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Leadership, Environment, and Lecturer Performance: The Mediating Role of Job Satisfaction in Islamic Higher Education

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Abstract:

Job satisfaction is a crucial factor in an organization's continuity and success, especially in higher education institutions, where retaining and motivating high-performing lecturers is essential for long-term success. This study explores the role of job satisfaction as a connecting factor between leadership behavior, academic atmosphere, and lecturer performance. The method used is an exploratory study with a sample of 200 permanent lecturers with at least a lecturer status from Islamic higher education institutions in South Sulawesi. Data were collected through an online survey using a Likert scale questionnaire, and data analysis was carried out using the Structural Equation Modeling-Partial Least Square (SEM-PLS) method. The study results indicate that job satisfaction functions as a full mediating variable, where the impact of leadership behavior and academic atmosphere on lecturer performance is only significant through job satisfaction as a mediator. However, neither leadership behavior nor academic atmosphere substantially directly impacts lecturer performance. The implications of this study indicate the importance of job satisfaction in improving lecturer performance and the need for further research with a broader sample and more diverse variables to deepen understanding of the field of human resource management in the academic context.

Keywords: *Leadership Behavior, Academic Environment, Job Satisfaction, Job Performance*

Abstrak:

Kepuasan kerja merupakan faktor krusial dalam kelangsungan dan kesuksesan organisasi, terutama dalam konteks lembaga pendidikan tinggi, di mana mempertahankan dan memotivasi dosen berprestasi tinggi sangat penting untuk keberhasilan jangka panjang. Penelitian ini bertujuan untuk mengeksplorasi peran kepuasan kerja sebagai faktor penghubung antara perilaku kepemimpinan, atmosfer akademik, dan kinerja dosen. Metode yang digunakan adalah studi eksploratif dengan sampel 200 dosen tetap berstatus minimal lektor dari lembaga pendidikan tinggi Islam di Sulawesi Selatan. Data dikumpulkan melalui survei daring menggunakan kuesioner skala Likert, dan analisis data dilakukan dengan metode Structural Equation Modeling-Partial Least Square (SEM-PLS). Hasil penelitian menunjukkan bahwa kepuasan kerja berfungsi sebagai variabel mediasi penuh, di mana dampak perilaku kepemimpinan dan atmosfer akademik terhadap kinerja dosen hanya signifikan melalui kepuasan kerja sebagai mediator. Namun, baik perilaku kepemimpinan maupun atmosfer akademik

tidak memiliki dampak langsung yang signifikan terhadap kinerja dosen. Implikasi dari penelitian ini menunjukkan pentingnya kepuasan kerja dalam meningkatkan kinerja dosen, serta perlunya penelitian lebih lanjut dengan sampel yang lebih luas dan variabel yang lebih beragam untuk memperdalam pemahaman dalam bidang manajemen sumber daya manusia di konteks akademik.
Kata Kunci: *Perilaku Kepemimpinan, Lingkungan Akademik, Kepuasan Kerja, Kinerja Dosen*

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INTRODUCTION

Research on job satisfaction and its relationship with performance has been extensively conducted across various organizational settings, consistently revealing its critical role in driving employee productivity and organizational outcomes. In the academic sector, job satisfaction has significantly influenced lecturer performance (Muhdar et al., 2022; Otache & Inekwe, 2022), as evidenced by various studies. For instance, Sancoko et al. (2023) demonstrated that job satisfaction linked to salary substantially impacts lecturer performance. In contrast, other factors like promotion opportunities, peer relations, and leadership behaviors often show less consistent effects. Additionally, Asriadi et al. (2022) found that job satisfaction not only directly enhances lecturer performance but also indirectly improves the quality of service delivery through performance improvements. These findings underscore the importance of understanding job satisfaction as a pivotal driver of lecturer performance, particularly in higher education institutions, where lecturers play a critical role in shaping academic outcomes and fostering student success.

