

Enhancing Lecturer Performance through Perceived Organizational Support and Visionary Leadership: Evidence from Private Higher Education in Indonesia

Endang Wiyanti^{1*}, Bibin Rubini², Suhendra³

¹Indonesian Language and Literature Education Department, Universitas Indraprasta PGRI
Jakarta, Jakarta, Indonesia

^{2,3}Education Management Department, Universitas Pakuan, Bogor, West Java, Indonesia
Email: endangwiyanti76@gmail.com^{1*}, bibinrubini@gmail.com², suhendra@unpak.ac.id³

DOI: <http://doi.org/10.33650/al-tanzim.v10i4.15500>

Received: 19 May 2026

Revised: 13 August 2026

Accepted: 01 September 2026

Abstract:

This study examines how perceived organizational support and visionary leadership influence lecturer performance, with work motivation as a mediating variable. This quantitative explanatory survey included 147 lecturers from private universities, selected through proportional random sampling from a reachable population of 232. Data were collected through a structured questionnaire and analyzed using path analysis to test causal relationships. This analysis was complemented by the SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) method to translate statistical findings into practical and prioritized managerial recommendations. The results showed that perceived organizational support ($\beta = 0.278$) and visionary leadership ($\beta = 0.212$) each had a positive and significant direct effect on lecturer performance. Both factors also positively influenced work motivation, which in turn significantly improved performance ($\beta = 0.297$); the mediation analysis confirmed that work motivation mediated the effects of organizational support (indirect $\beta = 0.093$) and visionary leadership (indirect $\beta = 0.142$). This study advances the theory of perceived organizational support (POS) and the visionary leadership framework by showing that work motivation serves as a key psychological mechanism linking institutional resources and leadership direction to academic performance outcomes.

Keywords: *One-Stop Integrated Service, Service Management, Customer Satisfaction*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang pengaruh persepsi dukungan organisasi dan kepemimpinan visioner terhadap kinerja dosen, dengan motivasi kerja sebagai variabel mediasi. Survei eksplanatori kuantitatif ini melibatkan 147 dosen dari perguruan tinggi swasta, yang dipilih melalui pengambilan sampel acak proporsional dari populasi yang dapat dijangkau sebanyak 232 orang. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan analisis jalur untuk menguji hubungan kausal. Analisis ini dilengkapi dengan metode SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) untuk menerjemahkan temuan statistik menjadi rekomendasi manajerial yang praktis dan terprioritas. Hasil penelitian menunjukkan bahwa persepsi dukungan organisasi ($\beta = 0,278$) dan kepemimpinan visioner ($\beta = 0,212$) masing-masing memiliki efek langsung yang positif dan signifikan terhadap kinerja dosen. Kedua faktor tersebut juga secara positif memengaruhi motivasi kerja, yang pada gilirannya secara signifikan meningkatkan kinerja ($\beta = 0,297$); analisis mediasi menegaskan bahwa motivasi kerja memediasi efek dari dukungan organisasi (β tidak langsung = $0,093$) dan kepemimpinan visioner (β tidak langsung = $0,142$). Studi ini mengembangkan teori persepsi dukungan organisasi (POS) dan kerangka kepemimpinan

visioner dengan membuktikan bahwa motivasi kerja bertindak sebagai mekanisme psikologis vital yang menghubungkan sumber daya institusional dan arahan kepemimpinan dengan hasil kinerja akademik.

Kata Kunci: Kinerja Dosen, Dukungan Organisasi, Kepemimpinan Visioner, Sitorem

Please cite this article in APA style as:

Wiyanti, E., Rubini, B., & Suhendra. (2026). Enhancing Lecturer Performance through Perceived Organizational Support and Visionary Leadership: Evidence from Private Higher Education in Indonesia. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(4), 1341-1355.

INTRODUCTION

Higher education institutions are increasingly required to demonstrate measurable contributions to teaching quality, research productivity, community engagement, institutional reputation, and graduate competitiveness (Aminah et al., 2025; Batara et al., 2026; Fitriani, 2025; Khomairoh et al., 2025). Within the current higher education quality assurance framework, universities are also expected to meet national standards covering education, research, and community service as integrated components of institutional quality improvement. For private higher education institutions, optimizing this performance is critical; they operate in a highly competitive environment where accreditation status, research visibility, and public trust dictate institutional survival. Lecturer performance is broadly understood as the observable behaviors and contributions that support institutional goals (Colquitt et al., 2019; Achmad et al., 2025; Suciati et al., 2026; Zulqarnain & Ali, 2023). For private higher education institutions, lecturer performance is crucial because competition affects accreditation, research visibility, public trust, and graduate quality. Strong performance enhances institutional quality, while weak performance can harm academic standards.

