while 34% were unmarried. Most of them were having Bachelor Degree (35%), followed by Diploma (26%), Senior High School (20%), Postgraduate (17%), and Junior High School (2%). This indicated that the staff of the secretariat office having productive age with sufficient level of education.

Effects of emotional intelligence and competence on work motivation

Before the study proceeds to estimate the relationships among variables, the tests of instruments were conducted first. These tests included the validity and reliability tests. Based on Correlation Product of Moment and Cronbach’s Alpha analyses, the study confirmed that all indicators were valid and reliable to measures all variables.

Figure 2 reported the findings of interactions among the variables. Figure 2 showed that both emotional intelligence (EMIN) and competence (COMP) were found to have positive and significant effects on work motivation at least at the 1% level of significance. Specifically, it indicated that the increases in a unit of the

emotional intelligence and competence have caused the work motivation (WMON) to increase by 0.356 and 0.335 at the likert scale, respectively.

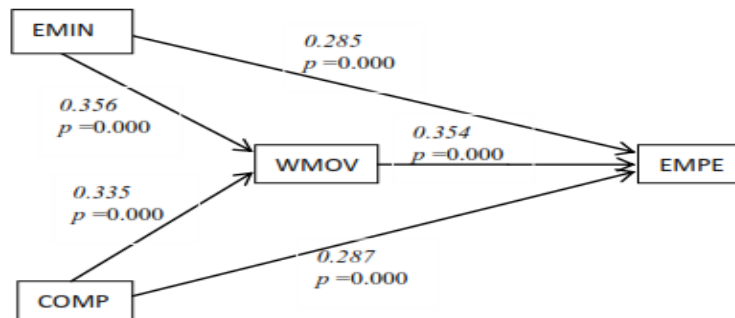


Figure 2. Path estimated coefficients

The findings of positive relationship between competence and work motivation were in line with the studies by Babcock-Roberson and Strickland (2010), Mastrangelo et al. (2014), and Sihabudin (2016). Additionally, as for the finding of positive relationship between emotional intelligence and work motivation, our study confirmed earlier study by Goleman (2004). As the staff possessed the stable emotional intelligence that consists of five basic skills, namely recognizing self-emotions, managing self-emotions, motivating oneself, knowing others' emotions, and fostering good relationships with others, thus it has caused them to become more motivated to carry out the assigned official tasks.

Furthermore, our findings also supported previous studies by (Cote and Miners, 2006) who found that emotional intelligence affected work motivation. Emotional intelligence helped the staff with high cognitive intelligence to identify other staff's emotions, manage their own emotions, improve their own decisions, and enhance their own motivation.

Effects of emotional intelligence and competence on employees' performance

Figure 2 also showed that both emotional intelligence (EMIN) and competence (COMP) have positive and significant relationships with the employees' performance (EMPE). In a more details, the study documented that an increases of emotional intelligence and competence by 1 unit at the likert scale, the employees' performance increased by 0.285 and 0,287 unit at the likert scale, respectively. These findings provided the indication that the employees' performance could be directly increased by enhancing the emotional intelligence and competence of the staff. Indirectly, the study also found that the enhancement of the emotional intelligence and competence would enhance the performance of the employees through the enhancement of work motivation.

These findings are in harmony with the studies by Achmad (2012) who documented that the emotional intelligence affected positively the staff's performance at the banking industry in Indonesia. Thus, the staff with stable emotions could easily produce a better performance (Fabiola, 2005). This implied that emotional intelligence has an important role in building effective human relations as well as its role in improving their performance (Agustian, 2007).

Effect of work motivation on employees' performance

Our study also documented that the work motivation (WMON) has positively affected the employees' performance (EMPE) (Figure 2). When the work motivation is increased by one unit, the employees' performance would increased by 0.354 unit at the likert scale. As the driving force that creates a passion for someone to work effectively, thus work motivation drives the staff to a higher level of achievement (Winardi, 2000). Motivation has affected the way of staff in doing their official assigned tasks as desired according to the rules of the public organization at the secretariat office of District of Aceh Besar, Indonesia.