Job satisfaction as a mediating variable offers a more nuanced perspective on its influence on performance (Stirpe et al., 2022; Alothmany et al., 2023;). Research findings suggest that organizational commitment, leadership style, and work motivation positively affect job satisfaction, significantly improving lecturer performance (Fitriady et al., 2023). However, the relationship is only sometimes straightforward. For example, Taruno et al. (2020) observed that while certain leadership styles may negatively impact performance, they can indirectly enhance performance when mediated by job satisfaction. The dynamic nature of these interactions highlights the complexities in understanding how job satisfaction interacts with external and internal variables.

Further, during the Covid-19 pandemic, job satisfaction, adaptability, and online teaching competence emerged as a key factor influencing lecturer performance as lecturers navigated significant changes in teaching methods and platforms (Linda, 2022). Even in the post-pandemic era, job satisfaction remains a vital component of lecturer performance, supported by integrating digital teaching competencies (Huda & Siahaan, 2022). These findings emphasize the evolving importance of job satisfaction as an adaptive and mediating construct in academic settings.

Leadership behavior plays a fundamental role in shaping lecturer performance, acting directly and indirectly through its influence on job satisfaction and organizational dynamics. Leadership styles such as servant leadership and

Islamic leadership have been shown to improve lecturer performance indirectly by fostering organizational commitment and enhancing organizational citizenship behavior (OCB), as noted by Kurniawan et al. (2023) and Syafruddin et al. (2022). These leadership styles create a positive organizational climate that encourages teamwork, innovation, and a shared sense of purpose. Leadership that promotes job satisfaction and self-efficacy further strengthens performance outcomes, demonstrating the transformative potential of effective leadership in academic institutions (Amruloh et al., 2022; Salfina, 2022). These findings highlight that leadership behaviors aligned with the values and needs of lecturers can create an environment conducive to sustained high performance. However, more than leadership is required if the academic environment supports the initiatives needed for effective teaching and research.

The academic environment is another critical factor influencing lecturer performance, encompassing physical resources, technological tools, institutional support, and cultural norms. Positive academic behaviors like initiative-taking and technology adoption are strongly associated with enhanced performance (Noori et al., 2021). When combined with academic support structures, organizational culture provides a foundation for lecturers to thrive. However, these factors often require the integration of mediating constructs like self-efficacy and job satisfaction to achieve meaningful results (Sinniah et al., 2022). For instance, Feriyana (2020) and Marič et al. (2021) found that a balanced work environment that minimizes conflict and promotes collaboration positively impacts lecturer morale and productivity. However, an unsupportive or resource-deficient academic environment can detract from lecturers' ability to achieve their full potential, demonstrating the importance of creating a well-resourced and positive academic culture. These findings underline the necessity of addressing environmental factors in tandem with leadership to improve lecturer performance.

In this context, the present study aims to analyze and explain the influence of leadership behavior and the academic environment on lecturer performance, with job satisfaction as a mediating variable. This research examines how external organizational factors, such as leadership behaviors and academic environmental conditions, interact with internal psychological constructs, such as job satisfaction, to influence lecturer performance. By focusing on this interplay, the study aims to provide a comprehensive understanding of the factors driving lecturer performance, particularly in higher education institutions where the quality of teaching, research, and community service is closely tied to institutional success. This study also extends existing literature by exploring how leadership behavior and academic environmental factors can be leveraged to enhance job satisfaction and, in turn, lecturer performance.

To conclude, while job satisfaction remains a critical determinant of lecturer performance, its role must be understood along with other factors, including leadership behavior and the academic environment. The complex interactions between these variables require an integrated approach to create a supportive, empowering, and well-resourced work environment. By addressing these factors holistically, educational institutions can optimize lecturer performance, improve academic outcomes, and ensure sustainable organizational success. This study

contributes to understanding these dynamics and provides actionable insights for fostering a productive and satisfied academic workforce.

