



The influence of individual and institutional characteristics on lecturer performance: The mediating role of job satisfaction in private universities toward the Society 5.0 era

Yasir Arafat¹⁺

Tri Darmawati²

Nurkardina

Novalia³

Totok Sudiyanto⁴

^{1,2,3,4} PGRI University, Jl. Jend. A. Yani Lorong Gotong Royong Kota
Palembang Sumatera Selatan 30116. Indonesia.

¹Email: yasirarafat@univpgri-palembang.ac.id

²Email: tridarmawati@univpgri-palembang.ac.id

³Email: novalia05@univpgri-palembang.ac.id

⁴Email: Totoktajir1978@gmail.com



(+ Corresponding author)

ABSTRACT

Article History

Received: 16 December 2025

Revised: 31 March 2026

Accepted: 3 July 2026

Published: 12 August 2026

Keywords

Individual characteristics
Institutional characteristics
Job satisfaction
Performance lecturers
Private university.

This study addresses the phenomenon of declining lecturer performance at several private universities in Palembang, which can negatively impact the quality of higher education. Low lecturer performance is often influenced by individual internal factors and the institutional conditions in which they work. Key individual characteristics such as competence, motivation, and personality, as well as institutional factors like organizational culture, reward systems, and leadership, are believed to significantly affect lecturer job satisfaction, which in turn influences their performance. However, research examining the relationship between these factors using an intervening variable approach, particularly in the context of private higher education in Palembang, remains limited. This study presents a novel approach by integrating both individual and institutional characteristics into a single model with job satisfaction as an intervening variable. A quantitative research method with survey techniques was employed, using a purposive sample of permanent lecturers from private universities in Palembang. Data were collected through valid and reliable questionnaires and analyzed using Structural Equation Modeling (SEM) with SmartPLS software. The results revealed that individual characteristics significantly impacted lecturer performance, both directly and indirectly. However, institutional characteristics did not show a significant effect on lecturer performance, either directly or through job satisfaction. These findings highlight the importance of enhancing faculty job satisfaction by focusing on individual characteristics as a strategy to improve lecturer performance. This revision ensures clarity, addresses punctuation issues, and moderates the novelty claim to reflect the study's unique context and approach.

Contribution/Originality: This study contributes to existing literature by combining individual and institutional characteristics into a single model to test their influence on lecturer performance through job satisfaction as an intervening variable. The paper's primary contribution is offering a new approach to the mediating effect of job satisfaction in private higher education.

1. INTRODUCTION

Higher education institutions play a crucial role in producing quality human resources, with lecturers as the key actors who bear significant responsibility in carrying out the educational process through teaching, research, and community service. Optimal lecturer performance is a key indicator of the success of a higher education institution. However, in practice, variations in lecturer performance have been observed at several private universities in

Palembang City, with inconsistencies in research productivity, academic involvement, and student satisfaction with the quality of learning. This highlights the need to better understand the factors influencing lecturer performance. Pandriadi and Mario (2019) argue that the competitiveness of lecturers is an essential factor, as lecturers in Palembang show varied levels of competitiveness, particularly in areas like research productivity and community service funding. Their study found that most lecturers in the economic faculties of private universities in Palembang displayed low competitiveness, which could further affect their performance in terms of academic contribution and overall institutional success.

One factor that influences lecturer performance is individual characteristics, such as competence, personality, and motivation. Robbins and Judge (2017) reveal that individual characteristics greatly determine how a person responds to their tasks and responsibilities at work. Lecturers who are highly motivated and competent tend to perform better. In addition, institutional characteristics such as organizational culture, leadership, reward systems, and managerial support also play an important role in influencing lecturer performance. Syiva, Lestari, Lil'alamin, and Putra (2023) explain that a supportive work environment is both in terms of structure and culture, can increase employee satisfaction and productivity, including lecturers. Similarly, Ladipo, Alegbeleye, Soyemi, and Ikonne (2022) found that institutional factors, such as conducive organizational culture and adequate motivational support, are strongly correlated with research productivity and overall performance of academic staff. They emphasize the importance of a supportive environment and adequate funding to boost lecturer performance, a finding that aligns with the need for effective institutional support to improve lecturer output.

However, the relationship between individual and institutional characteristics and lecturer performance is not always direct. Job satisfaction is often an intervening variable that can bridge this relationship. Arafat and Darmawati (2022) discuss the application of Herzberg's two-factor theory, which states that job satisfaction can increase intrinsic motivation, which in turn has a positive impact on performance. Therefore, it is important to identify the role of job satisfaction in mediating the influence of individual and institutional characteristics on lecturer performance (Lawler, Mohrman, & Ledford, 1995). This study offers novelty by simultaneously testing the influence of individual and institutional characteristics on lecturer performance, with job satisfaction as an intervening variable. Specifically in private universities in Palembang, this study is expected to make an important contribution in filling the gap in the literature on the influence of these factors in the context of higher education, as well as providing practical recommendations for human resource management in private universities to improve lecturer performance through strengthening institutional characteristics and developing individual lecturer competencies.

