



The Effect of Human Capital, Support Supervisor, Work-Life Balance, Work Engagement and Psychological Capital on Lecturer Performance in Private Higher Education: The Mediating Role of Organizational Commitment

Nofriadi^{1*}, Aima Hafiz², Veri Jhon³

^{1,2,3} University Putra Indonesia of Padang YPTK, Padang, Indonesia

* Corresponding Author. Email: nofriadibkt18@gmail.com

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ABSTRACT

Penelitian ini bertujuan untuk menganalisis pengaruh faktor-faktor seperti modal manusia, dukungan penyelia, keseimbangan kerja-hidup, keterlibatan kerja, dan modal psikologis terhadap kinerja dosen dan komitmen organisasi di universitas swasta di Indonesia. Dengan menggunakan pendekatan kuantitatif dan data yang diperoleh melalui kuesioner, penelitian ini mengkaji hubungan antara variabel independen dan dependen serta peran mediasi komitmen organisasi. Hasil penelitian menunjukkan bahwa modal manusia, dukungan penyelia, keterlibatan kerja, dan keseimbangan kerja-hidup memiliki pengaruh signifikan terhadap kinerja dosen dan komitmen organisasi. Selain itu, komitmen organisasi ditemukan berperan sebagai mediator yang memperkuat pengaruh variabel independen terhadap kinerja dosen. Dukungan penyelia dan keterlibatan kerja terbukti menjadi faktor penting dalam meningkatkan kinerja dosen, sedangkan keseimbangan kerja-hidup berpengaruh positif terhadap keseimbangan antara kehidupan pribadi dan pekerjaan, yang berdampak pada produktivitas. Penelitian ini juga mengungkapkan bahwa modal psikologis tidak secara langsung memengaruhi kinerja dosen, tetapi dapat meningkatkan komitmen organisasi melalui keterlibatan kerja. Temuan ini memberikan implikasi praktis bagi manajemen sumber daya manusia di pendidikan tinggi untuk meningkatkan kualitas pendidikan melalui pengembangan kompetensi dosen dan menciptakan lingkungan kerja yang mendukung.

The purpose of this study is to examine how human capital, supervisor support, work-life balance, job engagement, and psychological capital affect organisational commitment and professor performance in Indonesian private institutions. This study investigates the link between independent and dependent variables as well as the mediating function of organisational commitment using a quantitative approach and data collected through questionnaires. The findings demonstrate that organisational commitment and lecturer performance are significantly impacted by human capital, supervisor support, job engagement, and work-life balance. Furthermore, it was discovered that organisational commitment amplifies the impact of independent variables on professor performance by acting as a mediator. Lecturer performance was found to be significantly improved by supervisor support and work engagement, while work-life balance substantially impacted the balance between



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INTRODUCTION

Higher education in Indonesia, encompassing both public universities (PTN) and private institutions (PTS), has undergone significant expansion in recent years. PTS are essential in cultivating proficient educators and generating research that serves societal interests. However, the real issue in private higher education in Indonesia is not merely institutional expansion, but the uneven quality and performance capacity of lecturers across institutions. Many private universities face structural challenges such as limited institutional resources, high teaching workloads, pressure to meet accreditation requirements, unequal research support, and difficulties in retaining highly qualified academic staff. These conditions make lecturer performance a critical concern for the sustainability and competitiveness of PTS. The calibre of instructors is therefore essential for attaining institutional objectives. The performance of lecturers directly influences the quality of instruction pupils get, hence affecting academic outcomes and graduate proficiency. Effective lecturer performance is evidenced by commitment, research output, and superior teaching abilities. A primary aspect contributing to effective professor performance is the degree of work engagement. Research conducted by Bakker et al. (2020) indicates that work engagement correlates positively with individual productivity and performance, including that of lecturers.

Work engagement does not arise spontaneously; it is influenced by multiple individual and organisational factors. In this study, the relationship among human capital, supervisor support, work-life balance, psychological capital, organisational commitment, work engagement, and lecturer performance can be explained through Social Exchange Theory and the Job Demands-Resources (JD-R) model. Social Exchange Theory explains that when lecturers perceive support from their institution, supervisors, and work environment, they tend to reciprocate through stronger organisational commitment, higher engagement, and improved performance (Zeb et al., 2023; Imam et al., 2023). Meanwhile, the JD-R model suggests that job resources, such as supervisory support, work-life balance, human capital, and psychological capital, can increase motivation and engagement, which subsequently enhances work outcomes (Tan et al., 2021; Zhang et al., 2024).

