



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

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### ABSTRACT

**Background:** Lecturer performance represents a pivotal factor in the success of educational institutions worldwide and warrants further scholarly attention.

**Objectives:** Accordingly, this study investigates the influence of leadership style, work motivation (WM), and job satisfaction (JS) on lecturer performance within higher education institutions in Indonesia. In addition, the research explores the moderating role of institutional support in the relationships between leadership style, WM, JS, and lecturer performance.

**Methods:** Data were collected through surveys administered to academic staff employed at public universities. The analysis was conducted using SPSS-AMOS to examine the associations among the variables

under consideration. **Results/Findings:** The findings reveal that leadership style, WM, and JS are positively correlated with lecturer performance. Furthermore, the results demonstrate that institutional support significantly and positively moderates the effects of leadership style, WM, and JS on lecturer performance. **Conclusion:** The study offers valuable insights for policymakers, suggesting that enhancing lecturer performance can be achieved through the implementation of effective leadership practices, fostering robust motivation, and ensuring high levels of job satisfaction.

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## Introduction

Amid the evolving landscape of higher education in Indonesia, lecturer competence has emerged as a central pillar in fostering academic excellence and propelling institutional development. In an era of increasing global competition, universities face growing pressure to ensure that academic staff excel across their core responsibilities, particularly in teaching, research, and community engagement. Among the key determinants of lecturer performance are leadership style, WM, and JS, each playing a significant role in shaping individual behaviour, commitment, and productivity. These factors, both independently and in conjunction with institutional support, are critical to enhancing academic performance. Leadership strategies are especially vital, as they influence the working

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environment and help shape the institutional culture within universities. The approaches employed by academic leaders in Indonesian higher education significantly impact how lecturers perceive and fulfil their roles and responsibilities. When leadership practices emphasise vision, encouragement, and personal development, there tends to be a corresponding increase in faculty engagement and performance (Pate et al., 2018). Supportive and participatory leadership also fosters a sense of belonging among lecturers, leading to enhanced effort and dedication. Empirical evidence from Indonesian universities suggests that leadership style plays a decisive role in lecturer effectiveness by cultivating enabling environments that allow academics to realise their potential and contribute meaningfully (Rony et al., 2023).

Although leadership serves as a critical guide, it is WM that sustains the drive and persistence necessary for high performance. The passion lecturers exhibit towards their academic duties is heavily influenced by their levels of motivation. As noted by Bukhari et al. (2021), intrinsic motivators such as achievement, recognition, and the inherent nature of academic work are central to fostering job-related motivation. Within the rigorous context of Indonesian higher education—where both teaching and research expectations are elevated—motivated lecturers are more likely to demonstrate higher performance and engage in innovative academic (Chakraborty & Biswas, 2019). The positive outcomes associated with strong motivation include more interactive classroom environments, higher-quality research outputs, and improved administrative efficiency. Maintaining high motivation is therefore essential for sustaining lecturer performance in an increasingly demanding academic arena.

Moreover, WM and JS are closely interconnected, both reflecting how lecturers perceive their roles and the extent to which they derive professional fulfilment. JS significantly shapes emotional well-being and institutional loyalty, influencing the willingness of lecturers to exceed basic role expectations. Academics who are content with their work often invest greater effort in curriculum development, student mentoring, and institutional advancement (Rapanta et al., 2020). Research by Cerci and Dumludag (2019) underscores that lecturer performance improves when individuals are satisfied with remuneration, opportunities for professional development, working conditions, and social engagement. Job satisfaction cultivates a positive disposition, leading to more effective teaching methods, enriched scholarly engagement, and greater participation in community initiatives.

While leadership style, WM, and JS each independently exert a positive influence on lecturer performance, these effects can be significantly enhanced—or diminished—by the presence of institutional support. Institutional support functions as a moderating factor that can either strengthen or weaken the relationships between the independent variables and lecturer effectiveness. As highlighted by Khan et al. (2023), robust institutional support maximises the positive outcomes of leadership practices by reinforcing lecturers' role performance. Policies that support academic leadership, foster continuous learning, and promote inclusive decision-making processes enhance leaders' capacity to function effectively (Ahsan, 2024). In this way, strong institutional backing enables leadership to deliver more impactful results on lecturer performance.

