

# Performance Management and Lecturer Performance in Indonesian Higher Education: A SEM-PLS Analysis

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## ABSTRAK

Kinerja dosen merupakan faktor kunci dalam meningkatkan mutu pendidikan tinggi dan daya saing global perguruan tinggi di Indonesia. Manajemen kinerja yang efektif – melalui kejelasan tujuan, evaluasi yang konsisten, komunikasi yang transparan, dan umpan balik konstruktif – mendukung pelaksanaan Tri Dharma Perguruan Tinggi. Berdasarkan Social Exchange Theory, sistem manajemen kinerja yang baik dapat meningkatkan komitmen organisasi dan kepuasan kerja dosen, yang selanjutnya berdampak pada peningkatan kinerja. Penelitian ini mengkaji model manajemen kinerja dosen melalui survei terhadap 280 dosen di berbagai perguruan tinggi di Indonesia dan dianalisis menggunakan SEM-PLS. Hasilnya diharapkan menjadi dasar perumusan kebijakan SDM yang adaptif.

**Kata Kunci :** Manajemen kinerja, komitmen organisasi, kepuasan kerja, kinerja dosen, SEM-PLS

## ABSTRACT

Lecturer performance is crucial for improving higher education quality and strengthening the global competitiveness of Indonesian universities. Effective performance management – through clear goals, consistent evaluation, transparent communication, and constructive feedback – supports the fulfillment of the Tri Dharma of higher education. Based on Social Exchange Theory, well-implemented performance management enhances organizational commitment and job satisfaction, which in turn improve lecturer performance. This study investigates a performance management model in Indonesian higher education using a quantitative survey of 280 lecturers. Data were analyzed using SEM-PLS with SmartPLS 4.0. The findings are expected to provide evidence for designing adaptive human resource policies to enhance lecturer performance and institutional quality.

**Keywords:**

Performance management, organizational commitment, job satisfaction, lecturer performance, SEM-PLS

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## 1. INTRODUCTION

Higher education institutions play a strategic role in producing qualified human resources and enhancing national competitiveness in the global knowledge economy (Mohamed Hashim et al., 2022). The quality and competitiveness of higher education are increasingly determined by institutional capacity to deliver high-quality teaching, generate impactful research, and contribute meaningfully to society (Hart & Rodgers, 2024). At the core of these functions lies lecturer performance, which represents a critical driver of academic excellence and institutional sustainability. In Indonesia, lecturers are the main actors in implementing the Tri Dharma of Higher Education, encompassing teaching, research, and community service (Muhsyanur et al., 2025). Consequently, improving lecturer performance is not merely an individual concern but a strategic imperative for strengthening the overall quality of higher education.

Lecturer performance, however, does not emerge in isolation. It is strongly shaped by institutional systems, particularly the way performance is managed, evaluated, and supported (Cosenz, 2022). Performance management processes that emphasize clear goal setting, transparent evaluation criteria, consistency, and constructive feedback provide lecturers with direction and a sense of fairness (Rajapakshe, 2024). Such processes help align individual academic activities with institutional objectives, ensuring that teaching quality, research productivity, and community engagement contribute directly to institutional competitiveness. When performance management functions effectively, it becomes a developmental mechanism rather than a purely administrative control tool (Pfister et al., 2023).

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In the Indonesian higher education context, performance evaluation systems remain largely rooted in regulatory compliance and workload fulfillment, as reflected in national frameworks such as the Pedoman Operasional Beban Kerja Dosen (PO BKD). Performance evaluation is frequently perceived as a formal obligation rather than a strategic process that enhances academic quality and global competitiveness (Fernandes & Singh, 2022). This condition highlights the need to strengthen performance management processes beyond administrative compliance.

From a behavioral perspective, strong performance management processes are expected to influence lecturer performance indirectly through key psychological mechanisms, namely organizational commitment and job satisfaction (Van Waeyenberg et al., 2022). Organizational commitment reflects lecturers' emotional attachment, loyalty, and willingness to contribute to institutional goals (Abebe & Assemie, 2023). When lecturers perceive performance management as fair, transparent, and supportive, they are more likely to develop a strong sense of belonging and commitment to their institution (Gonzalez-Sanchez et al., 2022). Increased organizational commitment, in turn, encourages lecturers to invest greater effort in teaching, research, and service activities, thereby enhancing overall performance (Bhatti et al., 2022).