Perceived organizational support is a key factor affecting lecturer performance, defined as the belief that the organization values their contributions and cares about their well-being. This belief shapes how employees respond to perceived fairness and recognition, rather than formal policies alone. In private higher education, support can take the form of fair workloads, leadership support, recognition of achievements, opportunities for growth, and concern for lecturers' welfare. However, research shows that the link between perceived organizational support and job performance is not always clear. While it can enhance job satisfaction and commitment, its direct impact on task performance can vary (e.g., Wang et al., 2022; Arianto et al., 2024). In bureaucratic settings, superficial support may fail to improve results if it lacks tangible resources or does not meet lecturers' specific needs. Thus, a nuanced evaluation is needed to understand how perceived organizational support can effectively drive performance. Previous studies have shown that perceived organizational support is associated with employee performance and other positive work outcomes (Astuty & Udin, 2020; Rubel et al., 2020; Shabbir et al., 2021). Therefore, perceived organizational support is an important antecedent of lecturer performance.

Visionary leadership may improve lecturer performance in several ways. This means visionary leadership is not limited to having ideas about the future; it also requires the ability to translate those ideas into organizational action. In private higher education, visionary leadership is shown through leaders who communicate a clear vision, encourage lecturers to meet goals, guide research,

support teaching innovations, and make informed strategic choices (Yodsala et al., 2014). Perceived organizational support and visionary leadership are important in understanding lecturer performance in Indonesian private higher education, but more research is needed on their combined effects. Organizational support offers resources and recognition, while visionary leadership provides direction and inspiration, both enhancing lecturer performance and motivation.

A strong framework for understanding this involves explaining the psychological reasons behind the connections between organizational support, visionary leadership, and performance. Work motivation involves the forces that start, guide, and maintain work behavior. It affects how much effort a person puts into achieving goals (Robbins & Judge, 2018). In academia, motivation impacts lecturers' willingness to prepare teaching materials, conduct research, publish, engage in community service, and participate in institutional activities. Self-determination theory suggests that motivation increases when people feel autonomy, competence, and relatedness at work (Deci & Ryan, 2000). Thus, work motivation serves as the key link, turning external support and leadership into the internal drive needed to succeed in academia. Work motivation can mediate the link between organizational support, visionary leadership, and lecturer performance. Support and leadership create positive conditions, while motivation drives work effort and performance. Studies show that motivated educators tend to perform better, as seen in research by Forson et al. (2021). This study examines how perceived organizational support and visionary leadership affect lecturer performance in Indonesian private higher education, focusing on work motivation as a key factor.

RESEARCH METHODS

This study used a quantitative explanatory survey design to examine how perceived organizational support and visionary leadership affect lecturer performance through work motivation, using structured questionnaires and path analysis to assess direct and indirect relationships (Creswell & Creswell, 2018). The study treated perceived organizational support and visionary leadership as exogenous variables, work motivation as a mediating variable, and lecturer performance as the endogenous variable, and used SITOREM analysis to identify indicators requiring improvement or maintenance. The study was conducted among private higher education institutions in South Jakarta, Indonesia, with a target population of 4,697 lecturers and an accessible population of 232 lecturers; 147 lecturers were selected using the Yamane formula with a 5% margin of error (Yamane, 1967). Ethical clearance was obtained from the Universitas Pakuan ethics committee, and all participants provided written informed consent; participation was voluntary, confidentiality and anonymity were ensured, and data were securely stored and used solely for academic purposes.

The sample was selected using proportional random sampling. This technique ensured proportional representation of lecturers from each selected institution. Table 1 presents the sample distribution.

Table 1. Population and Sample Distribution

No.	District	Institution	Accessible Population	Sample
-----	----------	-------------	-----------------------	--------

1	Jagakarsa	Universitas Indraprasta PGRI	140	89
2	Pancoran	Universitas Trilogi	22	14
3	Pasar Minggu	Universitas Siber Asia	10	6
4	Mampang Prapatan	Universitas Paramadina	31	20
5	Tebet	Universitas Sahid	29	18
Total			232	147

This study examined perceived organizational support, visionary leadership, work motivation, and lecturer performance. Perceived organizational support refers to lecturers' perceptions that their institution values and supports them; visionary leadership concerns leaders' ability to provide a clear future direction; work motivation represents internal and external drives to perform; and lecturer performance reflects the fulfillment of academic responsibilities. Data were obtained through structured questionnaires based on theoretical indicators, comprising 35 items for perceived organizational support, 38 for visionary leadership, 35 for work motivation, and 36 for lecturer performance. The instruments covered fairness, support, recognition, welfare, professional growth, vision, goal direction, motivation, risk-taking, intrinsic and extrinsic motivation, and academic duties such as teaching, research, community service, and publication. All measures employed a five-point Likert scale. A pilot test with 30 lecturers outside the main sample assessed validity using Pearson's product-moment item-total correlation, with items accepted when the coefficient exceeded the critical value at the 0.05 significance level. Reliability was assessed using Cronbach's alpha, with ≥ 0.70 considered acceptable (Cronbach, 1951). The finalized questionnaires were administered to eligible lecturers at selected private higher education institutions in South Jakarta, yielding 147 completed responses, which were subsequently coded and screened for analysis.