These factors include organisational commitment, human capital, supervisory support, work-life balance, and psychological capital. Each of these characteristics can exert a distinct influence on lecturers' work engagement. Organisational commitment is a vital factor in sustaining lecturers' engagement with their work. Meyer and Allen (2020) showed that lecturers with strong commitment to their organisation, especially their university, are more inclined to enhance the quality of their teaching and research. From the perspective of Social Exchange Theory, committed lecturers are more likely to feel emotionally attached to their institution and therefore demonstrate higher dedication, responsibility, and performance.

Meanwhile, human capital also plays a significant role in developing lecturers' capacity. According to Paryavi et al. (2021), lecturers with strong skills and knowledge are more likely to have high levels of engagement in their work because they feel competent in carrying out their academic duties. The JD-R model supports this relationship by positioning human capital as an individual resource that helps lecturers manage academic demands and remain engaged in their work.

Furthermore, supervisor support also significantly influences lecturers' work engagement. Research by Hu et al. (2021) shows that lecturers who feel supported by their leaders or superiors tend to be more engaged and committed to their duties because they feel valued and given space to develop. In line with Social Exchange Theory, when lecturers receive support, recognition, and guidance from their supervisors, they are likely to respond with stronger organisational commitment and greater work engagement.

Moreover, work-life balance is an essential element in enhancing lecturers' professional engagement. Research by Allen et al. (2020) indicates that lecturers who effectively manage the demands of their professional and personal lives report reduced stress levels, thereby enhancing their work engagement and performance. Based on the JD-R model, work-life balance functions as a resource that reduces strain and enables lecturers to maintain energy, focus, and motivation in performing academic tasks.

Psychological elements also significantly contribute to the development of work engagement. Psychological capital, comprising optimism, hope, resilience, and self-confidence, has been

demonstrated to positively affect individual work engagement. Avey et al. (2021) demonstrate that lecturers possessing elevated psychological capital exhibit greater adaptability to professional challenges, enhanced motivation, and increased commitment to their roles. Thus, psychological capital can be understood as a personal resource that strengthens lecturers' ability to cope with job demands and remain engaged.

However, previous studies have generally examined human capital, supervisor support, work-life balance, psychological capital, work engagement, organisational commitment, and lecturer performance as separate or direct relationships. This leaves an important conceptual gap in explaining how individual resources and organisational resources are transformed into lecturer performance through psychological and attitudinal mechanisms. In the context of private higher education, this issue is particularly relevant because lecturers are expected to maintain teaching quality, research productivity, and institutional loyalty under conditions of limited resources and increasing performance demands. Therefore, the main gap of this study is not merely the limited number of studies conducted in PTS, but the lack of an integrated theoretical model that explains how personal and organisational resources influence lecturer performance through work engagement and organisational commitment. Drawing on Social Exchange Theory and the Job Demands-Resources model, this study positions work engagement and organisational commitment as key mechanisms that connect lecturer resources to performance outcomes. Thus, this study contributes by clarifying the process through which human capital, supervisor support, work-life balance, and psychological capital affect lecturer performance in private higher education institutions.

LITERATURE REVIEW

X1: Human Capital

Human capital refers to the skills, knowledge, experience, and abilities possessed by individuals that are used to produce products or services. In the context of lecturers, human capital includes relevant education, teaching experience, and research skills. Good human capital will support the improvement of teaching quality and lecturer performance, and is a crucial resource in enhancing the quality of education in higher education. Well-developed human capital can enhance lecturers' competencies, which directly contribute to their performance in teaching and research, thus positively impacting the quality of education provided to students. Improving human capital among lecturers will enable universities to produce competitive graduates who are relevant to industry needs and scientific developments. This human capital development includes the development of the skills and knowledge necessary to face new challenges in education and research, which in turn contributes to the advancement of the university itself. (Paryavi & Keshavarz, 2021)

X2: Support Supervisor

Supervisor support refers to the support provided by leaders or superiors to their subordinates in the form of attention, guidance, and resources to improve performance. In the context of lecturers, this support can take the form of emotional or instrumental assistance from leaders, which increases their engagement in their work. Support from superiors plays a crucial role in increasing lecturer work engagement, as lecturers who feel supported by their superiors will feel more valued, empowered, and motivated to commit to their academic tasks. Lecturers who receive emotional support, such as attention and recognition for their efforts, will feel more connected to the organization and more motivated to give their best in their work, while instrumental support, such as the provision of necessary resources and facilities, helps lecturers carry out their duties more effectively. Therefore, lecturers who feel adequately supported by their superiors will be more engaged in their work, which in turn improves the performance and quality of their teaching and research (Bakker & Demerouti, 2020; Hu et al., 2021).