Similarly, job satisfaction plays a critical role in translating institutional practices into performance outcomes (Adeoye et al., 2023). Fair evaluation systems, professional support, and recognition of academic contributions contribute to positive work experiences and higher levels of job satisfaction (Imaniyati et al., 2025). Satisfied lecturers are more motivated, engaged, and willing to pursue excellence in their academic roles (Setiawan, 2025). In academic environments characterized by high autonomy and intellectual demands, job satisfaction becomes a key determinant of sustained performance and long-term institutional success (Kyambade et al., 2025).

The relationships between performance management, organizational commitment, job satisfaction, and lecturer performance can be explained through Social Exchange Theory. This theory posits that individuals reciprocate favorable treatment from organizations with positive attitudes and behaviors (Cropanzano, 2005). In higher education institutions, institutional support manifested through effective performance management signals respect, fairness, and recognition. Lecturers respond to these signals by strengthening their commitment, experiencing higher job satisfaction, and ultimately improving their performance (Amin, 2022). This reciprocal mechanism underscores the strategic importance of performance management as a foundation for academic excellence.

Beyond internal institutional outcomes, lecturer performance has broader implications for the quality and global competitiveness of higher education. Improved teaching quality enhances student learning outcomes, increased research productivity strengthens international visibility, and impactful community service reinforces societal relevance (Assefa, 2024). These outcomes are closely aligned with international benchmarks and accreditation standards such as AACSB, QS World University Rankings, Times Higher Education (THE), and LAMEMBA, which increasingly shape the global reputation of universities. Therefore, strengthening performance management systems that foster commitment and satisfaction is essential for integrating national higher education systems into the global academic landscape (Ul Hassan et al., 2025).

Despite its importance, empirical research examining the integrated relationships between performance management process strength, organizational commitment, job satisfaction, and lecturer performance in Indonesian higher education remains limited. Most existing studies focus on corporate or public-sector contexts (Pudjono et al., 2025), leaving a gap in understanding how these mechanisms operate within academic institutions. Moreover, few studies have examined organizational commitment and job satisfaction simultaneously as mediating variables linking performance management to lecturer performance (Wang & Rashid, 2022; Limon, 2022).

Accordingly, this study aims to investigate how Performance Management Process Strength influences lecturer performance both directly and indirectly through organizational commitment and job satisfaction. By grounding the analysis in Social Exchange Theory and aligning it with global higher education quality standards, this research seeks to contribute theoretically and practically to the development of a more holistic, fair, and globally competitive lecturer performance management model for Indonesian higher education institutions.

## **2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

### **2.1 Lecturer Performance**

Lecturer performance is a multidimensional construct that reflects the extent to which academic staff effectively fulfill their professional responsibilities in higher education institutions (Anele et al., 2023). In most higher education systems, lecturer performance is closely associated with the successful implementation of teaching, research, and community service activities, which together form the core mission of universities (Thune, 2023). High-performing lecturers contribute not only to improved student learning outcomes, but also to institutional research productivity, academic reputation, and broader societal development.

In the teaching domain, lecturer performance is reflected in the quality of instructional delivery, curriculum development, student engagement, and learning outcomes (Kusmawan et al., 2025). Beyond these core functions, lecturer performance also includes institutional engagement, such as participation in academic governance, curriculum development, mentoring, and professional service (Micallef, 2025). As universities face growing global competition and accountability pressures, lecturer performance has become a strategic priority, requiring effective management systems that support sustainable academic excellence.

### 2.2 Performance Management Process Strength (PMPS)

Performance Management Process Strength (PMPS) refers to the extent to which performance management systems are implemented in a clear, consistent, transparent, and development-oriented manner (Giamos et al., 2025). A strong PMPS ensures that employees clearly understand performance expectations, perceive evaluation criteria as fair, and receive regular, constructive feedback aimed at performance improvement rather than mere compliance (Faozen & Sandy, 2024).

In organizational literature, performance management systems are considered effective when they provide goal clarity, alignment between individual and organizational objectives, consistency in evaluation procedures, and meaningful feedback mechanisms (Shawn, 2023). In higher education contexts, PMPS plays a particularly critical role due to the complex and autonomous nature of academic work. Lecturers are expected to balance multiple roles with long-term performance outcomes, especially in research and publication activities (Khan, 2017). Strong PMPS provides lecturers with guidance, recognition, and institutional support, which are essential for sustaining academic performance.

