



The Influence of Leadership Style, Work Motivation, and Job Satisfaction on the Performance of Lecturers in Higher Education Institutions in Indonesia

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ABSTRACT

Objectives: Higher educational institutions play a crucial role in the advancement of Indonesia. Accordingly, this study was designed to investigate the impact of leadership style, work motivation, and workplace environment on job satisfaction, with job satisfaction serving as a mediating variable. **Methodology/Data Collection:** Data were collected through simple random sampling from lecturers at Indonesian universities. A 7-point Likert scale questionnaire was employed for data collection. The study achieved a response rate of 72.75%. The gathered data were analysed using Smart PLS 4.

Findings: The findings of the study indicated that job satisfaction, leadership style, work motivation, and work environment had a significant impact on lecturers' performance. Additionally, the effect of job satisfaction on lecturers' performance was found to be significant. The results also supported the mediating role of job satisfaction. **Policy Implication:** These findings are valuable for academicians and policymakers in the higher education sector.

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Introduction

Universities play a crucial role in achieving educational objectives, serving as one of the highest tiers of education. Within the university setting, lecturers are key contributors to educational success (Rapanta et al., 2020). Fundamentally, lecturers fulfil the role of educators, imparting knowledge to students. They are professionals who, as scientists and educators, are primarily responsible for disseminating, developing, and transforming the arts, technology, and knowledge through community service, research, and education. Lecturers work diligently to enhance and sustain the quality of education at the university. They frequently seek guidance from senior colleagues to further elevate their educational standards (Sudiyono & Mulyasa, 2020).

The performance of lecturers is a critical determinant of the effectiveness of the learning and teaching experience within universities (Lesmana & Nasution, 2020). Both private and public universities play essential roles in the national educational system. Consequently, it is imperative

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that these institutions regularly promote and support the enhancement of educational quality and growth. Poor lecturer performance can result in suboptimal learning environments, adversely affecting student knowledge. As demonstrated by Khaeroni et al. (2023), lecturer performance has a significant direct impact on student performance and knowledge.

It is essential for universities to identify the factors that influence lecturers' performance. Among these factors, job satisfaction is paramount as it also facilitates lecturer retention. Employees are more likely to remain with an organization when they are content with its management, thereby reducing turnover rates (Astuty et al., 2022; Marbun et al., 2020; Sucuoglu & Karnley, 2022; Susilawati et al., 2021). A professional relationship between satisfied employees and employers is also strengthened. Consequently, job satisfaction significantly impacts lecturers' job performance. A satisfied lecturer is more dedicated to their work and attentive to their students, feeling secure within the university environment (Atrizka & Pratama, 2022; Silviani et al., 2022; Susilawati, Lubis, Kesuma, & Pratama, 2022). The criteria for job satisfaction vary among lecturers, with factors such as job flexibility, stress levels, benefits, working hours, and salaries all playing a role. Moreover, job satisfaction directly affects employees' performance and motivation levels (Abuhashesh et al., 2019; Pratami et al., 2022; Susilawati et al., 2023b).

Leadership is a crucial factor influencing employee satisfaction, including that of lecturers. The concept of leadership plays a key role in both the professional and personal lives of employees. Effective leadership is vital for navigating the competitive pressures faced by universities. The leadership within an organization at various levels determines its success or failure. Leaders are responsible for providing support, assistance, and knowledge to their subordinates, enabling them to perform effectively and achieve their objectives and goals (Atrizka et al., 2020; Shah, 2023; Susilawati et al., 2023a). Leaders must prioritize the well-being and goodwill of their subordinates. It is essential for leaders to be knowledgeable about different approaches and strategies that can enhance employee and organizational performance (Jain & Luhar, 2021; Nugroho et al., 2020; Pratama et al., 2020; Susilawati, Lubis, Kesuma, Pratama, et al., 2022; Tambunan et al., 2022). Consequently, various leadership styles play a significant role in influencing employee goals.