Data analysis comprised descriptive statistics, prerequisite testing, and path analysis. Descriptive statistics summarized the variables using measures such as means and standard deviations, while normality and multicollinearity tests evaluated the assumptions required for path analysis. Path analysis was then applied to assess the direct and indirect effects of perceived organizational support and visionary leadership on lecturer performance through work motivation (Kline, 2016). Mediation analysis further examined the extent to which work motivation links the independent variables to lecturer performance (Hayes, 2022). Table 2 summarizes analytical procedures.

Table 2. Data Analysis Procedures

Stage	Analysis	Purpose
1	Descriptive statistics	To describe the empirical characteristics of each variable
2	Normality test	To examine whether residuals were normally distributed
3	Multicollinearity test	To ensure that independent variables were not highly correlated
4	Heteroscedasticity test	To examine whether residual variance was constant
5	Path analysis	To test direct effects among variables
6	Mediation analysis	To test indirect effects through work motivation
7	SITOREM analysis	To identify priority indicators for improvement and maintenance

The research model consisted of two substructures. The first substructure examined how perceived organizational support and visionary leadership affected work motivation. The second substructure examined how perceived organizational support, visionary leadership, and work motivation affected lecturer performance.

The structural equations were formulated as follows:

Substructure 1:

$$X_3 = \beta_{31}X_1 + \beta_{32}X_2 + \varepsilon_1$$

Substructure 2:

$$Y = \beta_{Y1}X_1 + \beta_{Y2}X_2 + \beta_{Y3}X_3 + \varepsilon_2$$

Where:

Symbol	Description
X_1	Perceived organizational support
X_2	Visionary leadership
X_3	Work motivation
Y	Lecturer performance
β	Path coefficient
ε	Error term

After the path analysis, SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) was used to give practical advice on improving lecturer performance. It identified key indicators based on their relationships, scores, and expert judgment, which considered cost, benefit, urgency, and importance. It flagged important indicators with low scores for improvement, while those with high scores were recommended for maintenance or development, supporting private higher education management.⁹

RESULTS AND DISCUSSION

Results

Descriptive Statistics

The study involved 147 lecturers from private higher education institutions in South Jakarta. Descriptive statistics described the empirical distribution of the main research variables: perceived organizational support, visionary leadership, work motivation, and lecturer performance. The results show that visionary leadership had the highest mean score ($M = 146.33$, $SD = 16.83$), followed by perceived organizational support ($M = 144.42$, $SD = 16.41$), work motivation ($M = 140.03$, $SD = 14.85$), and lecturer performance ($M = 137.67$, $SD = 13.16$). The descriptive statistics indicate that respondents generally perceived organizational support, visionary leadership, motivation, and lecturer performance at relatively high levels. The original dissertation report presents the descriptive values for all variables, including mean, standard deviation, variance, range, minimum, and maximum scores.

Table 3. Descriptive Statistics of the Main Variables

Variable	N	Mean	SD	Minimum	Maximum
Perceived organizational support	147	144.42	16.41	102	175
Visionary leadership	147	146.33	16.83	108	176
Work motivation	147	140.03	14.85	112	170
Lecturer performance	147	137.67	13.16	106	163

Note. SD = standard deviation.

Assumption Testing

Before starting path analysis, several tests were done to check assumptions. The normality test showed that the residuals were normally distributed, with significance values of .200 for both the lecturer performance and work motivation models, satisfying the normality requirement. Multicollinearity was assessed, and tolerance values were above .10 while VIF values were below 10, indicating no issues. The Glejser test showed no heteroscedasticity for perceived organizational support and visionary leadership.

Table 4. Summary of Assumption Testing

Test	Model	Result	Decision
Normality	Lecturer performance model	$p = .200$	Normal
Normality	Work motivation model	$p = .200$	Normal
Heteroscedasticity	POS → Lecturer performance	$p = .912$	Not detected
Heteroscedasticity	VL → Lecturer performance	$p = .411$	Not detected
Heteroscedasticity	WM → Lecturer performance	$p = .547$	Not detected
Heteroscedasticity	POS → Work motivation	$p = .707$	Not detected
Heteroscedasticity	VL → Work motivation	$p = .242$	Not detected

Note. POS = perceived organizational support; VL = visionary leadership; WM = work motivation.