### 2.3 Organizational Commitment

Organizational commitment represents the psychological attachment of lecturers to their institution, reflected in their sense of belonging, loyalty, and willingness to contribute to institutional goals (Liu et al., 2025). Commitment is commonly conceptualized as a multidimensional construct encompassing affective commitment (emotional attachment), continuance commitment (perceived costs of leaving), and normative commitment (sense of obligation) (Eldefonso et al., 2024).

In higher education institutions, organizational commitment is particularly important because academic work often requires long-term investment and sustained effort (Chigeda et al., 2024). Lecturers with strong commitment are more likely to engage in discretionary behaviors, such as mentoring students, participating in institutional development initiatives, and pursuing high-quality research that benefits the institution in the long run (Adanu, 2024). Performance management systems that are transparent and development-oriented therefore play a key role in fostering organizational commitment among academic staff (Thneibat & Sweis, 2023).

### 2.4 Job Satisfaction

Job satisfaction is a positive emotional state arising from an individual's evaluation of their job experiences (Joanna & Jerzy, 2020). In the academic context, lecturer job satisfaction is influenced by factors such as workload balance, performance evaluation systems, career development opportunities, compensation, work environment, and relationships with colleagues and leaders (Chen, 2023).

High job satisfaction among lecturers is linked to greater motivation, engagement, and productivity in teaching, research, and institutional activities (Albert et al., 2018). Transparent and fair performance management systems, supported by constructive feedback, play a key role in enhancing satisfaction by fostering perceptions of justice, recognition, and autonomy, which are essential for sustaining academic performance (Rathnayake, 2024).

### 2.5 Social Exchange Theory

Social Exchange Theory explains the relationship between performance management practices, employee attitudes, and performance through the principle of reciprocity (Gould-Williams & Davies, 2005). When organizations provide fair treatment, support, and recognition, employees feel obliged to respond with positive attitudes and behaviors (Eisenberger et al., 2025).

In higher education, fair and supportive performance management systems function as an organizational exchange that fosters lecturers' job satisfaction and organizational commitment. These positive attitudes then motivate higher effort and performance, highlighting that performance management influences outcomes indirectly through psychological mechanisms, which is especially relevant in academic settings where intrinsic motivation is important (Iqbal et al., 2023).

## 2.6 Hypothesis Development

Drawing on the above theoretical and empirical review, this study proposes that Performance Management Process Strength influences lecturer performance both directly and indirectly through organizational commitment and job satisfaction. Strong PMPS is expected to enhance lecturers' satisfaction and commitment by providing clarity, fairness, and developmental support. These attitudinal outcomes, in turn, are expected to improve lecturer performance across teaching, research, and community service activities.

Accordingly, the following hypotheses are proposed:

H1: PMPS has a positive effect on lecturer performance

Previous studies suggest that strong performance management processes positively influence individual performance by clarifying expectations, aligning goals, and providing regular feedback. Research by Bristol-Alagbariya et al. (2022) and Cammilleri (2021) demonstrates that clear and consistent performance management systems improve employee performance by enhancing role clarity and accountability. In higher education contexts, Van Waeyenberg et al. (2022) found that structured performance management practices contribute to improved academic staff performance, particularly when evaluation criteria are transparent and development-oriented. Based on these findings, PMPS is expected to positively influence lecturer performance.

H2: PMPS has a positive effect on organizational commitment

Empirical evidence consistently shows that fair and transparent performance management systems strengthen organizational commitment. Aboramadan et al. (2020) found that performance management practices significantly enhance affective commitment among academic staff. Similarly, Dimitrov (2023) reported that employees who perceive performance evaluation systems as fair and supportive exhibit stronger emotional attachment and loyalty to their organizations. In higher education settings, Van Waeyenberg et al. (2022) confirmed that performance management process strength is a key antecedent of organizational commitment. Therefore, PMPS is hypothesized to positively affect organizational commitment.

H3: PMPS has a positive effect on job satisfaction

A substantial body of literature highlights performance management as a critical determinant of job satisfaction. Shawn (2023) showed that transparent and consistent appraisal systems significantly increase employee job satisfaction. In academic environments, Mphahlele and Dachapalli (2022) found that performance management systems emphasizing fairness and feedback improve lecturers' satisfaction with their work. Moreover, Van Hoek et al. (2020) demonstrated that effective performance appraisal practices positively affect job satisfaction by reducing uncertainty and enhancing perceived organizational support. Thus, PMPS is expected to have a positive effect on job satisfaction.