Furthermore, institutional support plays a crucial role in reinforcing the link between WM and performance. The availability of resources, systems of recognition, and academic

autonomy provided by institutions is integral to realising the potential of motivated lecturers (Chakraborty & Biswas, 2019). According to Seppala and Smith (2019), institutions that cultivate a positive working atmosphere, encourage innovation, and reward academic efforts are more likely to channel motivation into effective teaching and scholarship. Institutional support also amplifies the impact of JS on lecturer performance by translating positive sentiments into tangible behaviours and outcomes. Without structural support, satisfaction may remain an internal emotion without external impact. Conversely, institutions that offer equitable opportunities for promotion, professional development, and access to educational resources enable satisfaction to manifest in increased engagement and superior performance outcomes (Griffin, 2019). Evidence from higher education research further confirms that institutional support significantly enhances the relationship between lecturer satisfaction and academic productivity (Stickney et al., 2019).

The primary objective of this study is to examine the influence of leadership style, WM, and JS on lecturer performance within Indonesian universities, while also assessing the moderating role of institutional support in these relationships. Although numerous studies have explored lecturer performance, empirical investigations that simultaneously consider leadership style, WM, and JS—particularly within the Indonesian context—remain limited. Moreover, the moderating function of institutional support has often been overlooked, resulting in an incomplete understanding of the factors that drive or hinder lecturer performance. This research addresses these gaps by proposing a comprehensive model that assesses both the direct impact of leadership, motivation, and satisfaction, as well as the modifying influence of institutional support on lecturer performance.

### Literature Review

This study explores the influence of leadership style, WM, and JS on lecturer performance, while also assessing the moderating role of institutional support within Indonesian higher education institutions. Leadership style plays a pivotal role in shaping lecturers' work attitudes, commitment, and overall productivity in the academic environment. The approach adopted by academic leaders determines the extent to which they can effectively influence, guide, and support faculty members in fulfilling their scholarly responsibilities. Khan et al. (2022) note that transformational leadership elements—such as idealised influence, inspirational motivation, and intellectual stimulation—have a direct impact on employee performance by fostering confidence and encouraging both personal and professional development. Such leadership within universities cultivates a culture of trust and motivation, inspiring lecturers to exceed expectations in teaching, research, and community service. Connolly et al. (2017) argue that effective educational leadership is characterised by collaboration and shared objectives, which result in improved outcomes for individuals and institutions alike. Their findings highlight that leadership practices promoting academic freedom, participatory decision-making, and opportunities for professional growth positively affect lecturer performance.

Within Indonesian universities, lecturers working under democratic and supportive leadership demonstrate higher job involvement, creativity, and alignment with institutional goals (Saefrudin & Jaelani, 2025). These leaders not only delegate responsibilities but also provide guidance, emotional support, and constructive feedback,

thereby enhancing lecturers' sense of accountability and commitment. When leadership styles align with the values and needs of academic staff, they foster an environment where lecturers feel valued and empowered, leading to improved academic performance. Consequently, the effectiveness of leadership style is a fundamental driver of lecturer excellence in higher education. Based on these considerations, the following hypothesis is proposed,

**H1:** *Leadership style has a positive effect on performance of lecturers in higher education.*

WM is widely recognised as a key determinant of lecturer performance within higher education institutions. It reflects the amount and quality of energy, focus, and commitment that academic staff dedicate to their responsibilities in teaching, research, and service. According to [Bukhari et al. \(2021\)](#), intrinsic factors such as achievement, responsibility, and recognition play a vital role in enhancing motivation, which in turn leads to positive job outcomes. In an educational context, lecturers who possess a strong desire for personal growth and a sense of accomplishment tend to perform exceptionally well in delivering lectures, mentoring students, and undertaking research activities. [Daniel et al. \(2024\)](#) found that educators who are intrinsically motivated exhibit higher levels of engagement with their students and a greater commitment to academic excellence, resulting in improved outcomes. Similarly, [Feeney et al. \(2023\)](#) demonstrated that motivated lecturers display greater productivity, discipline, and goal orientation in their scholarly work. This enhanced performance extends beyond classroom teaching to include curriculum development, research, and other institutional activities. Motivation also influences how lecturers address academic challenges and adapt to evolving academic demands. A motivated lecturer tends to be more resilient, innovative, and actively involved in the academic community. Collectively, these findings substantiate the direct and positive effect of WM – particularly when driven by intrinsic factors and supported by institutional recognition – on the overall performance of lecturers in higher education. Accordingly, the following hypothesis is proposed,