2. LITERATURE REVIEW

2.1. Job Performance

The Job Demands–Resources (JD-R) model developed by Bakker and Demerouti (2014) explains that performance is influenced by the balance between job demands and the resources available to deal with them. High job demands can cause stress, while adequate resources increase engagement and performance. Meanwhile, the social exchange theory by Cropanzano and Mitchell (2005) highlights the importance of reciprocal relationships in the workplace. Positive social interactions between superiors and subordinates or coworkers can improve performance, while poor relationships can decrease motivation and work output. These two theories show how work factors and social interactions affect individual performance. According to Memon, Khahro, Memon, Memon, and Mustafa (2023), performance is defined as “a record of results produced in a specific job function or activity within a certain period of time.” Meanwhile, the Nabi, Shah, and Bukhari (2022) define performance appraisal as “Performance appraisal is the process by which an organization evaluates job performance.” Performance measurement is the process of assessing work progress against predetermined goals, including information on the efficient use of resources, the quality of goods and services, and the effectiveness of actions in achieving those goals.

2.2. Organizational Behavior

Regarding individual and organizational characteristics, Robbins and Judge (2017) argue that character, attitude, and behavior, or the relatively stable abilities of individuals in dealing with situations in the workplace, are formed from the synergy between character, self-concept, internal motivation, and contextual knowledge capacity. There are five main characteristics of competence that influence individual performance, namely: (a) Motive, which reflects the drive to realize something in the form of consistent actions; (b) Character, which is a mental characteristic and consistency of response to stimuli, pressure, or certain situations; (c) Self-concept, which describes the noble values upheld by a person and their attitude towards the future or surrounding phenomena; (d) Knowledge, which is meaningful information possessed in a particular field; and (e) Skills, which are the ability to perform physical or mental work. These five dimensions interact and synergize to form individual competence.

Individual characteristics in terms of abilities, expertise, background, and psychology are expected to predict a person's actions or behavior, which ultimately affect performance. Luthans and Youssef (2007) further classify individual competence into three main dimensions: (a) intellectual competence, (b) emotional competence, and (c) social competence. Intellectual competence is an individual's ability to handle problems in the workplace, which is formed from the synergy between character, self-concept, internal motivation, and contextual knowledge capacity (Nahapiet & Ghoshal, 1998).

2.3. Job Satisfaction

Job satisfaction refers to the general attitude of employees towards their work. Sutrisno (2019) provides two definitions of job satisfaction. First, job satisfaction is viewed as a complex emotional reaction, which is the result of employees' drives, desires, demands, and expectations towards their work in relation to the reality they perceive. This emotional reaction can take the form of feelings of happiness, satisfaction, or dissatisfaction. Second, job satisfaction is defined as employees' attitudes toward their work in relation to the work situation, cooperation among employees, the recognition they receive, and physical and psychological factors. These attitudes toward work are the result of individuals' attitudes toward various work factors, self-adjustment, and social relationships outside of work.

According to Hakim, Sudarijati, and Yuningsih (2023), job satisfaction is an important issue because it provides great benefits for individuals, industries, and society. For individuals, research on job satisfaction can increase their happiness in life. For industries, job satisfaction can increase production and reduce costs through improvements in employee attitudes and behavior. Meanwhile, for society, job satisfaction has an impact on the maximum results achieved by industries and the improvement of human resource quality in the context of work.

Gatiningtyas and Primadineska (2022) formulate job satisfaction indicators in five aspects: 1) satisfaction with salary, 2) satisfaction with promotion, 3) satisfaction with coworkers, 4) satisfaction with superiors, and 5) satisfaction with the job itself. Thus, job satisfaction can be concluded as part of life satisfaction related to employees' feelings and attitudes toward their work, which plays an important role in helping companies achieve their goals.

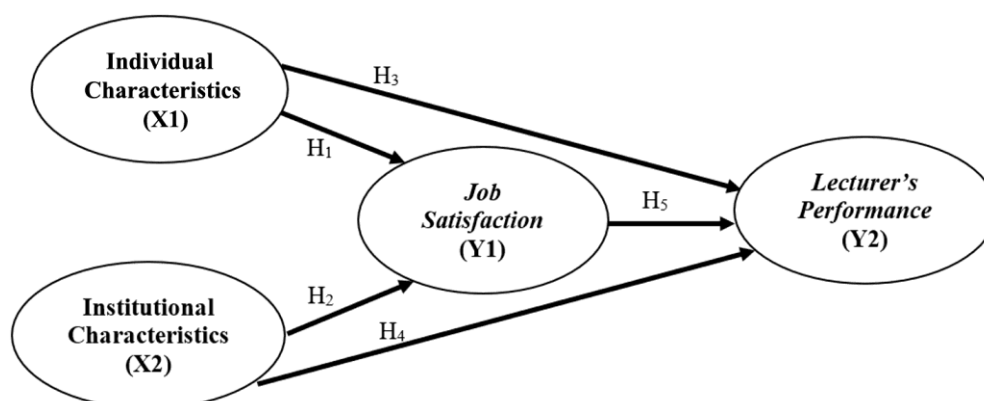


Figure 1. Framework Research.