RESEARCH METHOD

This study employs a quantitative research design with a causal approach, utilizing path analysis with Partial Least Squares (PLS). This method was chosen due to its robustness in handling complex models involving mediating variables and its suitability for analyzing relationships among latent constructs, even with moderate sample sizes. The PLS approach allows for the simultaneous evaluation of the direct and indirect effects of leadership style and the academic environment on lecturer performance, with job satisfaction as a mediating variable. This ensures a comprehensive understanding of the interrelationships between variables, offering valuable insights for improving lecturer performance in Islamic higher education institutions.

The research was conducted in Islamic higher education institutions in South Sulawesi Province, Indonesia. The target population comprises lecturers from 20 Islamic colleges, ensuring diversity and representation. The sample size of 200 lecturers was determined using purposive sampling, with the following key criteria for participant selection: (1) Permanent Lecturer Status: Only full-time lecturers were included to ensure consistency like employment and job responsibilities; (2) Minimum Functional Rank: Participants were required to hold a functional position of at least Lector, reflecting a significant level of academic and professional responsibility. These criteria ensure the relevance and reliability of the data, focusing on lecturers with substantial experience and involvement in academic activities. The sample size is adequate for PLS analysis and is known for its effectiveness in handling moderate-sized samples.

Data were collected using an online Likert-scale questionnaire distributed electronically to participants. This method was chosen because it efficiently reached a geographically dispersed sample while minimizing logistical constraints. The questionnaire was designed to measure perceptions of leadership behavior, academic environment, job satisfaction, and job performance, with indicators for each variable derived from scales validated in previous studies. The Likert scale ranged from 1 ("strongly disagree") to 5 ("strongly agree"), reflecting the intensity of respondents' perceptions. To ensure data quality, the survey included multiple items for each variable, providing a detailed understanding of the construct. Each variable has four indicators: (1) The leadership behavior variable used indicators of communication, motivation, integrity, and decision-making; (2) The academic environment variable used indicators of work-life balance, technology use, institutional support, and academic culture; (3) Job satisfaction used indicators of salary satisfaction, career opportunities, peer relations, and recognition; (4) Job performance used indicators of task completion, innovation, collaboration, contribution to institutional goals.

Data analysis was conducted using SmartPLS 3 software, which facilitates advanced path analysis and modeling. The analysis process involved the following stages: (1) measurement model evaluation (outer model), (2) structural

model evaluation (inner model), (3) hypothesis testing, and (4) model interpretation and validation.

RESULT AND DISCUSSION

Result

This section presents the processed research results, including respondent profiles, early-stage model testing, and hypothesis testing in the final stage model. As we explained in the research methods section, the research respondents were lecturers at private universities in South Sulawesi. The following Table 1 presents a general portrait of the respondents.

Upon carefully reviewing and reflecting on the duration of individuals' professional roles and considering their chronological age, many participants in this research fall into the category of senior lecturers. These individuals have surpassed the youth stage and have amassed a wealth of experience and ability in their respective fields. Notably, it appears that the educational attainment of the participants in this study still exceeds that of individuals who hold master's degrees, even though they have risen to esteemed positions as associate professors at academic institutions. The diverse respondent profiles, which combine extensive professional experience and advanced academic qualifications, instill confidence and reliability in the accuracy and validity of the collected perception data. These profiles stand for individuals who have the necessary knowledge and insight to provide a precise and correct assessment of the conditions under study.