Another factor that has garnered attention from academicians aiming to enhance lecturers' performance is employee motivation. At the management level, employee motivation is a critical concept with a significant impact on organizational performance and success (Danilwan et al., 2020; Pratama, Adam, et al., 2019). Employee motivation refers to the effort and behaviour exhibited by individuals when performing tasks (Lubis et al., 2015; Pratama, Lubis, et al., 2019; Riyanto et al., 2021; Utami et al., 2019). Scholars and scientists have studied this concept extensively over the past few decades. Motivation influences the effectiveness of work in various ways, making it an integral and indispensable aspect of society (Gagné et al., 2017).

The workplace environment is a crucial factor affecting both the satisfaction and performance of lecturers. Employees spend a substantial portion of their time at their workplace (Heikal et al., 2019; Ikhsan, 2019; Pratama et al., 2024; Simanjuntak et al., 2024; Taheri et al., 2020). Consequently, the working environment plays a key role in influencing employee performance. Employees who are satisfied with their work environment tend to exhibit positive output. A healthy workplace fosters an environment where employees and management collaborate to promote beneficial behaviours and ensure that duties are performed safely (Kodarlikar & Umale, 2020). Scholars have posited that the work environment significantly impacts employee performance. The enthusiasm and dedication of employees are influenced by the work environment, thereby

affecting their performance (Sudibjo & Nasution, 2020). Indonesian higher education institutions are pivotal in providing education to students in Indonesia. It is essential for these institutions to regularly assess lecturers' teaching methods and identify factors that can enhance their performance. Thus, this study aims to investigate the effects of workplace environment, work motivation, leadership style, and job satisfaction on lecturer performance.

Literature Review

Performance

Measuring performance is crucial for enhancing both organizational and individual output. Scholars define performance as the quantity, quality, and work achieved by an employee in relation to their assigned responsibilities (Zhenjing et al., 2022). The concept of performance is universal and reflects the operational effectiveness of an organization. Employee and organizational performance are assessed based on pre-established criteria and standards. Employee performance is influenced by behaviours that are essential for meeting organizational standards. Generally, performance results are evaluated based on specific tasks and timeframes. Performance criteria include clear standards, measurability, work processes, and outcomes. Performance indicates the workforce's ability to execute tasks effectively (Wahyudi, 2018). Performance encompasses the output related to organizational effectiveness, efficiency, and goal attainment. It is assessed at both the organizational and individual employee levels (Raval et al., 2020). The performance of both employees and organizations is crucial for achieving organizational objectives. Consequently, many organizations, including educational institutions, are dedicated to continuously enhancing employee performance.

Job Satisfaction

Job satisfaction is defined as the psychological and physiological contentment employees derive from their job roles. Employee behaviour tends to change when their psychological and physiological needs related to their job are met (Hee et al., 2018). Job satisfaction reflects an employee's emotional orientation towards their current role. A positive attitude indicates job satisfaction, while a negative attitude signifies dissatisfaction. Scholars have noted that job satisfaction is influenced by the disparity between the rewards employees receive and their expectations. A smaller gap between anticipated and actual rewards indicates higher job satisfaction, whereas a larger gap leads to employee dissatisfaction (Nazim & Mahmood, 2018). Job satisfaction reflects a combination of both positive and negative feelings that an employee has towards their organization. When employees begin working in an organization, they bring with them certain needs and expectations. Job satisfaction indicates the extent to which these expectations are met by the employer and other contributing factors (Nurumal et al., 2023).

Leadership Style

Leadership style represents the unique ability of individuals to influence and modify the behaviour of others. Effective leadership involves supervisors and managers guiding subordinates through appropriate actions and methods to achieve shared goals through collective efforts (Perpék et al., 2021). Leaders provide employees with meaningful objectives, motivating them to work with commitment to attain these goals. Scholars have emphasized that leadership style is crucial in encouraging employees, thereby enhancing the effectiveness and efficiency of achieving organizational objectives (Setiawan et al., 2021). Overall,

leadership is defined as the process of directing and guiding employees or groups within a specific environment to achieve goals efficiently. In essence, leaders influence and support subordinates in reaching both organizational and personal objectives. Some scholars have characterized leadership style based on the degree of democratic practices adopted within an organization. This reflects the needs and interests of employees and affects their relationships with the organization and fellow employees (DeLay & Clark, 2020).