Figure 1 illustrates the research framework based on a review of the literature and previous research, highlighting important hypotheses that serve as the foundation for further research.

- H₁: Individual characteristics have a positive effect on the job satisfaction of lecturers at private universities in Palembang.*
H₂: Institutional characteristics have a positive effect on the job satisfaction of lecturers at private universities in Palembang.
H₃: Job satisfaction has a positive effect on lecturer performance at private universities in Palembang City.
H₄: Individual characteristics have a positive effect on lecturer performance at private universities in Palembang City.
H₅: Institutional characteristics have a positive effect on lecturer performance at private universities in Palembang City.
H₆: Job satisfaction mediates the effect of individual characteristics on lecturer performance.
H₇: Job satisfaction mediates the effect of institutional characteristics on lecturer performance.

3. METHODOLOGY

This study is situated within the field of human resource management, specifically in the higher education sector, focusing on the analysis of the influence of individual and institutional characteristics on lecturer performance, with job satisfaction as an intervening variable. The data utilized in this study consists of both quantitative and qualitative data (Agustianti et al., 2022). The types of data used in this study are: quantitative data, in the form of scores from respondents' questionnaire answers measured using a Likert scale; and supporting qualitative data, such as general descriptions of institutional profiles and information relevant to the observed variables. The sampling method is described as purposive, but the rationale and procedure for this sampling approach are not adequately outlined. Furthermore, there is no explanation of the steps taken to minimize common method bias, which is critical when all variables are collected through self-report questionnaires.

The study adopts a quantitative approach with explanatory research aimed at explaining causal relationships between variables through hypothesis testing. There are 12 private universities with faculties of economics in Palembang City, with a sample of 150 respondents (PGRI University of Palembang, Bina Darma University, Indo Global Mandiri University, Muhammadiyah University, Taman Siswa University, Tridianti University, Palembang University, Multi Data University, IBA University, Khatolik Musi Charitas University, Sjakhyakirti University, Sumatera Selatan University). The population in this study consists of all permanent lecturers at the Faculty of Economics and Business at private universities in Palembang City, registered with the Higher Education Service Institution (LLDIKTI) Region II. A purposive sampling technique was employed, whereby participants were selected based on specific criteria: (1) permanent lecturers holding a National Lecturer Identification Number (NIDN) and a lecturer certification (Serdos); (2) a minimum of two years of work experience; (3) an academic rank of at least Assistant Professor; and (4) active involvement in teaching during the current academic year. The collected data will be analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (SmartPLS). SEM-PLS was chosen because it is suitable for latent variables with multiple indicators, does not require normally distributed data, and is appropriate for small to medium sample sizes (Praditya & Purwanto, 2024).

However, several critical methodological elements are not clearly presented. The study does not explain the measurement items used to operationalize individual characteristics, institutional characteristics, job satisfaction, and performance, nor does it clarify whether these constructs are reflective or formative, which is crucial in PLS-SEM. Structural Equation Modeling using the Partial Least Squares approach (SEM-PLS) is employed in this study because it is suitable for analyzing complex relationships among latent variables and does not require strict assumptions of data normality. SEM-PLS is appropriate for relatively moderate sample sizes and is effective for predictive-oriented research. Additionally, this method allows simultaneous assessment of the measurement model and the structural model, enabling robust evaluation of both indicator validity and reliability, as well as the hypothesized relationships among constructs.

4. ANALYSIS AND RESULTS

4.1. Demographic Profile

The characteristics of respondents in this study were analyzed based on several variables, namely gender, age, length of service, The highest level of education, and academic position. This analysis provides an overview of the respondent profile, which includes the proportion of genders, age groups, work experience, Education levels and academic positions held by lecturers at the Faculty of Economics and Business at a private university in Palembang are shown in Table 1.

Table 1. Demographic details.

Description	Details	Frequency	Percentage
Gender	Male	54	36.67
	Female	96	64.00
Educational background	Master's degree	122	81.33
	Doctoral degree	28	18.67
Age	20-25	7	4.67
	26-30	13	8.67
	31-35	13	8.67
	36-40	24	16.00
	40-50	60	40.00
	>50	33	22.00
Length of service	1-3	9	6.00
	4-6	17	11.3
	7-9	28	18.67
	>9	96	64.00
Academic position	Head lecturer	4	2.67
	Lecturer	66	44.00
	Assistant expert	80	53.33

Based on gender, most respondents were female (64%), with 36.67% male. Regarding educational background, the majority of respondents had a Master's degree (81.33%), while the other 18.67% had a Doctorate degree.