Path Analysis

Path analysis examined the direct and indirect effects among perceived organizational support, visionary leadership, work motivation, and lecturer performance. The structural model consisted of two substructures. The first substructure examined how perceived organizational support and visionary leadership affected work motivation. The second substructure examined the effects of perceived organizational support, visionary leadership, and work motivation on lecturer performance. To evaluate the structural model beyond the coefficient of determination (R^2), we calculated effect size statistics (f^2) to assess the practical significance and magnitude of each predictor's impact.

Furthermore, the overall model fit was rigorously evaluated using goodness-of-fit indices appropriate for variance-based structural equation modeling. The model demonstrated satisfactory fit, as evidenced by a Standardized Root Mean Square Residual (SRMR) of 0.062—well below the recommended threshold of 0.08—and a Normed Fit Index (NFI) of 0.935, indicating strong model adequacy. Analysis of the f^2 values indicated that visionary leadership had a large effect on work motivation ($f^2 = 0.315$), while perceived organizational support demonstrated a moderate effect ($f^2 = 0.172$). Similarly, work motivation showed a substantive effect on lecturer performance

($f^2 = 0.214$). These metrics collectively confirm the practical significance and robustness of the proposed conceptual framework.

The first substructure showed that perceived organizational support had a positive and significant effect on work motivation ($\beta = .311, p < .001$). Visionary leadership also positively and significantly affected work motivation ($\beta = .479, p < .001$). The model explained 58.2% of the variance in work motivation, indicating that organizational support and visionary leadership substantially contributed to lecturers' motivation. In the original model, personality was also included as a predictor of work motivation, but the present article focuses only on the organizational and leadership variables.

Table 5. Path Coefficients Predicting Work Motivation

Predictor	B	SE	95% CI Lower	95% CI Upper	β	z	p
Perceived organizational support	0.2818	0.0604	0.1635	0.400	.311	4.67	< .001
Visionary leadership	0.4226	0.0602	0.3046	0.541	.479	7.02	< .001

Note. Dependent variable = work motivation. The broader dissertation model also included personality as a predictor.

The second substructure showed that perceived organizational support had a positive and significant direct effect on lecturer performance ($\beta = .278, p < .001$). Visionary leadership also had a positive and significant direct effect on lecturer performance ($\beta = .212, p = .004$). Work motivation had the strongest direct effect on lecturer performance among the variables discussed in this article ($\beta = .297, p < .001$). The model explained 62.9% of the variance in lecturer performance. Beyond statistical significance, these findings carry substantial practical implications for higher education management. The magnitude of the effect of work motivation ($\beta = .297$) indicates that a lecturer's internal drive is the most critical determinant of their academic output. However, this motivation and subsequent performance do not exist in a vacuum. The substantial direct effect of perceived organizational support ($\beta = .278$) demonstrates that when management invests in fair policies, adequate facilities, professional development, and lecturer welfare, it yields a tangible return on investment in the form of elevated teaching and research quality. Furthermore, the significant role of visionary leadership ($\beta = .212$) highlights that academic administrators cannot merely manage day-to-day administrative tasks; they must actively provide a clear, inspiring strategic roadmap. Practically, because these three variables account for nearly 63% of the variance in performance, university decision-makers should prioritize allocating resources to build supportive institutional climates and train deans and department heads in visionary leadership, as these are proven, actionable levers for maximizing academic productivity and institutional competitiveness.

Table 6. Path Coefficients Predicting Lecturer Performance

Predictor	B	SE	95% CI Lower	95% CI Upper	β	z	p
Perceived organizational support	0.223	0.0540	0.1167	0.329	.278	4.12	< .001
Visionary leadership	0.166	0.0581	0.0522	0.280	.212	2.86	.004
Work motivation	—	—	—	—	.297	—	< .001

Note. Note. Dependent variable = lecturer performance. B = unstandardized coefficient, SE = standard error, CI = confidence interval, β = standardized coefficient.

Indirect Effects Through Work Motivation

The mediation analysis showed that work motivation significantly mediated the effect of perceived organizational support on lecturer performance. The indirect effect of perceived organizational support on lecturer performance through work motivation was positive and significant ($\beta = .093$, $p = .003$). This indicates that lecturers who perceived stronger institutional support tended to have higher work motivation, which subsequently improved their performance.

Work motivation also significantly mediated the effect of visionary leadership on lecturer performance. The indirect effect of visionary leadership on lecturer performance through work motivation was positive and significant ($\beta = .142$, $p = .001$). This finding suggests that visionary leadership improves lecturer performance not only directly, but also indirectly by strengthening lecturers' motivation.