Work Motivation

Numerous studies have explored the significance and role of employee motivation. Currently, no single definition encompasses the entire concept of work motivation due to its complex and multifaceted nature. In the literature, motivation is described as the attitude of employees and leaders towards their work situation within a specific organizational environment (Pancasila et al., 2020). Employees with a positive attitude towards their work tend to exhibit positive motivation towards tasks assigned by employers. The work situation encompasses working conditions, standard policies, leadership practices, organizational climate, and working relationships. Work motivation may manifest in employees either consciously or unconsciously, driving them to take actions necessary to achieve their goals (Vo et al., 2022). Motivational energy can facilitate more efficient and effective job performance. Motivation encompasses a set of energetic forces that influence work-related efforts. It determines the persistence, intensity, and direction of an employee's work. Some studies also link motivation to the concept of social exchange theory. When employees are motivated to perform organizational tasks, they are more likely to experience satisfaction with the organization as well (Riyanto et al., 2021).

Workplace Environment

The workplace environment is both an emotional and physical space where employees perform their daily duties. It consists of two major components: the scenario and the task. The scenario encompasses the context and conditions under which work is carried out, while the task involves all aspects of the assigned project, including its execution and the overall responsibilities of the employees. Some studies define the work environment as encompassing all external factors that potentially affect employees and, consequently, impact organizational performance (Rasool et al., 2021). Scholars categorize the work environment into specific and general environments. The general environment encompasses legal, political, educational, and cultural values, while the specific environment pertains to the organization's position and its efforts to develop organizational networks. Factors influencing the organizational work environment include consensus, turbulence, concentration, complexity, dynamism, and munificence (Wang et al., 2020). Additionally, job satisfaction is influenced by the work environment, which is shaped by cultural and psychological factors. Key elements of the working environment include relationships with co-workers, recognition by management, job security, and safety (Taheri et al., 2020).

Hypothesis Development

Job Satisfaction and Lecturer's Performance

Job satisfaction is a crucial factor influencing employee performance, with both positive and negative impacts on aspects such as interpersonal relationships, work atmosphere, and

the nature of the work itself. Scholars have noted that employee satisfaction tends to be higher in a healthy workplace environment. Conversely, the absence of a healthy work environment can lead to employee dissatisfaction, which may result in various negative consequences for the organization (Rachman, 2021). Scholars have noted that job satisfaction reflects positive feelings towards work, resulting from the evaluation of various broader characteristics (Robbins & Judge, 2018). Research has shown a positive association between job satisfaction and employee performance. Studies by Riyanto et al. (2021) and Novitasari et al. (2020) support this, demonstrating a positive effect of job satisfaction on employee performance. It indicates that employee satisfaction can be improved through leadership styles, organizational conditions, and promotional opportunities, which in turn positively influence employee performance (Iqbal et al., 2021). Thus, job satisfaction plays a dominant role in affecting employee performance.

H1: Lecturer Job satisfaction has positive effect on lecturers' performance.

Leadership Style and Job Satisfaction

Employee performance is closely linked to their behaviour and attitude. Job satisfaction, in turn, is influenced by leadership style. When leaders adopt a transformational leadership style, employees generally experience higher levels of satisfaction and job retention (Al-Owaidi et al., 2023). Transformational leadership positively impacts employee development by addressing both the needs of the working environment and the personal needs of employees. Over time, this leadership style fosters job satisfaction and enhances job performance. Transformational leaders inspire and motivate employees, encouraging them to engage in creative and innovative approaches to achieving goals, while also meeting their personal needs.