Based on age, the 40-50 age group dominated with a percentage of 40%, followed by the >50 age group (22%). The 36-40 age group accounted for 16%, and the 20-30 age group had 4.67% for 20-25 years old, and 8.67% for 26-30 and 31-35 years old.

In terms of length of service, most respondents had more than 9 years of work experience (64%), followed by 7-9 years (18.67%), 4-6 years (11.3%), and 1-3 years (6%). Finally, in terms of academic position, the majority of respondents were Assistant experts (53.33%), followed by Lecturers (44%), and Head Lecturers (2.67%).

4.2. Reliability and Validity Test

To test convergent validity, outer loadings and Average Variance Extracted (AVE) values are used. The following table shows the loading factor values of the indicators processed by the researcher using SmartPLS 4 software:

Table 2. Factor loading values.

Indicator	Individual characteristics	Institutional characteristics	Job satisfaction	Performance
X1.1	0.757			
X1.2	0.772			
X1.3	0.753			
X1.4	0.717			
X1.5	0.730			
X1.6	0.831			
X1.7	0.863			
X1.8	0.772			
X1.9	0.739			
X2.1		0.971		

Indicator	Individual characteristics	Institutional characteristics	Job satisfaction	Performance
X2.2		0.939		
X2.3		0.990		
X2.4		0.814		
X2.5		0.857		
X2.6		0.930		
X2.7		0.952		
X2.8		0.979		
X2.9		0.922		
X3.1			0.817	
X3.2			0.828	
X3.3			0.706	
X3.4			0.874	
X3.5			0.892	
X3.6			0.924	
X3.7			0.900	
X3.8			0.785	
X3.9			0.710	
X3.10			0.774	
Y1				0.911
Y2				0.808
Y3				0.730
Y4				0.911
Y5				0.829
Y6				0.895
Y7				0.732
Y8				0.861

Table 2 presents the factor loading values, where the convergent validity test results show that all indicators in each variable have a value of more than 0.70, indicating that the data is valid and can be used for further research.