X3: Work-Life Balance

When people are able to manage their time between their personal and professional lives, they attain work-life balance. This balance is essential for lecturers so they can work effectively without feeling overburdened or worn out, which can affect their performance and quality of

instruction. A healthy work-life balance makes it possible for instructors to fulfil their academic responsibilities without sacrificing their personal lives, which boosts productivity and engagement at work. Maintaining this equilibrium increases the likelihood that lecturers will experience less stress and be better able to handle their workload, which will ultimately improve their performance and job satisfaction. Thus, work-life balance is crucial for academics' professional effectiveness in both teaching and research as well as for their personal wellbeing (Greenhaus & Allen, 2021; Allen et al., 2020).

X4: Work Engagement

A favourable psychological condition characterised by enthusiasm, dedication, and energy in the workplace is termed job engagement. Work engagement refers to the extent to which professors feel motivated and invested in their roles, encompassing both teaching and research activities. profession engagement can affect lecturers' performance levels, since elevated engagement fosters increased excitement and commitment in their profession. Lecturers that are committed to their profession contribute more significantly to teaching and are also more involved in research and scientific advancement. Elevated work engagement correlates with superior work outcomes, enhanced creativity, and the capacity to surmount daily problems. Consequently, work engagement is an essential element in enhancing instructor performance and fostering a productive academic atmosphere. (Schaufeli & Bakker, 2020; Bakker, 2014).

X5: Psychological Capital

Psychological capital denotes an individual's psychological assets, encompassing hope, optimism, resilience, and self-efficacy. High levels of psychological capital can enhance lecturers' work engagement and performance in challenging academic environments. Strong psychological capital enables lecturers to overcome obstacles in their work, remain optimistic despite challenges, and maintain a commitment to continuous development, both in teaching and research. Positive psychological capital enhances lecturers' resilience to stress, enabling them to remain focused and productive despite adversity. It also impacts the quality of their teaching and their contribution to the advancement of knowledge. Therefore, psychological capital plays a crucial role in supporting lecturers' performance, ensuring they remain motivated and engaged in their work, and are able to achieve better results in a competitive academic environment (Luthans et al., 2020; Avey et al., 2021).

M: Organizational Commitment (Mediation)

Organisational commitment denotes the degree of emotional, psychological, and behavioural attachment an individual possesses towards their employing firm. Within the realm of lecturers, organisational commitment functions as a mediating variable that can enhance the correlation between elements such as human capital, supervisory support, work-life balance, psychological capital, and job engagement with lecturer performance. Organisational commitment mediates the association between independent factors and lecturer performance, since lecturers exhibiting high organisational commitment are more inclined to demonstrate exemplary performance in teaching and research activities. Strong commitment to higher education allows lecturers to feel more responsible and involved in achieving organizational goals, thereby improving the quality of their teaching and research productivity. Lecturers with high organizational commitment are also more likely to remain with the organization, contribute to academic development, and maintain high professional standards (Meyer & Allen, 2020; Ali et al., 2020).

Y: Lecturer Performance (PTS Lecturer)

Lecturer performance encompasses teaching quality, research productivity, and contributions to academic development at universities. Lecturer performance is measured through aspects of teaching quality, research involvement, and other academic achievements. Lecturer performance is the result of the interaction of various factors that influence the level of lecturer engagement and dedication to teaching and research, which in turn improves the quality of education at universities. Lecturers who demonstrate high performance typically possess the ability to manage classes effectively, produce relevant and high-quality research, and contribute to curriculum development and other academic activities. Furthermore, lecturer performance is also influenced by external factors such as support from superiors and university policies that support lecturer professional development. Overall, good lecturer performance plays a crucial role in creating a

quality and sustainable educational environment at universities (Angelo & Cross, 2020; Becker et al., 2020).

The Effect of Human Capital, Supervisor Support, Work Life Balance, Work Engagement, Psychological Capital on Organizational Commitment

Organizational commitment refers to the psychological attachment, loyalty, and willingness of employees to remain in an organization and contribute to its goals. Theoretically, the relationship between human capital, supervisor support, work life balance, work engagement, psychological capital, and organizational commitment can be explained through the Job Demands-Resources (JD-R) model, Social Exchange Theory, and Positive Organizational Behavior. The JD-R model explains that personal resources and job resources help employees manage job demands, develop positive work attitudes, and strengthen attachment to the organization. Human capital, which includes knowledge, skills, experience, and professional competence, and psychological capital, which consists of hope, optimism, resilience, and self-efficacy, can be viewed as personal resources that help lecturers cope with academic demands. Meanwhile, supervisor support and work life balance function as job resources that provide guidance, recognition, emotional support, and well-being support. Social Exchange Theory explains that employees who receive organizational support, development opportunities, and recognition tend to reciprocate through loyalty and stronger commitment, while Positive Organizational Behavior emphasizes that positive psychological capacities encourage persistence, adaptive behavior, and stronger identification with organizational goals (Bakker & Demerouti, 2020; Luthans et al., 2020; Meyer & Allen, 2020).