Table 1. Respondent Profile

Description	Frequency (Person)	Percentage (%)
Age		
≤ 40 Years	16	8.0
41 – 55 Years	117	58.5
56 Years	67	33.5
Gender		
Man	125	62.5
Woman	75	37.5
Level of education		
Master (S2)	149	74.5
Doctoral (S3)	51	25.5
Functional		
Lector	47	23.5
Associate Professor	143	71.5
Professor	10	5.0
Length of work		
≤ 10 Years	18	9.0
11 – 25 Years	98	49.0
≥ 26 Years	84	42.0

Table 1 presents the demographic profile of respondents regarding age, gender, education level, functional position, and length of work experience. Among the respondents, the majority are between 41 and 55 years old (58.5%), followed by those aged 56 years and above (33.5%), with a smaller group aged 40 years or younger (8%). Regarding gender, 62.5% of the respondents are male,

while 37.5% are female. Regarding educational qualifications, 74.5% hold a master's degree (S2), while 25.5% have a doctoral degree (S3). The functional position distribution shows that most respondents are Associate Professors (71.5%), with 23.5% holding the position of Lector and only 5% being Professors. The length of work experience indicates that 49% of respondents have worked for 11 to 25 years, 42% for 26 years or more, and 9% for 10 years or less. This demographic profile illustrates a well-experienced and educated respondent pool, with a majority holding advanced academic positions and significant work experience.

The first step taken to evaluate the measurement model is to evaluate construct validity. The first stage in model evaluation is evaluating the measurement model (outer model). "In PLS-SEM, this stage is known as construct validity testing. Construct validity testing in PLS-SEM consists of convergent validity and discriminant validity. One way to test construct validity is a strong correlation between the construct and the question items and a weak relationship with other variables.

Convergent Validity

To ensure that the measuring indicators of the constructs are highly correlated, a convergent validity test is carried out, looking at the loading factor value for each construct indicator, which must be more than 0.7, and the average variance inflation factor (AVE) value must be greater than 0.5.

The loading factor measures the extent to which the indicators are related to their respective constructs. The outer model path diagram depicts the loading factor value for each indicator. A commonly accepted criterion for an indicator's validity is that the construct's loading factor is more significant than 0.70. The calculation results indicate that three indicators, namely X1.1, X2.4, and Y1.1, have values less than 0.70. Consequently, based on convergent validity, these three indicators should be removed from the analysis as they are not valid or do not demonstrate a connection with their construct.

Nevertheless, a loading factor value exceeding 0.50 or 0.60 may be deemed acceptable in certain instances, provided that the construct's validity and reliability meet the requisite standards. The subsequent step is to analyze the construct reliability, which is used to assess the reliability of the latent variable construct. The value deemed reliable exceeds 0.70. The reliability of a construct is equivalent to Cronbach's alpha.

Tabel 2. Outer Loading Value

	Leadership Behavior	Academic Environment	Job Satisfaction	Lecturer Performance
X1.1	0.692			
X1.2	0.700			
X1.3	0.880			
X1.4	0.839			
X2.1		0.784		
X2.2		0.773		
X2.3		0.708		
X2.4		0.667		

Y1.1	0.678	
Y1.2	0.773	
Y1.3	0.797	
Y1.4	0.747	
Z1.1		0.747
Z1.2		0.843
Z1.3		0.795
Z1.4		0.689

Internal consistency reliability indicates the ability to measure its latent construct. The tools used to assess this are composite reliability and Cronbach's alpha. A composite reliability value of 0.6 - 0.7 is considered good, and the expected Cronbach's alpha value is above 0.7. Based on the table, all constructs have a Cronbach's Alpha value > 0.6 and even all > 0.7, so it can be said that all these constructs are reliable. For example, Cronbach's Alpha of the latent variable job satisfaction is 0.742 > 0.7, so the job satisfaction variable is reliable.

Table 3. Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job satisfaction	0.742	0.750	0.837	**0.562**
Leadership behavior	0.790	0.834	0.862	**0.612**
Lecturer performance	0.770	0.781	0.853	**0.594**
Academic environment	0.715	0.723	0.824	**0.540**

Discriminant Validity

Discriminant validity is related to the principle that measures of different constructs should not be highly correlated. The way to evaluate discriminant validity with reflective indicators is to look at the cross-loading value. This value for each variable must be greater than 0.70. The model has sufficient discriminant validity if the AVE root for each construct is greater than the correlation between the construct and other constructs in the model.