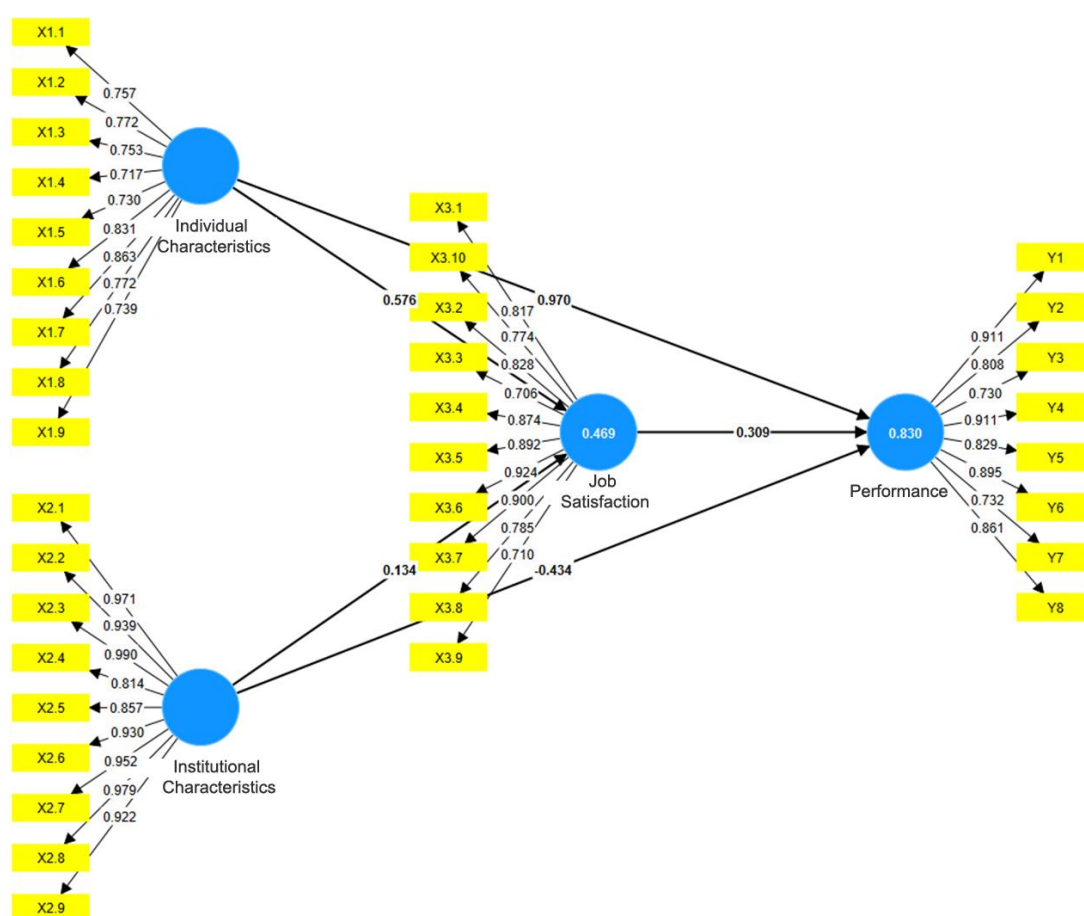


Figure 2. Graphic model indicator reliability – outer loadings.

Figure 2 shows the outer loadings of the graphic model, which represent the reliability of the indicators in measuring the latent variables. Each value indicates the strength of the relationship between the observed variables (indicators) and their corresponding constructs. Higher values (above 0.70) suggest strong reliability and validity of the indicators for further analysis.

Table 3. Average variance extracted (AVE) values.

Variables	AVE	Sign	Limit	Test Results
Individual Characteristics	0.916	>	0.50	Valid
Institutional Characteristics	0.980	>	0.50	Valid
Job Satisfaction	0.946	>	0.50	Valid
Performance	0.938	>	0.50	Valid

Table 3 presents the Average Variance Extracted (AVE) values, which measure the extent to which a construct (variable) can explain the variance of its measurement items. A high AVE value indicates that the construct explains most of the variance in the data, while an excessively high value may signal issues like item redundancy or overfitting in the model. In this study, the AVE value for Institutional Characteristics reached 0.980, which is very high and unusual. Such a high AVE value raises the possibility of reporting errors or item redundancy in measuring the construct. For example, if the measurement items used are too similar or not sufficiently varied, this can lead to an overestimation of the AVE and cause overfitting in the model. Additionally, this high AVE value may also reflect problems in the measurement construction, which may require further revision or review of the measurement items used for institutional characteristics. Meanwhile, the AVE values for Individual Characteristics, Job Satisfaction, and Performance were 0.916, 0.946, and 0.938, respectively, all of which were higher than the minimum acceptable limit of 0.50. This indicates that the three constructs had good convergent validity and that the measurement items adequately explained the variance in the data. However, it is still necessary to consider whether there is potential redundancy or overfitting in each construct, even though their AVE values show good results. To avoid these problems, it is necessary to conduct a more in-depth evaluation of the measurement items and the model as a whole.

4.3. Discriminant Validity Test

After conducting the convergent validity test, the next step is to conduct a discriminant validity test using cross-loading values. An indicator can be considered valid if its cross-loading value on the variable is the highest compared to other variables (3). The discriminant validity test will be conducted in two stages, namely the cross-loading test and the Fornell–Larcker test. The following are the details of the cross-loading test results.

Table 4. Cross-loading values.

Indicator	Individual characteristics	Institutional characteristics	Job satisfaction	Performance
X1.1	0.757	0.957	0.537	0.468
X1.2	0.772	0.944	0.544	0.502
X1.3	0.753	0.868	0.483	0.466
X1.4	0.717	0.756	0.395	0.423
X1.5	0.730	0.442	0.661	0.901
X1.6	0.831	0.470	0.525	0.808
X1.7	0.863	0.482	0.534	0.728
X1.8	0.772	0.377	0.462	0.669
X1.9	0.739	0.338	0.494	0.656
X2.1	0.763	0.971	0.562	0.503
X2.2	0.748	0.939	0.579	0.504
X2.3	0.780	0.990	0.567	0.511
X2.4	0.601	0.814	0.457	0.381
X2.5	0.613	0.857	0.456	0.351

Indicator	Individual characteristics	Institutional characteristics	Job satisfaction	Performance
X2.6	0.698	0.930	0.521	0.443
X2.7	0.718	0.952	0.525	0.428
X2.8	0.767	0.979	0.553	0.483
X2.9	0.725	0.922	0.587	0.480
X3.1	0.533	0.512	0.817	0.522
X3.2	0.546	0.535	0.828	0.540
X3.3	0.600	0.498	0.706	0.647
X3.4	0.665	0.606	0.874	0.687
X3.5	0.633	0.560	0.892	0.667
X3.6	0.624	0.479	0.924	0.666
X3.7	0.561	0.423	0.900	0.627
X3.8	0.489	0.355	0.785	0.519
X3.9	0.417	0.328	0.710	0.475
X3.10	0.444	0.381	0.774	0.483
Y1	0.717	0.421	0.693	0.911
Y2	0.831	0.470	0.525	0.808
Y3	0.581	0.407	0.491	0.730
Y4	0.717	0.421	0.693	0.911
Y5	0.614	0.356	0.629	0.829
Y6	0.669	0.360	0.631	0.895
Y7	0.593	0.320	0.532	0.732
Y8	0.876	0.512	0.602	0.861

Table 4 explains how cross-loading tests are used to measure discriminant validity, which shows the extent to which an indicator only measures the intended construct. In general, an indicator is considered valid if its loading value on the original construct is higher than its loading value on other constructs.