Employee job satisfaction is significantly influenced by leadership style. Transformational leadership, characterized by positive and inspirational change, enhances job satisfaction by boosting engagement and motivation (Khan et al., 2020). Conversely, transactional leadership focuses on rewards and performance, which can also contribute to long-term employee satisfaction by affecting commitment (Tanuwijaya & Jakaria, 2022). Additionally, the autocratic leadership style, which employs a top-down approach, often results in lower levels of job satisfaction due to its limited provision of employee autonomy. In contrast, democratic leadership involves employees in decision-making and promotes participation, thereby enhancing job satisfaction through increased inclusion and a sense of ownership (Dastane, 2020). Scholars suggest that job satisfaction is significantly influenced by various leadership styles (Tanuwijaya et al., 2022). Previous studies indicate that different leadership styles, including ethical, transactional, and transformational, have a significant impact on job satisfaction (Hajjali et al., 2022; Nazim et al., 2018).

H2: Leadership style has positive effect on job satisfaction of lecturers.

Work Motivation and Job Satisfaction

Employee motivation is understood through psychological processes, serving as a key factor in providing direction and setting goals for behaviour to achieve job satisfaction. Motivation drives individuals to act based on expectations, goals, and needs (Ryan & Deci, 2020). Conversely, job satisfaction reflects the extent to which an individual feels content or discontent with their assigned work, influenced by emotions, attitudes, and perceptions. Employees are more motivated when they are satisfied with their jobs; meeting their needs

and desires leads to improved performance in the workplace.

Job satisfaction is a key factor within the motivational process. However, employee motivation primarily relates to their behaviour and job satisfaction derived from job-related activities and various rewards. It is possible for employees to experience low motivation despite enjoying their job activities (Ali & Anwar, 2021). Scholars have noted that employees may have high levels of motivation but still exhibit low job satisfaction. Conversely, research suggests that motivated employees contribute positively to achieving organizational goals. Motivated employees tend to be more satisfied with their jobs, which enhances their commitment and productivity. High motivation levels are associated with greater job satisfaction, commitment, and performance (da Cruz Carvalho et al., 2020; Riyanto et al., 2021). Similar findings by Hajiali et al. (2022) and Ali et al. (2021) highlight the positive impact of motivation on job satisfaction.

H3: *Work Motivation has positive effect on job satisfaction of lecturers.*

Workplace Environment and Job Satisfaction

Employees spend a significant portion of their time at the workplace, making the work environment integral to their performance (Zhenjing et al., 2022). Employees who are satisfied with their work tend to show higher performance levels. Scholars have noted that organizational leaders who foster an accommodating and supportive work environment contribute to employee satisfaction (Sailatha & Swathi, 2022). Past studies indicate a strong correlation between the workplace environment and job satisfaction. Positive elements of the work environment, such as open communication, safe working conditions, and supportive management, significantly enhance job satisfaction (Akinwale & George, 2020). Conversely, negative aspects, including inadequate facilities, poor management, and high stress levels, can adversely affect employee satisfaction and morale. Comfort within the workplace environment positively impacts employee satisfaction (Hamidi et al., 2020). Overall, workplace conditions have a significant effect on employee attitude and behaviours. Scholars have studied and analysed the impact of the work environment on job satisfaction, revealing a positive effect of the work environment on job satisfaction (Aggarwal et al., 2023). Additionally, studies by Sailatha et al. (2022), Adamopoulos (2022), and Basalamah (2021) have similarly found that the work environment positively influences job satisfaction.