**H2:** *Work motivation has a positive effect on performance of lecturers in higher education.*

JS plays a critical role in shaping lecturer performance within higher education, influencing their attitudes, commitment, and overall effectiveness in academic roles. When lecturers experience satisfaction in their positions – through recognition, fair treatment, and prospects for promotion – they are more likely to engage wholeheartedly with their responsibilities. As [Dhamija et al. \(2019\)](#) explain, JS encompasses multiple dimensions, including satisfaction with the nature of the work, supervision, remuneration, and opportunities for advancement, all of which are closely associated with performance outcomes. Lecturers content with these aspects tend to exhibit higher motivation, reduced absenteeism, and increased productivity. Within universities, such satisfaction often translates into greater enthusiasm for teaching, stronger commitment to student development, and more active involvement in research and administrative functions.

[Cerci and Dumludag \(2019\)](#) also identified a strong connection between JS and performance in Indonesian higher education, noting that satisfied lecturers demonstrate better time management, improved communication abilities, and more effective curriculum planning. Furthermore, these individuals are more inclined to participate in ongoing professional development and contribute to institutional advancement. [Rapanta](#)

et al. (2020) affirmed a robust link between JS and job performance, suggesting that emotional and psychological fulfilment leads to higher performance quality and consistency. Given the multifaceted and sometimes stressful nature of academic duties, JS becomes essential in sustaining work effectiveness. Lecturers who feel valued and supported by their institutions are more likely to make meaningful contributions to academic excellence, institutional success, and student achievement. These insights clearly highlight the strong relationship between satisfaction and performance in the higher education context. Accordingly, the following hypothesis is proposed,

**H3:** *Job satisfaction has a positive effect on performance of lecturers in higher education.*

This study investigates the influence of leadership style, WM, and JS on lecturer performance, while also examining the moderating effect of institutional support on these relationships within higher education institutions in Indonesia. Institutional support serves as a significant moderating factor in the association between leadership style and lecturer performance, as it amplifies the effectiveness of leadership practices. Without organisational structures that reinforce and maintain the impact of leadership, even the most effective leadership styles may fall short in producing desired outcomes. Ahsan (2024) posits that leadership becomes more impactful when it is backed by systems that foster communication, continuous learning, and accountability. In academic settings, this entails institutional provisions such as coherent policies, robust performance evaluations, and opportunities for professional development that align with leadership strategies. Khan et al. (2023) further assert that institutional resources and a conducive environment help translate leadership behaviours into tangible employee outcomes by addressing internal organisational obstacles. Within the higher education context, Dopson et al. (2018) found that leadership initiatives, such as mentoring, delegation, and constructive feedback, are more likely to enhance lecturer engagement and productivity when institutional support is present. These insights suggest that institutional backing significantly strengthens the link between leadership style and lecturer performance. Accordingly, the following hypothesis is proposed,

**H4:** *Institutional support moderates the relation between leadership style and performance of lecturers in higher education.*

Amidst the evolving landscape of higher education in Indonesia, lecturer competence has become pivotal in driving academic excellence and institutional advancement. Consequently, the present study incorporates institutional support as a moderating variable. Although motivation fosters the lecturers' pursuit of achievement, persistence, and continuous self-improvement, such endeavours may not yield high performance unless supported by the institution. Power and Goodnough (2018) contend that even highly motivated individuals require enabling environments—characterised by adequate resources, autonomy, and recognition—to realise their full potential. In an academic context, this encompasses institutional provisions such as research funding, professional development schemes, transparent appraisal mechanisms, and administrative support. These structures ensure that intrinsic motivational energy is channelled towards meaningful academic output. Furthermore, Watt and Richardson (2020) emphasise that lecturers demonstrate higher effectiveness when institutional support accompanies intrinsic motivation. Similarly, Chakraborty and Biswas (2019) note that motivated lecturers deliver superior teaching and research outcomes when institutional backing is

consistently available through well-structured systems. This dynamic suggests that institutional support reinforces the effect of motivation on lecturer performance. Therefore, the following hypothesis is proposed,

**H5:** *Institutional support moderates the relation between work motivation and performance of lecturers in higher education.*