H4: Organizational commitment has a positive effect on lecturer performance

Organizational commitment has been widely recognized as a key predictor of employee performance. Amin (2022) found that affective and normative commitment significantly improve individual performance outcomes. In higher education, Permadi et al. (2023) reported that lecturers with higher organizational commitment demonstrate better teaching quality, research productivity, and institutional engagement. Similarly, Ausat et al. (2022) showed that committed employees are more willing to exert extra effort and maintain high performance. These findings support the hypothesis that organizational commitment positively influences lecturer performance.

H5: Job satisfaction has a positive effect on lecturer performance

Numerous studies confirm the positive relationship between job satisfaction and performance. Subarto et al. (2022) demonstrated that satisfied employees exhibit higher productivity and work effectiveness. In the academic context, Otache & Inekwe (2022) found that job satisfaction significantly enhances academic performance, including teaching effectiveness and research output. Furthermore, Sancoko et al. (2023) showed that satisfied lecturers are more motivated to fulfill the Tri Dharma of higher education. Therefore, job satisfaction is hypothesized to positively affect lecturer performance.

H6: Organizational commitment mediates the relationship between PMPS and lecturer performance

Social Exchange Theory suggests that supportive organizational practices influence performance through attitudinal mechanisms such as commitment. Empirical studies support this mediating role. Aboramadan et al. (2020) found that organizational commitment mediates the relationship between human resource management practices and employee performance in higher education institutions. Similarly, Ahmad and Raja (2021) reported that performance management practices enhance performance indirectly by strengthening organizational commitment. These findings indicate that PMPS influences lecturer performance through increased organizational commitment.

H7: Job satisfaction mediates the relationship between PMPS and lecturer performance

Previous research also supports job satisfaction as a mediator between management practices and performance. Dasanayaka et al. (2021) showed that job satisfaction mediates the relationship between performance management systems and employee performance. In academic settings, Keltu (2024) found that fair performance appraisal systems improve job satisfaction, which subsequently enhances lecturer performance. These findings align with Social Exchange Theory, suggesting that PMPS improves lecturer performance indirectly by increasing job satisfaction.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research Design

This study adopted a quantitative research design with a cross-sectional survey approach to examine the structural relationships among Performance Management Process Strength (PMPS), organizational commitment, job satisfaction, and lecturer performance in Indonesian higher education institutions. A quantitative approach was considered appropriate because the study aims to test hypothesized relationships and examine both direct and indirect effects among latent variables in a theoretically grounded model. Data were collected at a single point in time to capture lecturers' perceptions of institutional performance management practices and their attitudinal and behavioral responses.

#### 3.2 Population and Sample

The population of this study consisted of active lecturers employed at higher education institutions in Indonesia, including public and private universities. To ensure the relevance and accuracy of responses, the study applied purposive sampling, focusing on lecturers who met specific criteria: (1) actively involved in Tri Dharma activities (teaching, research, and community service), (2) possessing a minimum of one year of teaching experience, and (3) currently employed at an accredited higher education institution.

A total of 280 lecturers were selected as respondents. This sample size meets the recommended requirements for Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis, which suggests a minimum sample size of ten times the largest number of structural paths directed at any construct in the model. The selected sample size therefore provides sufficient statistical power to estimate the model parameters and test the proposed hypotheses.

#### 3.3 Data Collection and Measurement

Data were collected using a structured self-administered questionnaire distributed electronically to respondents across various regions in Indonesia. All measurement items were assessed using a five-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), to capture respondents' perceptions consistently.

The measurement instruments were adapted from established scales in prior studies and modified to suit the higher education context. Performance Management Process Strength (PMPS) was measured through indicators reflecting goal clarity, transparency of evaluation criteria, consistency of performance assessment, fairness, and constructive feedback. Organizational commitment was assessed based on lecturers' emotional attachment, loyalty, and willingness to contribute to institutional goals. Job satisfaction captured lecturers' satisfaction with workload, performance evaluation systems, professional support, and working relationships. Lecturer performance was measured in terms of achievement in teaching, research and publication, community service, and institutional engagement. To ensure content validity, the questionnaire items were reviewed by academic experts and refined before large-scale distribution.