H4: *Workplace environment has positive effect on job satisfaction.*

H5: *Satisfaction mediates between leadership style and lecturers performance.*

H6: *Satisfaction mediates between work motivation and lecturers performance.*

H7: *Satisfaction mediates between work environment and lecturers performance.*

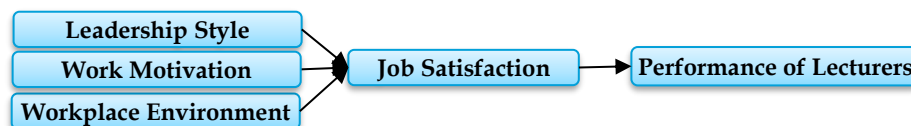


Figure 1: *Framework.*

Methodology

The present research employed a cross-sectional research design and quantitative

research methods to achieve its objectives. Data were collected from lecturers at higher education institutes in Indonesia using a questionnaire designed to assess respondent feedback. The questionnaire, structured on a 7-point Likert scale, was developed based on a comprehensive review of relevant literature. Items related to performance were adapted from Chan le Lyn and Muthuveloo (2019); satisfaction items were sourced from Pham (2020); leadership style items were derived from Oyewobi (2022); motivation items were adapted from Vinh et al. (2022); and workplace environment items were based on Afrin et al. (2023). Respondents were selected using simple random sampling. Following the recommendations of Sekaran and Bougie (2016), the study aimed for a sample size of 351. To maximize the response rate, questionnaires were distributed to 400 individuals, resulting in 291 usable responses. Thus, the usable response rate was 72.75%. The collected data were initially screened using SPSS, and subsequent analysis was conducted using Smart PLS 4.

Results

The analysis using Smart PLS-4 begins with the measurement model analysis. This stage involves assessing Average Variance Extracted (AVE), Composite Reliability (CR), Cronbach's Alpha, and factor loadings to evaluate the validity and reliability of the constructs. According to Sarstedt et al. (2014), factor loadings exceeding 0.40 are considered acceptable. In this study, Table 1 demonstrates that all factor loading values surpass the 0.40 threshold, thereby confirming their acceptability. Subsequently, the study assessed the reliability and validity of the data through Cronbach's Alpha and CR analyses. As per the guidelines outlined by Hair Jr et al. (2017), an acceptable CR value should exceed 0.70. Similarly, Hair et al. (2014) recommend that Cronbach's Alpha should also be above 0.70 to ensure reliability. Table 2 presents the results of these analyses, showing that both CR and Cronbach's Alpha values meet the requisite criteria. This indicates that the measurement model possesses robust reliability and validity, supporting the consistency and accuracy of the constructs used in this study.

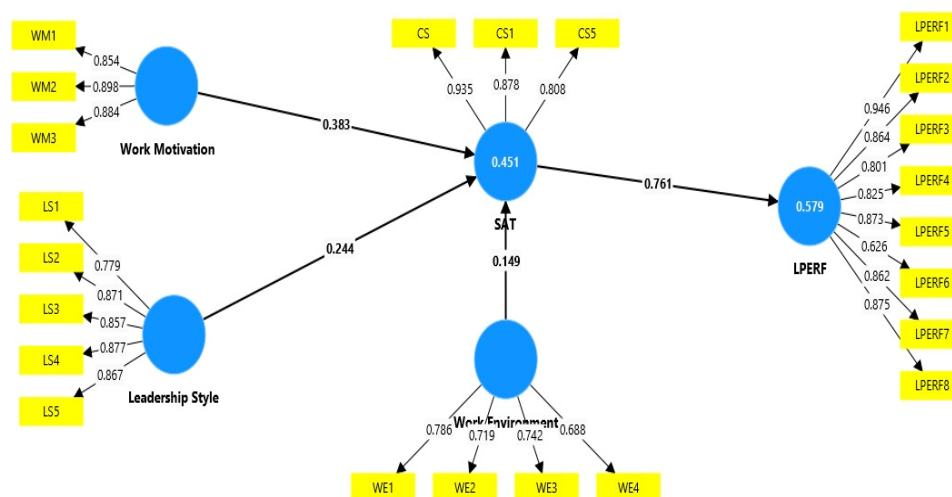


Figure 2: Measurement Model.

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Table 1*Factor Loading*

	LPERF	Leadership Style	SAT	Work Environment	Work Motivation
CS			0.935		
CS1			0.878		
CS5			0.808		
LPERF1	0.946				
LPERF2	0.864				
LPERF3	0.801				
LPERF4	0.825				
LPERF5	0.873				
LPERF6	0.626				
LPERF7	0.862				
LPERF8	0.875				
LS1		0.779			
LS2		0.871			
LS3		0.857			
LS4		0.877			
LS5		0.867			
WE1				0.786	
WE2				0.719	
WE3				0.742	
WE4				0.688	
WM1					0.854
WM2					0.898
WM3					0.884

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Table 2*Reliability and Validity*

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
LPERF	0.938	0.943	0.949	0.703
Leadership Style	0.904	0.909	0.929	0.724
SAT	0.847	0.868	0.907	0.766
Work Environment	0.716	0.725	0.824	0.540
Work Motivation	0.852	0.857	0.910	0.772