Institutional support serves as a critical moderating factor in the relationship between JS and lecturer performance within higher education, significantly influencing how effectively satisfied lecturers contribute to their academic responsibilities. While JS plays an essential role, it alone may be insufficient to ensure high performance in the absence of appropriate structural and managerial support from the institution. According to [Chen et al. \(2020\)](#), the positive effects of JS on employee performance are considerably amplified when individuals perceive strong organisational support. Within academic environments, this support typically includes equitable workload distribution, access to educational infrastructure, administrative assistance, and clearly articulated promotion pathways. These institutional provisions help sustain lecturers' positive emotional states, enabling them to operate more effectively across teaching, research, and community service functions. [Benevene et al. \(2020\)](#) further assert that institutions attentive to lecturer well-being through supportive policies and accessible resources exhibit a more robust link between satisfaction and performance. Similarly, when institutional support aligns with lecturers' professional needs and satisfaction, it strengthens their capacity to foster quality academic outcomes. Therefore, the following hypothesis is proposed,

**H6:** *Institutional support moderates the relation between job satisfaction and performance of lecturers in higher education.*

## Research Methods

This study investigates the influence of leadership style, WM, and JS on lecturer performance, while also examining the moderating role of institutional support in these relationships within Indonesian higher education institutions. Data were collected through surveys administered to lecturers employed in government sector universities. The measurement of variables was based on established instruments, with leadership style assessed using six items derived from [Dwiri and Okatan \(2021\)](#), JS evaluated with five items from [Soenanta et al. \(2020\)](#), and WM measured by three items as proposed by [Gagné et al. \(2014\)](#). Institutional support was assessed through five questions adopted from [Islam and Ahmed \(2018\)](#), while lecturer performance was gauged using four items from [Firman \(2021\)](#). The complete measurement scale is presented in [Table 1](#).

Furthermore, the study identified lecturers from public universities as its target respondents. These participants were chosen through the application of simple random sampling. To collect data, the researchers visited the respective institutions and distributed the questionnaires directly to the lecturers. Out of a total of 521 questionnaires disseminated, 357 valid responses were obtained, resulting in a response rate of approximately 68.52 percent. The study employed SPSS-AMOS to analyse the relationships among the variables under investigation. This statistical tool is particularly effective for handling primary data and is well-suited for analysing large datasets ([Hair Jr. et al., 2020](#)). The study included three independent variables: leadership style (LS), WM, and JS.



Additionally, institutional support (IS) was incorporated as a moderating variable, while lecturer performance (LP) was treated as the dependent variable. These relationships are illustrated in [Figure 1](#).

**Table 1**

*Measurements and Variables*

Items	Statements	Sources
Leadership Style		
LS1	My manager instils pride in me for being associated with him.	(Dwiri & Okatan, 2021)
LS2	My manager moves beyond self-interest for the good of the group.	
LS3	My manager emphasizes the value of getting a collective sense of mission.	
LS4	My manager talks about our fundamental interests and beliefs.	
LS5	My manager talks optimistically and excitedly about the future.	
LS6	My manager shows a clear vision of the future and expresses confidence that goals will be achieved.	
Work Motivation		
WM1	I do, because I really feel that I'm not wasting my time at work.	(Gagné et al., 2014)
WM2	I do because I think this work is worth putting efforts into.	
WM3	I do know why I'm doing this job, it's significant work.	
Job Satisfaction		
JS1	Payroll at this company is in accordance with the rules.	(Soenanta et al., 2020)
JS2	There is health insurance for employees and their families in the company.	
JS3	There is a bonus every year that employees receive from the company.	
JS4	Employees receive a large religious day allowance.	
JS5	There are annual leave entitlements for employees.	
Institutional Support		
IS1	My institution takes pride in my accomplishment.	(Islam & Ahmed, 2018)
IS2	My institution really cares about my well-being.	
IS3	My institution values contributions to its values.	
IS4	My institution strongly considers my goals and values.	
IS5	My institutions is willing to help me when I need a special favour.	
Lecturers Performance		
LP1	In completing work, I always prioritize the quality of work.	(Firman, 2021)
LP2	With the knowledge that I have, I can master the field of work that I am working on with good results.	
LP3	The quantity of work given is according to your ability.	
LP4	The level of achievement of the work volume that I produce is in line with the company's expectations.	