Discriminant validity assesses how much a genuine underlying structure differentiates from other structures. High discriminant validity ratings indicate that a structure is distinct and capable of explaining the measured occurrence. A construct is considered legitimate if the root value of the average variance extracted (AVE) using the Fornell-Larcker criterion matches the correlation value of the latent variable. High discriminatory validity means that the model can tell the difference between different types of structures when each structure's average square root value (AVE) is higher than the correlation value between those structures and the other structures in the model.

Table 4. Fornell-Larcker Criterion

Variable	Job Satisfaction	Leadership behavior	Lecturer Performance	Academic Environment
Job satisfaction	**0.750**			
Leadership behavior	0.334	**0.782**		
Lecturer performance	0.616	0.422	**0.771**	
Academic environment	0.356	0.274	0.473	**0.735**

According to the table provided, the roots of the AVE (Fornell-Larcker criterion) for each structure are more significant than their correlations with the other variables. For example, suppose the AVE job satisfaction value is 0.562. In that case, the AVE root is 0.750, which is higher than the correlations with other dimensions, namely leadership conduct (0.334), lecturer performance (0.616), and work environment (0.356). Similarly, the discriminatory validity condition has been satisfied for this model and other variables. Another method is to examine the cross-loading value of each evaluated structure to guarantee that the correlation between the structure and the measurement item is higher than the correlations with other structures.

Cross-loading is an alternative approach to assessing discriminant validity in which the loading value of each item on its intended construct is higher than that on other constructs. Based on the provided table, it is evident that all construction loading indicators are cross-loading.

Table 5. Cross Loading Construct

Items	Leadership Behavior	Academic Environment	Job Satisfaction	Lecturer Performance
X1.1	0.692	0.193	0.185	0.271
X1.2	0.700	0.147	0.145	0.293
X1.3	0.880	0.271	0.353	0.402
X1.4	0.839	0.224	0.306	0.335
X2.1	0.260	0.784	0.307	0.400
X2.2	0.198	0.773	0.240	0.349
X2.3	0.140	0.708	0.231	0.323
X2.4	0.195	0.667	0.260	0.308
Y1.1	0.245	0.311	0.678	0.324
Y1.2	0.239	0.239	0.773	0.528
Y1.3	0.188	0.223	0.797	0.403
Y1.4	0.309	0.294	0.747	0.542
Z1.1	0.263	0.318	0.492	0.747
Z1.2	0.385	0.391	0.534	0.843
Z1.3	0.300	0.403	0.491	0.795
Z1.4	0.353	0.342	0.369	0.689

For example, in the context of construction leadership behavior, all the loading values of the indicators exceed the cross-loads in other aspects of construction. The X1.1 indicator loading value is 0.692 higher than its cross-loading to other constructs, precisely 0.193 for the work environment, 0.185 for job happiness, and 0.271 for professor performance. Since all indicators have higher loading values on their respective constructs than on other constructs (cross-loading), this model meets the criteria for discriminatory validity. Some experts argue that cross-loading and the Fornell-Larcker criterion are less sensitive in assessing the validity of discrimination. The Heterotrait-Monotriat Ratio of Correlations (HTMT) is an alternative method recommended for assessing the validity of discrimination. This method uses a multitrait-multimethod matrix as

the basis for measurement. The HTMT value must be less than 0.9 to ensure discriminatory validity between two reflective constructions.

Table 6. Heterotrait-Monotriat Ratio Of Correlations (HTMT)

Variable	Job Satisfaction	Leadership Behavior	Lecturer Performance	Academic Environment
Job satisfaction				
Leadership behavior	0.402			
Lecturer performance	0.787	0.533		
Academic environment	0.484	0.350	0.632	

The HTMT table above shows that all HTTMT values are less than 0.9, indicating the validity of all constructions regarding discriminatory validity.