#### 3.4 Data Analysis

Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS version 4.0. SEM-PLS was selected due to its suitability for predictive analysis, its ability

to handle complex models with mediating variables, and its robustness when data distribution assumptions are not strictly met.

The analysis followed a two-stage procedure. First, the measurement model was evaluated to assess construct validity and reliability. Convergent validity was examined using factor loadings and Average Variance Extracted (AVE), while discriminant validity was assessed using the Fornell–Larcker criterion and cross-loading analysis. Reliability was evaluated through Cronbach’s alpha and composite reliability values.

Second, the structural model was assessed to test the hypothesized relationships among constructs. Path coefficients, t-statistics, and p-values were obtained through a bootstrapping procedure to determine the significance of direct and indirect effects. Mediation effects of organizational commitment and job satisfaction were examined to evaluate their roles in linking PMPS to lecturer performance. Model explanatory power was assessed using the coefficient of determination ( $R^2$ ) and effect size ( $f^2$ ).

**4. RESULTS**

4.1 Measurement Model Results (Outer Model)

**Table 1. Convergent Validity and Reliability**

Construct	Cronbach’s Alpha	Composite Reliability	AVE
Performance Management Process Strength (PMPS)	0.958	0.963	0.617
Organizational Commitment	0.934	0.953	0.835
Job Satisfaction	0.885	0.921	0.746
Lecturer Performance	0.862	0.906	0.708

All constructs exceed the recommended thresholds (Cronbach’s Alpha > 0.70, CR > 0.80, AVE > 0.50), indicating strong internal consistency and satisfactory convergent validity.

**Table 2. Outer Loadings of Measurement Indicators**

Construct	Indicator	Outer Loading
PMPS	X1.1 – X1.16	0.710 – 0.892
Organizational Commitment	Y1.1 – Y1.4	0.871 – 0.962
Job Satisfaction	Y2.1 – Y2.4	0.781 – 0.908
Lecturer Performance	Y3.1 – Y3.4	0.782 – 0.898

All indicator loadings exceed the minimum acceptable value of 0.65, confirming indicator adequacy.

**Table 3. Discriminant Validity (Fornell–Larcker Criterion)**

Construct	Job Satisfaction	Lecturer Performance	Organizational Commitment	PMPS
Job Satisfaction	0.864			
Lecturer Performance	0.636	0.842		

Organizational Commitment	0.708	0.680	0.914	
PMPS	0.585	0.429	0.535	0.785

The square root of AVE (bold values) for each construct is greater than its correlations with other constructs, indicating satisfactory discriminant validity.

4.2 Structural Model Evaluation (Inner Model)

**Table 4. Coefficient of Determination (R<sup>2</sup>)**

Endogenous Construct      R<sup>2</sup>

Organizational Commitment	0.286
Job Satisfaction	0.345
Lecturer Performance	0.509

The model explains 50.9% of the variance in lecturer performance, indicating moderate-to-strong predictive power.

**Table 5. Path Coefficients and Hypothesis Testing**

Path	$\beta$	t-value	p-value	Result
PMPS → Lecturer Performance	0.002	0.047	0.962	Not supported
PMPS → Job Satisfaction	0.585	12.811	0.000	Supported
PMPS → Organizational Commitment	0.535	10.863	0.000	Supported
Job Satisfaction → Lecturer Performance	0.308	4.524	0.000	Supported
Organizational Commitment → Lecturer Performance	0.460	4.732	0.000	Supported

**Table 6. Mediation Effects**

Indirect Path	$\beta$	t-value	p-value	Mediation Type
PMPS → Job Satisfaction → Lecturer Performance	0.180	4.165	0.000	Partial mediation
PMPS → Organizational Commitment → Lecturer Performance	0.246	4.743	0.000	Partial mediation

The results demonstrate that Performance Management Process Strength does not directly influence lecturer performance, but exerts a significant indirect effect through job satisfaction and organizational commitment. Both mediators play a crucial role in translating institutional performance management practices into improved lecturer performance. This confirms the proposed mediation model and aligns with the assumptions of Social Exchange Theory

## 5. DISCUSSION

This study investigated the role of Performance Management Process Strength (PMPS) in influencing lecturer performance in Indonesian higher education institutions, with organizational commitment and job satisfaction acting as mediating variables. Using a quantitative SEM-PLS approach, the findings provide important insights into how performance management systems operate in academic environments and how their effects on performance are transmitted through attitudinal mechanisms.