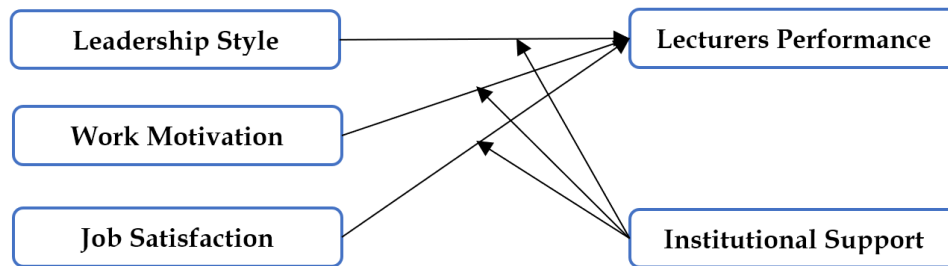


Figure 1: Research Model

### Research Findings

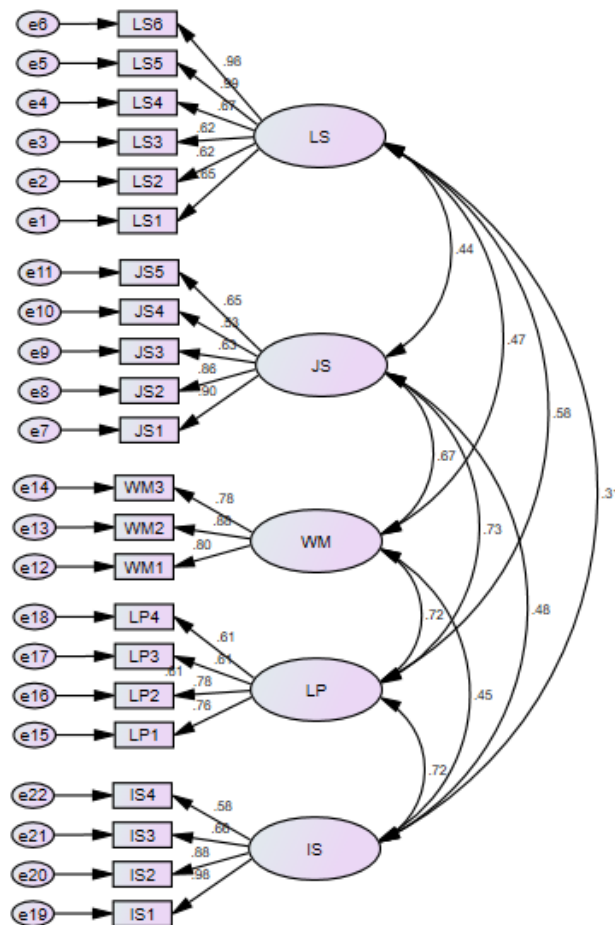
This study investigates the influence of leadership style, WM, and JS on lecturer performance, while also evaluating the moderating role of institutional support in these relationships. The findings demonstrate convergent validity, revealing significant inter-item correlations. The analysis showed that all factor loadings exceeded 0.50, CR values were above 0.70, and AVE values were greater than 0.50. Additionally, both the MSV and ASV values were found to be lower than the AVE, confirming strong convergent validity. These statistical indicators highlight a substantial correlation among the measured items. Detailed values are presented in Table 2 and Figure 2.

Table 2

#### Convergent Validity

Variables	Items		Loadings	CR	AVE	MSV	ASV
Leadership Style	LS1	<---	LS	0.649	0.895	0.599	0.331
	LS2	<---	LS	0.624			
	LS3	<---	LS	0.619			
	LS4	<---	LS	0.675			
	LS5	<---	LS	0.992			
	LS6	<---	LS	0.980			
Job Satisfaction	JS1	<---	JS	0.896	0.842	0.627	0.534
	JS2	<---	JS	0.861			
	JS3	<---	JS	0.626			
	JS4	<---	JS	0.528			
	JS5	<---	JS	0.647			
Work Motivation	WM1	<---	WM	0.801	0.860	0.672	0.523
	WM2	<---	WM	0.876			
	WM3	<---	WM	0.780			
Lecturer Performance	LP1	<---	LP	0.761	0.789	0.686	0.534
	LP2	<---	LP	0.784			
	LP3	<---	LP	0.614			
	LP4	<---	LP	0.611			
Institutional Support	IS1	<---	IS	0.979	0.866	0.627	0.517
	IS2	<---	IS	0.884			
	IS3	<---	IS	0.655			
	IS4	<---	IS	0.584			





**Figure 2:** Measurement Assessment Model

The results demonstrate discriminant validity, highlighting the relationships among the variables. Specifically, the values in the first row of each column exceed the other values within the same column, indicating that the correlation of each variable with itself is stronger than with the other variables. This pattern reflects a low correlation between distinct variables. These findings are presented in [Table 3](#).