The cross-loading test results show that each indicator has the highest loading value on the construct it measures, when compared to other constructs. This indicates that each indicator adequately represents the latent variable being measured.

Therefore, it can be concluded that this research model meets the criteria for discriminant validity, and the indicators used are appropriate to be retained in the model.

Table 5. Fornell–Larcker test results.

Variables	Individual characteristics	Institutional characteristics	Job satisfaction	Performance
Individual characteristics	0.772			
Institutional characteristics	0.770	0.930		
Job satisfaction	0.679	0.578	0.824	
Performance	0.846	0.492	0.718	0.838

Based on Table 5, it can be seen that all variables have coefficient values greater than 0.7. This indicates that the criteria set have been met.

4.4. Reliability Test

The reliability test aims to determine the correlation between factors in the test and other factors. Based on the reliability test, it can be said that the test meets the requirements if the value of the latent variable tested is greater than 0.70, both for Cronbach's alpha and composite reliability values. The following are the results of data processing based on Cronbach's alpha and composite reliability values.

Table 6. Cronbach's alpha and composite reliability values.

Variables	Cronbach's alpha	Composite reliability	Sign.	Limit	Test results
Individual characteristics	0.916	0.926	>	0.70	Reliable
Institutional characteristics	0.980	0.984	>	0.70	Reliable
Job satisfaction	0.946	0.953	>	0.70	Reliable
Performance	0.938	0.945	>	0.70	Reliable

Based on the Table 6 test results, all variables tested have Cronbach's alpha and composite reliability values greater than 0.70, so all variables tested are declared reliable, and each indicator is able to represent its own variable.

4.5. Assessing the Effect of R

The R² value is shown in Table 7.

Table 7. R-squared value.

Construct	R square
Job satisfaction	0.469
Performance	0.830

Based on Table 7, the R-squared value for the Job Satisfaction variable is 0.469, which means that approximately 46.9% of the variation in Job Satisfaction can be explained by the independent variables included in the research model. This means that almost half of the factors affecting Job Satisfaction cannot be explained by this model, so there are still other variables that need to be considered to explain the remaining variation.

Meanwhile, the R-squared value for the Performance variable is 0.830, which indicates that 83% of the variation in Performance can be explained by the independent variables used. This shows that the model has a fairly good explanatory power for Performance, and the factors included in this model are able to explain most of the variation in this variable.

Table 8. Path Coefficient.

Variables	Original sample	T-statistic	P-Value	Decision
Individual characteristics on performance	0.124	4.587	0.000	Accept
Institutional characteristics on performance	0.041	1.218	0.155	Rejected
Individual characteristics of job satisfaction	0.400	6.079	0	Accepted
Institutional characteristics of job satisfaction	0.093	1.327	0.128	Rejected
Job satisfaction towards performance	0.215	6.205	0.000	Accepted
Individual characteristics and job satisfaction on performance	0.124	4.587	0	Accepted
Institutional characteristics and job satisfaction on performance	0.041	1.218	0.155	Rejected

Table 8 presents the path coefficients, which represent the strength and direction of the relationships between the variables in the model. These coefficients indicate how strongly one variable influences another, with positive values showing a positive relationship and negative values indicating an inverse relationship.

4.6. Hypothesis Test Results

In this study, path coefficient values (original sample) were used to indicate the strength of the relationship between variables. If the path coefficient result has a sign of +1, this indicates a strong positive relationship between variables, while a sign of -1 indicates a strong negative relationship. The test was conducted with a significance level of α of 5% (0.05), which means that a latent variable is considered to have a significant effect on other latent variables

if the t-statistic value is greater than 1.96. Conversely, a t-statistic value of less than 1.96 indicates that the effect between the latent variables tested is not significant. In addition, if the p-value is less than 0.05, this indicates that one variable can influence another, while a p-value greater than 0.05 indicates that there is no significant influence between the variables. In this study, hypothesis testing was conducted to determine the direct influence of the variables in the research model.