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Subsequently, the study assessed the Average Variance Extracted (AVE), with the threshold for acceptability set at greater than 0.50, as stipulated by Sarstedt et al. (2014). The AVE values presented in Table 1 meet this criterion, indicating adequate convergent validity of the constructs. In the final phase of the measurement model evaluation, discriminant validity was examined using two methodologies. First, the Fornell-Larcker

criterion was applied, which requires that the values on the diagonal of the matrix (representing the square root of the AVE for each construct) exceed the off-diagonal values, which reflect the inter-construct correlations (Fornell & Larcker, 1981). As shown in Table 3, this criterion is satisfied. The second approach employed was the Heterotrait-Monotrait Ratio (HTMT), which necessitates that the HTMT values be below the threshold of 0.90 to establish discriminant validity (Henseler et al., 2015). The results depicted in Table 4 confirm that this condition is also met. These analyses collectively affirm the reliability and validity of the measurement model, underscoring the robustness of the constructs and their interrelationships.

Table 3*Fornell and Larcker*

	LPERF	Leadership Style	SAT	Work Environment	Work Motivation
LPERF	0.839				
Leadership Style	0.666	0.851			
SAT	0.761	0.564	0.875		
Work Environment	0.525	0.469	0.485	0.735	
Work Motivation	0.661	0.651	0.628	0.577	0.879

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Table 4*HTMT*

	LPERF	Leadership Style	SAT	Work Environment	Work Motivation
LPERF					
Leadership Style	0.723				
SAT	0.847	0.634			
Work Environment	0.633	0.577	0.617		
Work Motivation	0.740	0.741	0.730	0.736	

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Upon successfully meeting the criteria for the measurement model, this study proceeded to evaluate the proposed hypotheses within the structural model framework. To this end, the study employed a bootstrapping approach. Hypotheses were accepted or rejected based on p-values and t-values. The results of the direct hypotheses are detailed in Table 5. Specifically, the findings indicate that leadership style has a positive and significant effect on job satisfaction ($B = 0.244$, $t = 3.11$). Additionally, job satisfaction has a positive and significant effect on lecturer performance ($B = 0.761$, $t = 26.872$). Furthermore, the work environment positively influences job satisfaction ($B = 0.149$, $t = 2.340$), and work motivation has a positive impact on job satisfaction ($B = 0.383$, $t = 4.909$). Consequently, hypotheses H1, H2, H3, and H4 are supported by the data. The results also reveal the findings related to the indirect hypotheses, as presented in Table 6. The data supports the mediating role of job satisfaction within the proposed hypotheses. Consequently, hypotheses H5, H6, and H7 are confirmed. Finally, the structural model incorporates an evaluation of the R-squared values to determine the effect of the independent variables on the outcome variables. The R-squared results,

which quantify the proportion of variance explained by the independent variables, are detailed in Table 7 and depicted graphically in Figure 2.

Table 5

Direct Results

	Beta	SD	T Value	P Values	Decision
Leadership Style -> SAT	0.244	0.078	3.114	0.002	Accepted
SAT -> LPERF	0.761	0.028	26.872	0.000	Accepted
Work Environment -> SAT	0.149	0.064	2.340	0.019	Accepted
Work Motivation -> SAT	0.383	0.078	4.909	0.000	Accepted

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Table 6

Mediation Results

	Beta	SD	T Value	P Values	Decision
Work Environment -> SAT -> LPERF	0.113	0.049	2.324	0.020	Accepted
Work Motivation -> SAT -> LPERF	0.292	0.060	4.896	0.000	Accepted
Leadership Style -> SAT -> LPERF	0.186	0.062	3.013	0.003	Accepted