**Table 3**

*Discriminant Validity*

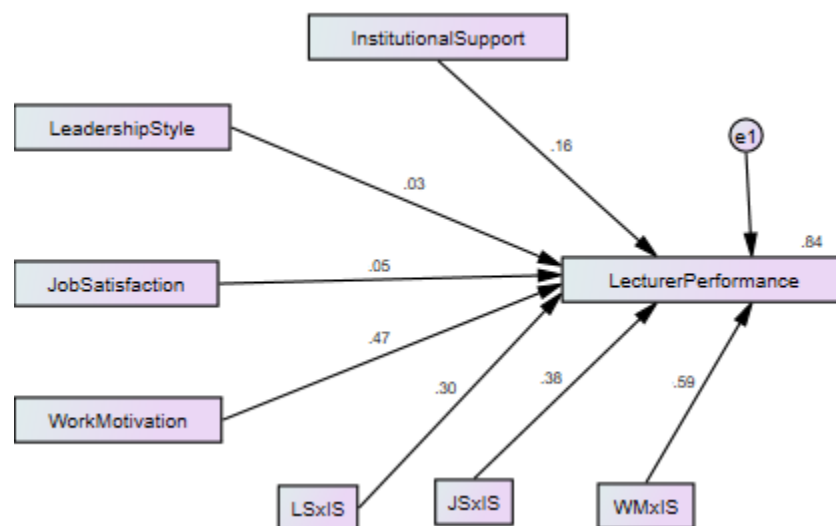
	LP	LS	JS	WM	IS
LP	0.897				
LS	0.575	0.774			
JS	0.731	0.438	0.726		
WM	0.723	0.474	0.674	0.820	
IS	0.719	0.314	0.478	0.449	0.792

The path analysis was employed to assess both direct and moderating effects. The results revealed that leadership style, WM, and JS each have a significant and positive relationship with lecturer performance, thereby supporting hypotheses H1, H2, and H3. Furthermore, the findings demonstrated that institutional support significantly and positively moderates the relationships between leadership style, WM, JS, and lecturer performance, thereby confirming hypotheses H4, H5, and H6. These relationships are illustrated in Table 4 and Figure 3.

**Table 4**

*Path Analysis*

Relationships			Beta	S.E.	C.R.	P
Lecturer Performance	<---	Leadership Style	0.083	0.035	2.371	0.022
Lecturer Performance	<---	Job Satisfaction	0.073	0.033	2.225	0.026
Lecturer Performance	<---	Work Motivation	0.757	0.034	22.102	0.000
Lecturer Performance	<---	LS x IS	0.076	0.005	14.076	0.000
Lecturer Performance	<---	JS x IS	0.093	0.005	17.882	0.000
Lecturer Performance	<---	WM x IS	0.150	0.005	27.447	0.000
Lecturer Performance	<---	Institutional Support	0.267	0.035	7.559	0.000



**Figure 3: Structural Assessment Model**

## Discussion

The findings of this study underscore the critical role of leadership style, WM, and JS in shaping lecturer performance, while also demonstrating the significant moderating effect of institutional support, consistent with prior research. Firstly, the study identified that leadership style has a direct and significant positive impact on lecturer performance. This aligns with the findings of Hussain and Khayat (2021), who assert that transformational leadership enhances employee commitment and task accomplishment through intellectual stimulation and personalised support. Similarly, Novawan and

Aisyiyah (2020) observed that, within Indonesian higher education institutions, leadership characterised by participatory and supportive behaviours fosters effective communication, trust, and higher productivity. The present research corroborates these perspectives, suggesting that lecturers are more likely to excel in teaching, research, and administrative responsibilities when guided by leaders who adopt inclusive, motivating, and empowering leadership practices.

The findings demonstrate that WM is a crucial factor for enhancing lecturer performance, consistent with various theories such as the Two-Factor Theory and supported by prior empirical studies. For example, Yuan et al. (2017) found that highly motivated educators exhibit greater involvement, creativity, and consistency in their professional duties. Within the context of Indonesian higher education, intrinsic motivators significantly influence the quality of lecturer performance (Yuan et al., 2017). This research further corroborates previous studies by indicating that lecturers driven by career aspirations, personal development, or institutional recognition tend to perform at elevated levels and maintain strong engagement in their roles. These findings reinforce the necessity of sustaining motivation to improve and uphold performance in competitive academic environments.