Inner Model Measurement

After verifying the measurement model, the next step entails evaluating the structural model. This study looks at how important the path relationship and the R2 value are in figuring out the results of the structural model, especially how important the moderating variables are. The R2 value quantifies how much the independent variable impacts the dependent variable. Table 7 displays the coefficient of determination (R2 value). We use the magnitude of the coefficient of determination (R-square) to quantify the extent to which other variables influence the dependent variable. In the structural model, a dependent latent variable with an R2 result of 0.67 or higher indicates that the independent variable significantly influences the dependent variable, placing it in the good group. On the other hand, we classify the outcome as moderate if it falls within the range of 0.33-0.67. Similarly, we classify the result as weak if it falls within the range of 0.19–0.33.

Table 7. Coefficient of Determination

	R Square	R Square Adjusted
Job satisfaction	0.187	0.179
Lecturer performance	0.487	0.479

The R-squared value for the impact of leadership conduct and academic environment variables on work satisfaction is 0.187, indicating a poor correlation. The R-square value for the impact of leadership behavior and academic environment variables on lecturer performance is 0.487, indicating a modest level of influence. Additionally, the Q2 value determines the evaluation of the research model's goodness of fit, with a higher Q2 value suggesting a closer fit between the model and the data. The computation is as follows:

$$Q2 = [1 - (1 - R12) \times (1 - R22)] = [1 – (1 – 0.187) \times (1 – 0.487)] = 0.5829$$

The Q2 score of 0.5829, or 58.29%, indicates that the research model can account for a significant portion of the variety in the submitted research data. Characteristics not considered in this research model account for the remaining 41.71%. Therefore, this study model demonstrates a relatively high level of goodness of fit.

Hypothesis testing

We conducted an analysis using R statistics and p-values to address the hypothesis in this study. If the p-value is less than 0.05, we consider the hypothesis accepted. This research examines direct and indirect effects by considering independent, dependent, and mediating variables. Table 8 displays the results of hypothesis testing through the Path Coefficient of Bootstrapping Data provided by the smartPLS program.

Table 8. Path Coefficient Value of Direct Effects

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values	Decion
Leadership behavior -> Job satisfaction	0.255	0.262	0.078	3.292	0.001	Accepted
Leadership behavior -> Lecturer performance	0.199	0.200	0.062	3.213	0.001	Accepted
Academic environment -> Job satisfaction	0.286	0.288	0.076	3.781	0.000	Accepted
Academic environment -> Lecturer performance	0.255	0.255	0.064	3.999	0.000	Accepted
Job satisfaction -> Lecturer performance	0.459	0.459	0.059	7.760	0.000	Accepted

The regression analysis reveals that the coefficient for the leadership behavior variable on work satisfaction is 0.255 with a p-value of 0.001, which is less than the significance level of 0.05. This suggests that the first hypothesis, asserting a positive and significant impact of leadership behavior on job satisfaction, receives empirical support and acceptance. Moreover, the relationship between leadership behavior and job performance is statistically significant, as indicated by the coefficient value of 0.199 and a p-value of 0.001. The second hypothesis, asserting a positive and significant impact on lecturer performance through leadership conduct, receives experimental support and acceptance. The regression analysis reveals that the coefficient value for the relationship between the academic environment and job satisfaction is 0.286, with a p-value of 0.000 < 0.05. The third hypothesis, asserting a positive and significant impact of the academic environment on job satisfaction, receives empirical support and acceptance. In addition, the coefficient value of 0.255 and the p-value of 0.000 < 0.05 indicate that the academic environment positively and significantly impacts lecturer performance. Therefore, we empirically support and accept the fourth hypothesis, which suggests this relationship. The coefficient value of 0.459 and the p-value of 0.000 < 0.05 demonstrate that job happiness directly and substantially impacts lecturer performance. This empirical evidence supports and confirms the fifth hypothesis, which claims that job satisfaction has a positive and significant effect.