Table 7. Indirect Effects Through Work Motivation

Indirect Path	β	p	Decision
POS → Work motivation → Lecturer performance	.093	.003	Supported
VL → Work motivation → Lecturer performance	.142	.001	Supported

Note. POS = perceived organizational support; VL = visionary leadership.

Hypothesis Testing Summary

The findings supported all hypotheses proposed in this article. Perceived organizational support significantly and positively affected lecturer performance and work motivation. Visionary leadership also had a significant positive effect on lecturer performance and work motivation. Work motivation had a significant positive effect on lecturer performance and functioned as a significant mediating variable in the relationships between perceived organizational support, visionary leadership, and lecturer performance. The dissertation report confirms that organizational support had a direct effect on performance of $\beta = .278$ and an indirect effect through motivation of $\beta = .093$. In contrast, visionary leadership had a direct effect on performance of $\beta = .212$ and an indirect effect through motivation of $\beta = .142$.

Table 8. Summary of Hypothesis Testing

Hypothesis	Relationship	β	p	Result
H1	POS → Lecturer performance	.278	< .001	Supported
H2	VL → Lecturer performance	.212	.004	Supported
H3	POS → Work motivation	.311	< .001	Supported

H4	VL → Work motivation	.479	< .001	Supported
H5	Work motivation → Lecturer performance	.297	< .001	Supported
H6	POS → Work motivation → Lecturer performance	.093	.003	Supported
H7	VL → Work motivation → Lecturer performance	.142	.001	Supported

Note. POS = perceived organizational support; VL = visionary leadership.

Interpretation of Findings

The results indicate that lecturer performance in private higher education can improve with stronger organizational support and visionary leadership. Perceived organizational support directly improved lecturer performance, suggesting that lecturers who feel valued, supported, and treated fairly by their institutions are more likely to perform better in teaching, research, community service, publication, and academic support activities. This finding supports organizational support theory, which argues that employees tend to reciprocate organizational care and recognition through positive work behavior.

Visionary leadership also had a significant direct effect on lecturer performance. This means that leaders who can communicate a clear future direction, encourage goal achievement, and guide lecturers toward institutional success can improve lecturer performance. The stronger effect of visionary leadership on work motivation ($\beta = .479$) also suggests that leadership plays an important role in shaping lecturers' psychological readiness and enthusiasm to perform academic duties.

Work motivation emerged as an important mediating mechanism. The indirect effect of visionary leadership through motivation ($\beta = .142$) was stronger than the indirect effect of perceived organizational support through motivation ($\beta = .093$). This suggests that, in private higher education, visionary leadership may be particularly important in stimulating motivation that leads to improved lecturer performance. Overall, the findings show that improving lecturer performance requires both institutional support systems and leadership practices that can strengthen lecturers' motivation.

Discussion

This study shows that perceived organizational support and visionary leadership significantly improve lecturer performance in private higher education, with work motivation playing a key role. In the competitive and regulated private higher education environment, lecturer performance is not just about personal skill; it is affected by the institutional environment. The study finds that organizational support and visionary leadership meet lecturers' basic psychological needs, reduce burnout, and create a safe space where lecturers feel valued. This result supports organizational support theory, which argues that employees who perceive that their organization values their contribution and cares about their well-being tend to respond through positive work attitudes and stronger performance.

Rubel et al. (2020) found that perceived organizational support plays an important role in linking high-performance work practices with work outcomes.

The findings show that visionary leadership has a positive and significant effect on work motivation, demonstrating the strongest path coefficient in the entire model ($\beta = 0.479$). Visionary leadership shapes this motivation by formulating a shared vision, providing intellectual inspiration, and establishing clear strategic direction. By providing a clear strategic roadmap, visionary leaders reduce role ambiguity and inspire educators to exceed minimum standards. Consequently, a leader's ability to project a shared vision and inspire collective action serves as the most potent psychological catalyst for internal drive, explaining its dominant effect size within the conceptual model. This finding aligns with studies showing that leadership is closely related to motivation and performance. Pujilestari et al. (2023) found that teacher performance can improve by strengthening learning organization and achievement motivation. Sugiarti (2020) also reported that leadership style and work motivation significantly affect employee performance, with leadership playing a dominant role. Novela et al. (2022) found that leadership, motivation, and competence affect job satisfaction and performance. These findings support the present study's argument that leadership can shape motivation, which subsequently contributes to performance. These studies are also listed in the dissertation's relevant research section as supporting evidence for the relationship between perceived organizational support and lecturer performance.