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Table 7

R-Square

	R-Square
LPERF	0.579
SAT	0.451

Note: LPERF= Lecturer Performance; SAT= Job Satisfaction

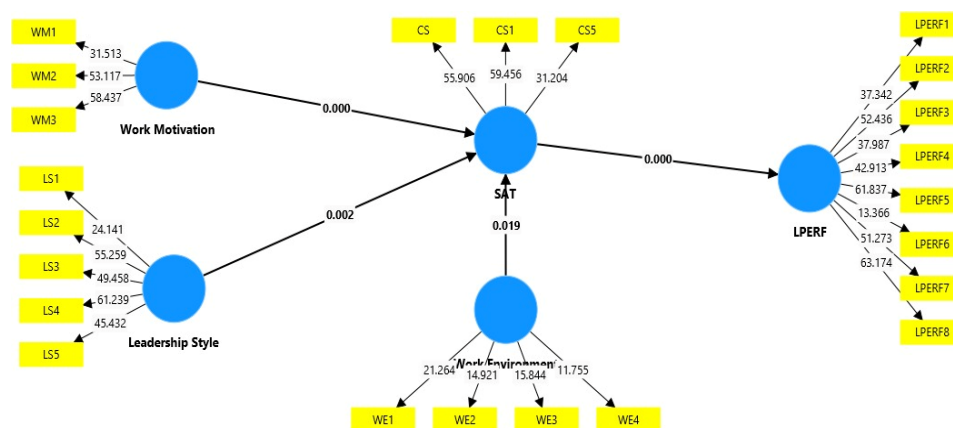


Figure 3: Structural Model.

Note: LS= Leadership Style; WM= Work Motivation; WE= Work Environment; LPERF= Lecturer Performance; SAT= Job Satisfaction

Discussion and Conclusion

Higher education institutions are pivotal to national development, with lecturers playing a crucial role in imparting knowledge and education to students. Regular assessment of lecturers' performance is essential to ensure educational effectiveness. This study was designed to investigate the impact of job satisfaction, work environment, leadership style, and work motivation on the performance of lecturers in Indonesian higher education institutions. The findings reveal that job satisfaction significantly enhances lecturers' performance. This is attributed to the fact that lecturers feel their personal and professional expectations from the university are being met. Satisfied with their employers, lecturers exhibit greater commitment to their roles, striving to achieve their assigned goals efficiently and effectively. The respondents reported that their institutions have achieved financial stability and experienced growth in student enrolment and graduation rates. Furthermore, they perceive that their organizations are dedicated to enhancing their satisfaction and improving the quality of teaching and learning. These results are consistent with the findings of [Iqbal et al. \(2021\)](#).

The study's findings statistically substantiate the positive impact of leadership style on lecturers' satisfaction. This aligns with previous research by [Hajjali et al. \(2022\)](#), which also identified a similar effect. One possible explanation is that top management within the institution fosters independent thinking and provides incentives for good performance. Additionally, lecturers are tasked with regularly reporting on student learning progress, further supporting this positive correlation. The results also validate that work motivation is a significant predictor of job satisfaction, as indicated by [Ali et al. \(2021\)](#). The lecturers participating in the study expressed enjoyment in their work and a preference for high performance, taking pride in their achievements which are recognized by the management. They also maintain an optimistic outlook regarding their workplace. Finally, the study supports the assertion that the work environment significantly affects lecturers' satisfaction, corroborating the findings of [Basalamah \(2021\)](#).

Limitations, Future Directions and Implications

The research presents several limitations that should be acknowledged. First, the R-squared value indicates that the proposed model may benefit from the inclusion of additional variables to enhance its explanatory power. Furthermore, this study exclusively examines the mediating effect of job satisfaction; future research could incorporate moderating variables to provide a more comprehensive analysis. Additionally, the data for this study was collected using simple random sampling, suggesting that alternative sampling techniques could be employed in future studies to improve the robustness of the findings. Lastly, this study was conducted within the context of Indonesia; therefore, future research should consider applying the same model in different geographical locations to test its generalizability. In terms of implications, this study significantly contributes to the existing literature on lecturer performance by expanding upon previously limited research. Specifically, it addresses the gap in studies that concurrently examine the effects of work motivation, work environment, and leadership style within a unified framework to enhance lecturer performance. Moreover, the findings offer valuable guidelines for academicians, providing a foundation for future research in this domain and suggesting avenues for further exploration.

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