### 5.1 Performance Management Process Strength and Lecturer Performance

The results reveal that PMPS does not have a significant direct effect on lecturer performance. This finding suggests that strengthening performance management processes alone is insufficient to immediately enhance lecturer performance. Recent studies emphasize that academic performance—particularly in teaching quality, research productivity, and community service—is strongly driven by intrinsic motivation, professional autonomy, and long-term goal orientation rather than short-term managerial controls (Aguinis et al., 2021; Van Waeyenberg et al., 2022). Consequently, formal performance management practices may not directly translate into immediate performance outcomes in higher education settings.

This finding aligns with recent evidence showing that performance management systems often exert limited direct effects on performance when they are perceived as bureaucratic or compliance-oriented (Decramer et al., 2021; Spagnoli et al., 2020). In academic institutions, performance outcomes—especially research and publication outputs—are cumulative and time-lagged, which may explain the absence of a significant direct relationship between PMPS and lecturer performance.

### 5.2 Performance Management Process Strength and Job Satisfaction

The findings indicate that PMPS has a strong and positive effect on job satisfaction. This result highlights the importance of transparent evaluation criteria, clear performance expectations, consistent assessment, and constructive feedback in shaping lecturers' satisfaction with their work. Recent empirical studies confirm that employees experience higher job satisfaction when performance management systems are perceived as fair, participative, and developmental (Ho & Kuvaas, 2020; Jang et al., 2023).

In academic contexts, where recognition and procedural justice are highly valued, well-designed performance management processes function as signals of organizational support and respect (Hang et al., 2025). Such systems reduce role ambiguity and uncertainty, thereby enhancing lecturers' emotional attachment to their work and increasing overall job satisfaction.

### 5.3 Performance Management Process Strength and Organizational Commitment

The results also demonstrate a significant positive effect of PMPS on organizational commitment. Lecturers who perceive performance management systems as consistent, transparent, and equitable tend to develop stronger affective commitment toward their institutions. Recent studies show that fair and supportive performance management practices strengthen organizational commitment by enhancing trust and perceived organizational support (Azila-Gbettor et al., 2020; Rubel et al., 2023).

Consistent with Social Exchange Theory, lecturers reciprocate favorable organizational treatment with stronger commitment and loyalty (Cropanzano et al., 2023). In higher education institutions, this commitment reflects lecturers' willingness to align their academic goals with institutional missions, which is essential for sustaining institutional performance and competitiveness.

### 5.4 Job Satisfaction and Lecturer Performance

Job satisfaction is found to have a positive and significant effect on lecturer performance. Recent meta-analytic and empirical studies confirm that satisfied employees demonstrate higher motivation, engagement, and task performance (Wartenberg et al., 2023; Ahrari et al., 2021). In academic environments, satisfied lecturers are more likely to maintain enthusiasm in teaching, persistence in research activities, and proactive involvement in institutional initiatives.

This finding underscores the importance of addressing lecturers' work experiences rather than relying solely on performance measurement systems. Performance improvement initiatives that neglect job satisfaction risk producing superficial compliance rather than sustainable performance enhancement.

### 5.5 Organizational Commitment and Lecturer Performance

Organizational commitment also shows a significant positive effect on lecturer performance. Recent research suggests that committed employees invest greater effort, demonstrate higher responsibility, and show resilience in achieving long-term performance outcomes (Lu et al., 2023; Low, 2024). In higher education, where academic outputs often require sustained effort, commitment plays a crucial role in driving performance. This finding supports recent arguments that commitment-based management approaches are more effective than control-oriented systems in professional and knowledge-intensive settings such as universities (Maarif, 2023).

### 5.6 Mediating Role of Job Satisfaction

The mediation analysis confirms that job satisfaction partially mediates the relationship between PMPS and lecturer performance. This result indicates that PMPS enhances lecturer performance indirectly by fostering positive work experiences that increase satisfaction. Recent studies emphasize that developmental performance management systems improve performance primarily through psychological mechanisms such as satisfaction and motivation (Sharma et al., 2022; Berdicchia et al., 2023). This finding reinforces the perspective that performance management should be conceptualized as a relational and developmental process rather than a purely technical control system.