The second finding shows that visionary leadership has a positive and significant direct effect on lecturer performance. This result supports previous studies on visionary leadership in educational settings. Astaryadi et al. (2023) found that visionary leadership directly improves lecturer performance in Indonesian higher education. Wijaya et al. (2023) also reported that visionary leadership, academic atmosphere, and work motivation jointly affect lecturer performance. In addition, Fariha (2023) found that visionary leadership positively affects teacher motivation and performance. These findings strengthen the argument that visionary leadership is not merely a symbolic leadership style but a strategic managerial capacity that can influence academic performance. The dissertation also identifies Astaryadi et al. (2023), Wijaya et al. (2023), and Fariha (2023) as relevant studies supporting the effect of visionary leadership on performance.

The third finding shows that perceived organizational support boosts work motivation among lecturers. In some private institutions with rigid administrative practices, such support may have limited effects if lecturers lack the freedom to innovate. Khadijah et al. (2023) also showed that perceived organizational support strengthens the relationship between achievement motivation and lecturer performance. In addition, Roji and Kurniawan (2024) reported that perceived organizational support and intrinsic motivation are positively associated with job satisfaction. These prior findings indicate that organizational support can influence lecturer outcomes not only directly but also through psychological and motivational pathways.

The fourth finding shows that visionary leadership has a positive and significant effect on work motivation. This result suggests that lecturers are more motivated when leaders provide a clear vision, communicate institutional goals effectively, encourage academic achievement, and create a future-oriented

organizational climate. Leaders who can transform institutional vision into concrete academic direction may increase lecturers' motivation to teach, conduct research, publish, and contribute to institutional development.

This finding aligns with studies showing that leadership is closely related to motivation and performance. Pujilestari et al. (2023) found that teacher performance can improve by strengthening learning organization, transformational leadership, and achievement motivation. Sugiarti (2020) also reported that leadership style and work motivation significantly affect employee performance, with leadership playing a dominant role. Furthermore, Novela et al. (2022) found that leadership, motivation, and competence affect job satisfaction and performance. These findings support the present study's argument that leadership can shape motivation, which subsequently contributes to performance.

The fifth finding confirms that work motivation has a positive direct effect on lecturer performance. This result indicates that motivated lecturers are more likely to perform academic duties effectively. Motivation encourages lecturers to prepare teaching materials, conduct research, publish scholarly work, participate in community service, and support institutional activities. This finding is consistent with motivation theory, which explains that motivation determines the intensity, direction, and persistence of work behavior (Robbins & Judge, 2018). In academic settings, motivation becomes a central psychological resource because lecturers are expected to carry out complex and multidimensional responsibilities. Motivation positively affects lecturer performance, as shown by Arifin et al. (2025) and Ilmi (2024), and multiple studies link it to better academic performance. However, Hassan (2020) found no significant connection between work motivation and job performance in private universities in Karachi, possibly due to differences in institutional culture and how motivation is assessed.

The sixth finding shows that work motivation mediates the effect of perceived organizational support on lecturer performance. This means that organizational support improves lecturer performance not only directly but also indirectly by increasing lecturers' motivation. This result supports the idea that perceived organizational support creates a positive psychological condition that encourages lecturers to reciprocate through improved work behavior. This finding is consistent with Khadijah et al. (2023), who found that perceived organizational support strengthens the effect of achievement motivation on lecturer performance. It also aligns with findings that perceived organizational support affects lecturer performance through mediating mechanisms such as engagement (Faiz et al., 2023; Novitasari & Asbari, 2024; Sintesa et al., 2026). However, the finding differs from Arianto et al. (2024), who reported that work motivation did not mediate the relationship between leadership style, perceived organizational support, and employee performance. This difference suggests that motivation's mediating role may depend on organizational context, type of work, and professional characteristics. In higher education, motivation may be more central because lecturer performance depends heavily on self-directed academic effort.

The seventh finding indicates that work motivation mediates the effect of visionary leadership on lecturer performance. This result suggests that visionary leadership improves lecturer performance partly by increasing lecturers'

motivation. Leaders who communicate a clear future direction and encourage lecturers to achieve institutional goals can strengthen lecturers' sense of purpose and enthusiasm. This motivational process then supports better performance in teaching, research, publication, and institutional service.

This finding supports previous studies showing that leadership and motivation jointly contribute to performance. Pujilestari et al. (2023) demonstrated that leadership and achievement motivation are important factors in improving teacher performance. Wijaya et al. (2023) showed that visionary leadership and work motivation contribute to lecturer performance. Sugiarti (2020) also found that leadership style and motivation significantly influence employee performance. These findings confirm that leadership affects performance not only through formal authority but also through motivational influence.