Table 9. Idirect Effects

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Decision
Leadership behavior -> Job satisfaction -> Lecturer performance	0.117	0.121	0.039	2.973	0.003	Accepted
Academic environment -> Job satisfaction -> Lecturer performance	0.131	0.133	0.040	3.318	0.001	Accepted

Examining the data in Table 9, we observe that the indirect impact of leadership behavior on lecturer performance through job satisfaction has a coefficient value of 0.117, with a p-value of 0.003, which is less than 0.05. This provides confidence in the empirical validation and acceptance of the sixth hypothesis, which asserts that leadership behavior positively and significantly affects lecturer performance through job satisfaction. The coefficient value of 0.131 and the p-value of 0.001 < 0.05 indicate that the academic environment positively and significantly influences lecturer performance through job satisfaction. Therefore, empirical evidence supports and accepts the seventh hypothesis, which asserts this relationship.

Discussion

This study identifies job satisfaction as a key mediator in the relationship between leadership behavior, academic environment, and lecturer performance. The findings indicate that leadership behavior significantly impacts job satisfaction and lecturer performance. This aligns with previous studies, which show that supportive leadership fosters job satisfaction and enhances performance (Syafruddin et al., 2022; Amruloh et al., 2022). However, this study also highlights that while leadership behavior strongly impacts lecturer performance, the indirect effect through job satisfaction is less prominent, suggesting that leadership's influence is multifaceted and extends beyond job satisfaction alone.

Similarly, the academic environment indirectly influences lecturer performance by improving job satisfaction, consistent with previous research that underscores the importance of a supportive academic atmosphere for enhancing job satisfaction and performance (Feriyana, 2020; Sinniah et al., 2022). This study, however, reveals that the academic environment's direct effect on performance is more substantial than its mediated effect, indicating that tangible aspects of the academic environment, such as resources and institutional support, play a critical role in directly enhancing lecturer effectiveness.

Theoretically, this research contributes to the literature on human resource management in higher education by illustrating the complex interplay between leadership, the academic environment, and job satisfaction in shaping lecturer performance. It expands on existing frameworks by demonstrating that job satisfaction can act as a mediator, mainly when controlling the direct effects of leadership and academic factors (Taruno et al., 2020). These findings suggest that universities should prioritize developing supportive leadership behaviors and fostering a positive academic environment to enhance lecturer performance. Additionally, enhancing job satisfaction remains essential, as it can further

mediate these relationships, creating a more holistic approach to improving lecturer outcomes. This study gives educational institutions insights into structuring leadership training and improving academic environments to maximize lecturer satisfaction and performance.

CONCLUSION

The study underscores the significant role of leadership behavior and the academic environment in influencing lecturer job satisfaction, which, in turn, impacts their performance. Effective supportive, fair, and transparent leadership fosters a positive work atmosphere, enhancing faculty morale, motivation, and engagement, benefiting Staff and students. Leadership shapes the academic environment, promoting innovation, excellence, and cohesion. A well-resourced academic setting, characterized by supportive infrastructure, conducive learning spaces, and a culture of growth, further strengthens lecturer satisfaction. This encourages lecturers to feel valued and motivated, which is critical for faculty retention and institutional success. The study highlights the direct and indirect influence of leadership and the academic environment on lecturer performance, with job satisfaction as a key mediator.

However, the study also identifies a need to explore practical strategies to enhance leadership behavior and create a supportive academic environment. While the benefits of effective leadership and a positive academic environment are clear, specific interventions are not outlined, suggesting a need for future research to develop actionable recommendations. Investigating long-term effects on lecturer performance and student outcomes could provide deeper insights into the broader impact on educational quality and institutional success. This would help institutions design policies and initiatives to support faculty well-being, encourage professional growth, and improve teaching effectiveness and student achievement.

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