Our findings supported earlier studies by Martoyo (2004) and Samsuddin (2005). As a process of influencing or encouraging from outside to a staff or group of staff, motivation has influenced and encouraged the staff or group of staff to carry out the assigned jobs professionally. As an impulse to motivate the staff to work harder, staff with higher level of motivation tended to continuously achieve better performance. Thus, work motivation is evidenced to positively influence the performance of the staff at the secretariat office at the District of Aceh Besar, Indonesia.

Mediated effect of motivation on the influences of emotional intelligence and competence on performance

As observed from Figure 2, the study documented that the work motivation (WMON) was partially mediated the effects of emotional intelligence (EMIN) and competence (COMP) on the performance of

employees (EMPE). This is confirmed by the existence of both direct effect of emotional intelligence and competence on the staff's performance and indirect effects of emotional intelligence and competence on the performance of employees via the work motivation.

These findings further implied that to enhance the staff's performance, it could be done by improving the level of emotional intelligence and enhancing the competence level of the staff with the purposes to increase the level of work motivation as well as the achievement of the staff. Providing regular professional training, encouraging the staff to pursue higher level of formal education related to the needs of the jobs at offices, and allowing the staff to conduct benchmarking to the other public organization with better performance are believed could enhance the staff's emotional intelligence and competence. Fulfilling the needs of staff sufficiently both material and immaterial could enhance the work motivation of the staff. These all would in the end lead to the enhancement of staff's performance.

Finally, Table 3 provided the size of direct effects of emotional intelligence and competence on employee's performance and the size of indirect effects of emotional intelligence and competence on employee's performance through the work motivation.

Table 3. Sizes of direct and indirect Effects

Effect	Direction of Effect	Estimated Coefficient	Size of Effect
Direct Effect	EMIN → WMON	(0.356) ²	0.126 ^{***}
	COMP → WMON	(0.335) ²	0.113 ^{***}
	EMIN → EMPE	(0.285) ²	0.081 ^{***}
	COMP → EMIN	(0.287) ²	0.082 ^{***}
	WMON → EMIN	(0.345) ²	0.119 ^{***}
Total			0.521
Indirect Effect	EMIN → WMON → EMPE	(0.285 x 0.345)	0.098 ^{***}
	COMP → WMON → EMPE	(0.287 x 0.345)	0.099 ^{***}
Total			0.197

Note: *** indicates significance at the 1% level.

As illustrated in Table 3, as for the direct effect, as compared to competence (COMP), emotional intelligence (EMIN) was found to have a stronger effect on work motivation (WMON) by the size effect of 0.126, while competence has a relatively stronger effect (0.082) indirectly on employees' performance (EMIN) than that of emotional intelligence (0.081). These findings indicated that changes in emotional intelligence play a crucial role in promoting the work motivation. Overall, the findings implied that both emotional intelligence and competence positively and significantly affected the work motivation and employees' performance at the secretariat office of the Aceh Besar District, Indonesia by the total effect of 0.521.

As for the indirect effect, the work motivation was found to mediate the influence of emotional intelligence and competence on the employees' performance, respectively by 0.098 and 0.099. These findings further confirmed that in enhancing the performance of employee, the secretariat office should focus on improving the work motivation. In so doing, the office should fulfill all the needs of employees both physical and non-physical.

V. Conclusion

This study investigated the mediated effect of work motivation on the influence of emotional intelligence and competency on the performance of government officers at the regional secretariat of the Aceh Besar District, Indonesia. Of 47 officers, 100 staff of the office has been selected as the respondent of the study using the stratified random sampling technique. Using the multiple regression technique based on the path analysis approach, the study documented that the emotional intelligence and competency positively and significantly affected work motivation and performance of the officers. Additionally, the work motivation was also found to significantly mediate the effects of emotional intelligence and competency on the performance of officers. Thus, to further improve the government official performance, their working motivation should be enhanced through the improvement of their emotional intelligence and competency. Professional staff training is suggested to be conducted regularly focusing on enhancement of the officials' emotional intelligence and competency.

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