Additionally, job satisfaction was found to directly and significantly affect lecturer performance. Di Fabio and Kenny (2019) reported similar outcomes, emphasising the importance of emotional well-being for effective workplace performance. Likewise, Sahito and Vaisanen (2019) established a connection between lecturer satisfaction with their work environment, remuneration, and opportunities for professional growth, and higher levels of commitment and productivity. Consistent with these earlier findings, this study reveals that greater satisfaction related to career advancement, collegial support, and transparent organisational policies contributes positively to lecturer engagement and performance. Lecturers in Indonesian universities who experience job satisfaction generally provide consistent teaching, conduct relevant research, and actively participate in initiatives aimed at institutional development.

In addition to examining direct relationships, this study explores the moderating role of institutional support in shaping the association between leadership style and lecturer performance. This is in line with the assertion by Ahsan (2024) that effective leadership is fundamentally dependent on robust institutional policies and frameworks. Khan et al. (2023) further underscore that organisational support mechanisms serve as pivotal mediators that influence how leadership behaviours translate into performance outcomes. Our findings reveal that universities which implement clear institutional policies, provide opportunities for leadership development, and maintain transparent performance evaluation systems tend to strengthen the effectiveness of leadership practices.

Lecturer performance improves significantly when academic staff perceive that their leaders are backed by institutional support and that leadership decisions are aligned with broader institutional objectives. Additionally, the study identifies institutional support as a crucial moderator in the relationship between work motivation and lecturer performance. Power and Goodnough (2018) note that even highly motivated individuals require appropriate institutional environments—such as access to resources, autonomy, and recognition—to realise their full potential and deliver outstanding results. Supporting this, Gozali and Paik (2022) demonstrated that Indonesian universities with intrinsically

motivated lecturers who receive adequate institutional support exhibit enhanced academic productivity and outcomes. This evidence emphasises the essential role of institutional support in enabling the conversion of internal motivation into measurable academic success (Cerci & Dumludag, 2019). Correspondingly, Chen (2023) reported that job satisfaction contributes to improved lecturer performance only when it is reinforced by institutional provisions that encourage professional growth and academic autonomy. The findings also suggest that, in the absence of adequate institutional support, high levels of job satisfaction may lead to complacency or disengagement from professional responsibilities. Conversely, universities that cultivate a supportive climate, prioritise professional development, and promote inclusivity enable satisfied lecturers to actively engage and contribute towards the attainment of both academic excellence and institutional objectives (Gill & Singh, 2020).

### Implications

The study explores how leadership style, WM, and JS affect lecturer performance, and assesses the moderating effect of institutional support on these relationships in Indonesian higher education institutions. This research offers valuable insights for academic leaders, university administrators, and policymakers in Indonesia's higher education sector. The findings underscore that effective leadership—characterised by trust, motivation, and inclusivity—is essential for improving lecturer performance. Institutions should prioritise initiatives aimed at enhancing lecturers' motivation through recognition and opportunities for career advancement, alongside fostering collaborative environments. When employees experience favourable working conditions, equitable remuneration, and positive interpersonal relationships, academic productivity tends to improve. Moreover, the study emphasises the pivotal role of institutional support in strengthening these effects, indicating that robust organisational backing is necessary for leadership, motivation, and satisfaction to translate into enhanced performance. Consequently, universities are advised to implement effective support mechanisms, including fair allocation of resources, sound institutional governance, and comprehensive staff development programmes, to promote both individual and collective success in academic roles. The study provides guidance for policymakers in formulating strategies to boost lecturer performance through the adoption of effective leadership styles, the promotion of intrinsic motivation, and the enhancement of job satisfaction.

### Limitations

Although this study contributes valuable knowledge, several constraints must be recognised. Its scope is limited to public universities in Indonesia's higher education system, which may limit the extent to which the results apply to other countries or types of institutions. Moreover, the use of self-administered questionnaires raises the possibility of bias, as respondents might tailor their answers to align with perceived social expectations rather than offering fully truthful responses. The research also considers only a limited set of variables—specifically, three predictors and one moderator—thereby overlooking other relevant factors such as organisational culture, student demands, or external environmental pressures. Additionally, the cross-sectional nature of the study restricts the capacity to infer causality between the examined constructs. Future investigations could benefit from employing longitudinal designs and expanding the range

of variables to achieve a more nuanced and comprehensive analysis of what drives lecturer performance.

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