Empirical studies have supported the influence of these variables on organizational commitment. Paryavi and Keshavarz (2021) found that well-developed human capital enhances employees' sense of value, competence, and commitment toward their organization, while Meyer and Allen (2020) showed that lecturers with higher competence and professional capacity tend to demonstrate stronger commitment to organizational goals. In relation to supervisor support, Hu and Liao (2021) found that supervisor support strengthens lecturers' relationship with their institution by increasing recognition, empowerment, and motivation to achieve organizational goals, while Bakker and Demerouti (2020) showed that supervisory support is positively associated with engagement and commitment because it provides emotional and instrumental resources. Work life balance has also been shown to increase job satisfaction and commitment to the institution (Greenhaus & Allen, 2021), and lecturers with better control over their work and personal life tend to show stronger organizational commitment because they feel supported by their organization (Hu & Liao, 2021). Furthermore, work engagement strengthens employees' emotional connection and commitment to organizational goals (Bakker & Demerouti, 2020), and engaged lecturers are more likely to feel responsible for institutional success and contribute actively to academic development (Ali et al., 2020). Psychological capital also enhances motivation, resilience, and work engagement (Luthans et al., 2020), and individuals with higher psychological capital tend to demonstrate stronger positive work attitudes, including organizational commitment (Avey et al., 2021).

Based on the theoretical explanation and previous empirical findings, this study proposes that human capital, supervisor support, work life balance, work engagement, and psychological capital positively influence organizational commitment. Therefore, the hypotheses are formulated as follows:

- H1: Human capital positively influences organizational commitment.
- H2: Supervisor support positively influences organizational commitment.
- H3: Work-life balance positively influences organizational commitment.
- H4: Work engagement positively influences organizational commitment.
- H5: Psychological capital positively influences organizational commitment.

The Effect of Human Capital, Supervisor Support, Work Life Balance, Work Engagement, Psychological Capital on Lecturer Performance

Lecturer performance refers to the ability of lecturers to carry out academic responsibilities effectively, including teaching, research, academic service, curriculum development, and institutional contribution. Theoretically, the relationship between human capital, supervisor support,

work life balance, work engagement, psychological capital, and lecturer performance can be explained through Human Capital Theory, the Job Demands-Resources (JD-R) model, Social Exchange Theory, Conservation of Resources perspective, motivational perspective of work engagement, and Positive Organizational Behavior. Human Capital Theory explains that knowledge, skills, experience, and competencies are productive assets that improve work outcomes. The JD-R model explains that personal resources, such as competence and psychological capital, and job resources, such as supervisor support and work life balance, help lecturers manage academic demands and achieve better performance. Social Exchange Theory explains that lecturers who receive guidance, recognition, emotional support, and work-related resources tend to reciprocate through better performance. The Conservation of Resources perspective suggests that lecturers who can maintain personal energy and psychological resources are more capable of performing effectively, while the motivational perspective of work engagement explains that engaged lecturers tend to demonstrate higher energy, dedication, creativity, responsibility, and productivity. Positive Organizational Behavior further emphasizes that hope, optimism, resilience, and self-efficacy encourage adaptive behavior, productivity, and sustained work effectiveness (Bakker, 2014; Bakker & Demerouti, 2020; Luthans et al., 2020).

Empirical studies have supported the influence of these variables on lecturer performance. Paryavi and Keshavarz (2021) found that well-developed human capital enhances lecturers' competencies and directly contributes to teaching and research performance, while lecturer performance is reflected in teaching quality, research productivity, and academic contribution (Angelo & Cross, 2020; Becker et al., 2020). In relation to supervisor support, Bakker and Demerouti (2020) showed that supervisor support enhances work engagement and performance by providing emotional and instrumental resources, while Hu et al. (2021) found that lecturers who receive adequate support from leaders tend to demonstrate higher motivation, commitment, and academic performance. Work life balance has also been shown to reduce stress and enhance productivity and work quality (Greenhaus & Allen, 2021), and a balanced work and personal life improves job satisfaction, energy, and academic performance (Allen et al., 2020). Furthermore, work engagement is positively associated with individual productivity and performance (Schaufeli & Bakker, 2020), and engaged employees tend to achieve better work outcomes because they invest more effort, motivation, and commitment in their roles (Bakker, 2014). Psychological capital also enhances resilience, motivation, and individual performance (Luthans et al., 2020), and individuals with higher psychological capital tend to demonstrate better work outcomes because they are more optimistic, confident, and able to cope with difficulties (Avey et al., 2021).