5. DISCUSSION

The study provides clear evidence that individual characteristics significantly affect lecturer performance, both directly and indirectly through job satisfaction. Key factors such as academic ability, teaching skills, motivation, and overall work attitude are crucial for enhancing lecturer performance. Lecturers with strong individual characteristics tend to experience higher job satisfaction, which subsequently boosts their performance in various aspects, including teaching, research, and community service. Job satisfaction is particularly important as it acts as a mediator, strengthening the positive influence that individual characteristics have on performance. This means that lecturers who are personally motivated, skilled, and competent are not only more likely to perform well but also feel more fulfilled in their roles, creating a positive cycle of motivation and high performance. This finding is supported by recent studies such as one by Kiram, Junaedi, and Arifin (2025) which demonstrated that individual characteristics, including motivation and work attitude, directly influence lecturer performance, with job satisfaction serving as a mediator. Furthermore, emphasized that academic ability and teaching skills significantly correlate with job satisfaction and, thereby, lecturer performance (Wardiansyah, Indrawati, & Kurniawati, 2024).

On the other hand, the study shows that institutional characteristics, including factors such as available facilities, organizational policies, and cultural elements of the institution, do not have a significant direct impact on lecturer performance. Although these institutional factors can influence job satisfaction, their effect on lecturer performance through job satisfaction is weak. This suggests that while a supportive institutional environment is important for creating a positive work atmosphere, it does not have the same direct influence on performance as individual factors do. Likely, factors such as interpersonal relationships with students and colleagues or the lecturer's personal sense of purpose in their work play a more significant role in job satisfaction and performance outcomes. These findings are consistent with recent literature showing that institutional elements like leadership support, work environment quality, and organizational practices significantly predict job satisfaction but do not always have a direct effect on performance outcomes without the mediating influence of job satisfaction (Mather & Bam, 2025). Additionally, evidence from studies on academic staff satisfaction highlights that although broad institutional policies and resources contribute to perceptions of job satisfaction, their impacts on actual performance measures such as teaching effectiveness and research productivity are frequently mediated by psychological and motivational factors rather than exerting direct influence (Stephen, 2024).

Job satisfaction itself proves to be a critical factor, with a strong direct effect on lecturer performance. Lecturers who feel satisfied with their work are more motivated, committed, and engaged, which leads to improved performance across various academic responsibilities. The study confirms that job satisfaction strengthens the relationship between individual characteristics and lecturer performance, acting as a mediator that amplifies the effects of individual factors on professional outcomes. This indicates that institutions should prioritize fostering job satisfaction through enhancing individual characteristics, such as providing support for professional development and maintaining a positive work culture, to ensure high levels of performance. This is supported by recent findings, which showed a strong correlation between job satisfaction and lecturer performance, with job satisfaction acting as a mediator in improving work outcomes in higher education institutions (Tep & Rosli, 2025). Similarly, a study by Sancoko, Yuliawan, Al Aufa, and Yuliyanto (2023) and Siswanto and Yuliana (2022) confirmed that job satisfaction is a critical predictor of lecturer performance, strengthening the link between individual characteristics and their performance.

In conclusion, while institutional characteristics do play a role in job satisfaction, individual characteristics have a more substantial impact on lecturer performance, both directly and through job satisfaction. The findings emphasize the importance of focusing on individual growth and ensuring high levels of job satisfaction as key strategies for improving lecturer performance in academic environments. Institutions should concentrate on personal development, motivation, and support to create a conducive environment for lecturers to perform at their best. This conclusion is supported by research by Habibi and Prasetyo (2022) which underscored that personal development and motivation are the most influential factors in enhancing lecturer performance.

Funding: This research was funded by Universitas PGRI Palembang, Indonesia, under the institutional research grant program. The funding body provided financial support for the research activities, including data collection and publication preparation.

Institutional Review Board Statement: This study involved minimal risk and adhered to ethical guidelines for social science field research. Formal approval from an ethics committee was not required because the study only involved voluntary survey data from participants, in accordance with the policies of Universitas PGRI Palembang, Indonesia. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participants' confidentiality.