The findings emphasize that enhancing lecturer performance in private higher education needs a combined managerial approach. Visionary leadership offers strategic direction by setting clear goals and guiding the institution. Therefore, perceived support and visionary leadership are critical for building trust and retaining talent. The study suggests leaders should foster supportive systems and future-focused practices to boost lecturer performance effectively.

CONCLUSION

This study concludes that perceived organizational support and visionary leadership significantly influence lecturer performance in private higher education, both directly and indirectly through work motivation. These findings indicate that organizational support and visionary leadership constitute important organizational mechanisms for strengthening lecturers' motivation and performance. From a theoretical perspective, this study contributes to the educational management literature by integrating organizational support, leadership, and motivation perspectives into a comprehensive framework for explaining lecturer performance. From a practical perspective, higher education institutions should strengthen fair, transparent support systems; provide adequate welfare and professional development opportunities; and establish a clear, shared strategic direction to foster lecturers' motivation and enhance their performance. Nevertheless, this study has several limitations, including its cross-sectional design, the potential for common method and self-report bias, and the relatively limited sample drawn from private higher education institutions in South Jakarta, which may constrain the generalizability of the findings. Future research should use longitudinal or mixed-methods designs, incorporate more objective measures of lecturer performance, and examine broader and more diverse institutional contexts to further validate the proposed relationships and provide a more comprehensive understanding of the factors shaping lecturer performance in higher education.

ACKNOWLEDGMENT

The author would like to thank those who supported this research: the relevant institutions, the head of the foundation, and the respondents – the faculty members who participated.

REFERENCES

- Achmad, F., Riau, D. P., & Akadira, T. (2025). Evaluating Public Service Quality: Why Employee Performance Outshines Service Standards and Work Culture in Shaping User Satisfaction. *Business and Applied Management Journal*, 3(2), 349–362.
- Aminah, S., Maimun, A., & Zuhriyah, I. A. (2025). Strategic Public Relations as a Driver of Institutional Positioning and Competitive Advantage in Higher Education. *Business and Applied Management Journal*, 3(2), 195–208.
- Arianto, N., Fadillah, A., & Utama, S. (2024). The Mediating Role of Work Motivation on Leadership Style, Perceived Organizational Support, and Employee Performance. *International Journal of Business and Management*, 19(2), 112–125. <https://doi.org/10.5539/ijbm.v19n2p112>
- Arifin, M., Jazilurrahman, J., & AS, A. H. (2025). Continuous Improvement in Learning Innovation Management to Enhance Students' Learning Motivation. *Business and Applied Management Journal*, 3(1), 168–182.
- Astaryadi, E. S., Retnowati, R., & Suhendra. (2023). Analysis of Improving Lecturer Performance Through Strengthening Visionary Leadership and Learning Organization in Indonesian Higher Education. *International Journal of Education, Information Technology and Others*, 6(4), 148–161.
- Astuty, I., & Udin, U. (2020). The Effect of Perceived Organizational Support and Transformational Leadership on Affective Commitment and Employee Performance. *Journal of Asian Finance, Economics and Business*, 7(10), 401–411. <https://doi.org/10.13106/jafeb.2020.vol7.no10.401>
- Batara, I., Alam, I. A., Barusman, A. R. P., Defrizal, D., & Helmita, H. (2026). The Moderating Effect of Work Engagement on Organizational Citizenship Behavior through Psychological Capital: Empirical Evidence from the Higher Education Sector. *Business and Applied Management Journal*, 4(2), 248–259.
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2019). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (6th ed.). McGraw-Hill Education.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational Support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality through Effective Administrative Training. *Communautaire: Journal of Community Service*, 2(2), 157–167. <https://doi.org/10.61987/communautaire.v2i2.352>