### 5.7 Mediating Role of Organizational Commitment

Similarly, organizational commitment is found to partially mediate the relationship between PMPS and lecturer performance. Strong performance management processes cultivate lecturers' emotional attachment and loyalty, which subsequently translate into higher performance levels (Anlesinya & Susomrith, 2025). Recent empirical evidence supports this mediating mechanism, highlighting commitment as a key pathway linking HR practices and performance outcomes (Cropanzano et al., 2023; Alnehabi, 2025). The presence of dual mediators—job satisfaction and organizational commitment—indicates that the effect of PMPS on lecturer performance is multidimensional, operating through both affective and attitudinal pathways. This finding strengthens the argument that effective performance management in higher education must prioritize psychological and relational outcomes alongside formal evaluation mechanisms.

## 6. CONCLUSION AND IMPLICATIONS

### 6.1 Conclusion

This study examined the role of Performance Management Process Strength (PMPS) in influencing lecturer performance in Indonesian higher education institutions, with organizational commitment and job satisfaction acting as mediating variables. Using a quantitative approach and Structural Equation Modeling-Partial Least Squares (SEM-PLS), the study provides empirical evidence on how performance management systems operate within academic contexts.

The results demonstrate that PMPS does not have a significant direct effect on lecturer performance. This finding suggests that performance management systems alone are insufficient to directly improve lecturer performance, particularly in higher education environments characterized by professional autonomy and long-term performance outcomes. However, PMPS has a strong and significant positive effect on both job satisfaction and organizational commitment. These findings indicate that lecturers respond positively to performance management processes that are perceived as fair, transparent, and supportive.

Furthermore, job satisfaction and organizational commitment are found to significantly enhance lecturer performance. Both variables partially mediate the relationship between PMPS and lecturer performance, indicating that the influence of performance management is transmitted primarily through attitudinal mechanisms rather than direct performance pressure. Collectively, these results support the assumptions of Social Exchange Theory, which posits that favorable organizational practices generate positive reciprocal attitudes and behaviors among employees.

Overall, this study concludes that effective performance management in higher education should be designed as a developmental and relational system that strengthens lecturers' satisfaction and commitment, thereby enabling sustainable improvements in performance.

### 6.2 Theoretical Implications

This study contributes to the performance management and higher education literature in several ways. First, it extends Social Exchange Theory by empirically demonstrating its applicability in the context of higher education institutions, particularly in explaining how performance management systems influence academic performance indirectly through attitudinal variables.

Second, the study provides evidence that performance management process strength functions as an enabling mechanism rather than a direct performance driver in academic settings. This finding challenges traditional control-oriented views of performance management and highlights the importance of psychological and relational factors in explaining lecturer performance.

Third, by simultaneously examining job satisfaction and organizational commitment as mediators, this study offers a more comprehensive understanding of the mechanisms through which performance management systems affect performance. This integrated model enriches existing research by clarifying the pathways linking institutional practices to individual academic outcomes.

### 6.3 Practical Implications

The findings offer important implications for university leaders and policymakers. First, higher education institutions should move beyond compliance-based performance evaluation systems and focus on strengthening the quality of performance management processes. Emphasis should be placed on clear goal setting, transparent evaluation criteria, consistent implementation, and constructive feedback.

Second, since job satisfaction and organizational commitment play critical roles in enhancing lecturer performance, institutions should design performance management systems that support professional development, recognize academic contributions, and foster a positive work environment. Performance evaluation results should be used not only for administrative reporting but also for career development, training, and recognition.

Third, institutional leaders should recognize that improving lecturer performance requires attention to lecturers' work experiences and perceptions of fairness. Investments in supportive leadership practices and effective communication may yield greater performance benefits than increasing performance control mechanisms.

### 6.4 Policy Implications

From a policy perspective, the results suggest that national higher education performance frameworks should incorporate qualitative and developmental dimensions alongside quantitative workload measures. Policies that encourage transparent, fair, and development-oriented performance management systems may strengthen lecturers' commitment and satisfaction, ultimately contributing to higher education quality and competitiveness.

Aligning institutional performance management systems with national quality assurance standards and international benchmarks may further enhance the effectiveness of lecturer performance evaluation and support Indonesia's higher education global aspirations.

### 6.5 Limitations and Future Research

Despite its contributions, this study has several limitations. The cross-sectional design limits the ability to infer causal relationships over time. Future research may employ longitudinal designs to capture dynamic changes in performance management practices and lecturer attitudes. Additionally, future studies could explore other mediating or moderating variables, such as leadership style, academic autonomy, or organizational culture, to further enrich understanding of lecturer performance dynamics.

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