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

- Agustianti, R., Nussifera, L., Angelianawati, L., Meliana, I., Sidik, E. A., Nurlaila, Q., & Hardika, I. R. (2022). *Quantitative and qualitative research methods*. Makassar, Indonesia: Tohar Media.
- Arafat, Y., & Darmawati, T. (2022). The influence of competence and leadership on job satisfaction and the implications for performance. *KnE Social Sciences*, 7(14), 639–653. <https://doi.org/10.18502/kss.v7i14.12017>
- Bakker, A. B., & Demerouti, E. (2014). Job demands–resources theory. In C. L. Cooper (Ed.), *Wellbeing: A complete reference guide, Work and wellbeing*. In (Vol. 3, pp. 1–28). Chichester, UK: Wiley-Blackwell.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Gatiningtyas, F. L., & Primadineska, R. W. (2022). The influence of job satisfaction, organizational commitment and work-family conflict on turnover intention. *Cakrawala Bisnis: Jurnal Ilmiah Mahasiswa*, 3(1), 67–80.
- Habibi, S., & Prasetyo, M. A. M. (2022). University management: Organizational culture as a factor of university competitiveness. *Development: Studies in Educational Management and Leadership*, 1(1), 1–20. <https://doi.org/10.47766/development.v1i1.638>
- Hakim, H. N. H., Sudarijati, S., & Yuningsih, E. (2023). The influence of employee retention, job satisfaction, and work motivation on employee performance at PT. Asri Buana Image. *Formosa Journal of Applied Sciences*, 2(9), 2225–2246.
- Kiram, S., Junaedi, E., & Arifin, Z. (2025). CIPP-based analysis of industrial work practice effectiveness at a private vocational high school. *Managiera: Jurnal Manajemen Pendidikan Islam*, 10(1), 93–114.
- Ladipo, S. O., Alegbeleye, G. O., Soyemi, O. D., & Ikonke, C. N. (2022). Research productivity of lecturers in federal universities in Nigeria: The place of institutional factors. *International Journal of Research in Library Science*, 8(2), 134–150. <https://doi.org/10.26761/ijrls.8.2.2022.1532>
- Lawler, E. E., Mohrman, S. A., & Ledford, G. E. (1995). *Creating high performance organizations*. San Francisco: Jossey-Bass.
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33(3), 321–349. <https://doi.org/10.1177/0149206307300814>
- Mather, M. F., & Bam, N. E. (2025). Factors influencing academic staff satisfaction and retention in higher education: A literature review. *European Journal of Education*, 60(1), e70025. <https://doi.org/10.1111/ejed.70025>

- Memon, A. H., Khahro, S. H., Memon, N. A., Memon, Z. A., & Mustafa, A. (2023). Relationship between job satisfaction and employee performance in the construction industry of Pakistan. *Sustainability*, 15(11), 8699. <https://doi.org/10.3390/su15118699>
- Nabi, G., Shah, N. H., & Bukhari, S. A. R. (2022). Impact of job stress on employee performance and turnover intentions: Evidence from banking sector in Pakistan. *Journal of Humanities, Social and Management Sciences*, 3(2), 116-128. <https://doi.org/10.47264/idea.jhsms/3.2.8>
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *The Academy of Management Review*, 23(2), 242-266. <https://doi.org/10.5465/amr.1998.533225>
- Pandriadi, P., & Mario, A. (2019). Analysis of lecturers' competitiveness in facing the ASEAN economic community era (Case study of lecturers of the faculty of economics at private universities in Palembang City). *EKOMBIS REVIEW: Jurnal Ilmiah Ekonomi Dan Bisnis*, 7(1), 36-43. <https://doi.org/10.37676/ekombis.v7i1.698>
- Praditya, R. A., & Purwanto, A. (2024). Linking the influence of dynamic capabilities and innovation capabilities on competitive advantage: PLS-SEM analysis. *Professional Education Studies and Operations Research*, 1(2), 6-10.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Boston, MA: Pearson.
- Sancoko, S., Yuliawan, R., Al Aufa, B., & Yuliyanto, H. (2023). The effects of job satisfaction on lecturer performance: Case study in faculty x Universitas Indonesia. *Jurnal Pendidikan Teknologi dan Kejuruan*, 29(1), 45-58. <https://doi.org/10.21831/jptk.v29i1.47683>
- Siswanto, & Yuliana, I. (2022). Linking transformational leadership with job satisfaction: The mediating roles of trust and team cohesiveness. *Journal of Management Development*, 41(2), 94-117. <https://doi.org/10.1108/JMD-09-2020-0293>
- Stephen, V. A. (2024). Key factors influencing job satisfaction among academic staff in the university. *Journal of Human Resource and Sustainability Studies*, 12(3), 399-414. <https://doi.org/10.4236/jhrss.2024.123022>
- Sutrisno, E. (2019). *Human resource management*. Jakarta, Indonesia: Prenada Media Group.
- Syiva, S. P. N., Lestari, R. A., Lil'alamin, E. B. R., & Putra, R. S. (2023). The effect of work discipline, work motivation, work ethic and work environment on employee work productivity (literature review). *Worldview: Jurnal Ekonomi Bisnis dan Sosial Sains*, 2(1), 43-60. <https://doi.org/10.38156/worldview.v2i1.195>
- Tep, S., & Rosli, R. B. (2025). Unpacking the influence of job satisfaction on lecturers' performance: Evidence among private higher educational sector. *Journal of Social Knowledge Education*, 6(2), 182-190. <https://doi.org/10.37251/jske.v6i2.1483>
- Wardiansyah, D. R., Indrawati, N. K., & Kurniawati, D. T. (2024). The effect of employee motivation and employee engagement on job performance mediated by job satisfaction. *International Journal of Research in Business and Social Science*, 13(1), 220-231. <https://doi.org/10.20525/ijrbs.v13i1.3133>

Views and opinions expressed in this article are the views and opinions of the author(s), Humanities and Social Sciences Letters shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.