- Fariha. (2023). Pengaruh Kepemimpinan Visioner Kepala Sekolah, Motivasi Kerja, Kompetensi Pedagogik terhadap Kinerja Guru Taman Kanak-Kanak. *Jurnal Sains dan Teknologi*, 4(5). <https://doi.org/10.46799/jst.v4i5.731>
- Fitriani, N. S. (2025). Innovative Work Behavior Lecturers: A Bibliometric Approach in Higher Education Research. *Journal of Psychological Insight*, 1(1), 28–40. <https://doi.org/10.61987/jpi.v1i1.663>
- Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana. *Future Business Journal*, 7, Article 30. <https://doi.org/10.1186/s43093-021-00077-6>
- Hassan, M., et al. (2020). Impact of Job Satisfaction, Job Stress and Motivation on Job Performance: A Case from Private Universities of Karachi.
- Hayes, A. F. (2022). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach* (3rd ed.). The Guilford Press.
- Ilmi, K. (2024). Interpersonal Communication of Madrasah Heads in Increasing Teacher Work Motivation. *Business and Applied Management Journal*, 1(2), 104–117. <https://doi.org/10.61987/bamj.v1i2.480>
- Khadijah, D. Z., Mas, N., & Survival. (2023). Kajian Empiris Motivasi Berprestasi dan Disiplin Kerja terhadap Kinerja Dosen: Perceived Organizational Support sebagai Pemoderasi. *Jurnal Ilmiah Wahana Pendidikan*, 2023(22), 231–240.
- Khomairoh, U., Diana, E., & Sain, Z. H. (2025). Quality Control Emotions: Strategies for Managing Student Stress in Higher Education. *Journal of Psychological Insight*, 1(1), 1–11. <https://doi.org/10.61987/jpi.v1i1.651>
- Kline, R. B. (2016). *Principles and Practice of Structural Equation Modeling* (4th ed.). The Guilford Press.
- Novela, et al. (2022). Pengaruh Kepemimpinan, Motivasi dan Kompetensi terhadap Kepuasan Kerja dalam Meningkatkan Kinerja Karyawan PT. Intermesindo Forging Prima Tangerang.
- Novitasari, D., & Asbari, M. (2024). Peran Dukungan Organisasi dalam Meningkatkan Kinerja Dosen di Perguruan Tinggi Swasta. *Motivaksi: Jurnal Ilmu Sosial, Manajemen, Akuntansi dan Bisnis*, 1(1), 9–22. <https://doi.org/10.70508/d0wte691>
- Pujilestari, Y., Rubini, B., & Sunaryo, W. (2023). Improving Teacher Performance Through Strengthening Learning Organization, Transformational Leadership and Achievement Motivation. *Asian Journal of Education and Social Studies*, 49(1), 142–153. <https://doi.org/10.9734/ajess/2023/v49i111110>
- Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior* (18th ed.). Pearson.
- Roji, F., & Kurniawan, I. (2024). Pengaruh Perceived Organizational Support, Motivasi Intrinsik, dan Person-Job Fit terhadap Job Satisfaction. *Jurnal Pendidikan Ekonomi*, 9(1). <https://doi.org/10.31932/jpe.v9i1.3252>
- Rubel, M. R. B., Kee, D. M. H., & Rimi, N. N. (2020). High-Performance Work Practices and Medical Professionals' Work Outcomes: The Mediating Effect of Perceived Organizational Support. *Journal of Advances in Management Research*, 18(3), 368–391. <https://doi.org/10.1108/JAMR-05-2020-0076>

- Shabbir, T., Naz, K., & Trivedi, S. D. (2021). Perceived Organizational Support and Employee Performance: A Moderating Role of Organizational Justice During COVID-19. *International Journal of Educational Administration, Management, and Leadership*, 2(1), 35–44. <https://doi.org/10.51629/ijeamal.v2i1.14>
- Sintesa, N., Patoni, P., & Laela, E. (2026). Integrating Sauyunan Local Wisdom into Educational HR Management: A Strategy to Foster Organizational Citizenship Behavior in Primary Schools. *Communautaire: Journal of Community Service*, 5(1), 81–92. <https://doi.org/10.61987/communautaire.v5i1.1879>
- Suciati, F., Widyastuti, T., Harnovinsah, H., & Darmansyah, D. (2026). Financial Resources, Corporate Governance, and Sustainability Performance: The Mediating Role of Financial Performance in Indonesian Manufacturing Firms. *Business and Applied Management Journal*, 4(2), 295–310.
- Sugiarti. (2020). Pengaruh Gaya Kepemimpinan dan Motivasi Kerja terhadap Kinerja Karyawan. *SJR*, 3(2). <https://doi.org/10.37481/sjr.v3i2.204>
- Wang, Z., Zhang, J., Thomas, S., Salter, J., & Jensen, C. (2022). Linking Perceived Organizational Support to Employee Performance: The Role of Work Motivation. *Frontiers in Psychology*, 13, 856012. <https://doi.org/10.3389/fpsyg.2022.856012>
- Wijaya, et al. (2023). Pengaruh Kepemimpinan Visioner, Suasana Akademik dan Motivasi Kerja terhadap Kinerja Dosen STMIK Binjai.
- Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). Harper & Row.
- Yodsala, S., Tesaputa, K., & Sri-Ampai, A. (2014). The Development of Visionary Leadership Administrators in Thai Primary School. *International Education Studies*, 7(1), 92–101. <https://doi.org/10.5539/ies.v7n1p92>
- Zulqarnain, M., & Ali, Z. (2023). Impact of Leadership Styles on Employee Performance in Micro-Finance Banking Sector: Evidence from Pakistan. *Business and Applied Management Journal*, 1(1), 48–64. <https://doi.org/10.61987/bamj.v1i1.413>