Based on the theoretical explanation and previous empirical findings, this study proposes that human capital, supervisor support, work life balance, work engagement, and psychological capital positively influence lecturer performance. Therefore, the hypotheses are formulated as follows:

- H6: Human capital positively influences lecturer performance.
- H7: Supervisor support positively influences lecturer performance.
- H8: Work-life balance positively influences lecturer performance.
- H9: Work engagement positively influences lecturer performance.
- H10: Psychological capital positively influences lecturer performance.

The Effect of Organizational Commitment on Lecturer Performance

Organizational commitment is theoretically related to lecturer performance through Social Exchange Theory, which explains that employees who feel emotionally attached to and supported by their organization tend to reciprocate through stronger responsibility, loyalty, and higher work performance. In the context of higher education, lecturers with strong organizational commitment are more likely to align their teaching, research, and academic service with institutional goals, thereby improving their overall performance. This relationship is also consistent with Meyer and Allen's commitment theory, which suggests that affective, continuance, and normative commitment can encourage employees to maintain positive work behaviour and contribute to organizational effectiveness. Empirical studies indicate that organizational commitment strengthens lecturers' dedication to teaching quality, research productivity, and academic participation (Meyer & Allen,

2020), while Ali et al. (2020) found that committed lecturers tend to show greater motivation and involvement in academic tasks. Therefore, the following hypothesis is proposed:

H11: Organizational commitment positively influences lecturer performance.

The Effect of Human Capital, Supervisor Support, Work Life Balance, Work Engagement, Psychological Capital on Lecturer Performance through Organizational Commitment

Theoretically, organizational commitment can function as a mediating variable in the relationship between human capital, supervisor support, work life balance, work engagement, psychological capital, and lecturer performance. Human Capital Theory explains that lecturers' knowledge, skills, experience, education, teaching experience, and research competence are productive assets that support teaching quality, research productivity, and academic contribution. Social Exchange Theory explains that lecturers who receive supervisor support in the form of guidance, recognition, emotional support, and instrumental resources tend to reciprocate through stronger commitment and better performance. The Job Demands-Resources (JD-R) model further explains that personal resources, such as human capital and psychological capital, and job resources, such as supervisor support and work life balance, help lecturers manage academic demands, increase motivation, and improve work outcomes. Work engagement also represents a positive psychological condition characterized by energy, enthusiasm, dedication, and absorption, which encourages lecturers to contribute more actively to teaching, research, and academic development. Meanwhile, psychological capital, consisting of hope, optimism, resilience, and self-efficacy, enables lecturers to remain motivated, adaptive, and productive when facing academic challenges. In this framework, organizational commitment reflects lecturers' emotional, psychological, and behavioral attachment to their institution, which strengthens their responsibility to achieve organizational goals and improves lecturer performance in teaching, research, and academic service (Bakker & Demerouti, 2020; Greenhaus & Allen, 2021; Luthans et al., 2020; Meyer & Allen, 2020).

Empirical studies support the mediating role of organizational commitment in improving lecturer performance. Paryavi and Keshavarz (2021) found that lecturers with strong human capital, such as good education and professional skills, are more likely to work effectively and produce better academic outcomes, which strengthens their commitment to the institution. Ali et al. (2020) also showed that good human capital is positively related to lecturer performance, which then influences their commitment to higher education. In relation to supervisor support, Hu and Liao (2021) found that emotional and instrumental support from supervisors increases lecturers' work engagement, performance, and organizational commitment, while Bakker and Demerouti (2020) emphasized that supervisor support improves engagement and performance, which subsequently strengthens lecturers' emotional attachment to the organization. Work life balance has also been shown to improve performance and commitment, as lecturers who can manage personal and professional responsibilities experience lower stress, higher focus, and stronger institutional attachment (Allen et al., 2020; Greenhaus & Allen, 2021). Furthermore, Schaufeli and Bakker (2020) found that highly engaged lecturers tend to work enthusiastically and productively, while Avey et al. (2021) showed that engaged lecturers perform better and demonstrate stronger loyalty to the organization. Psychological capital also contributes to this process, as lecturers with higher hope, optimism, resilience, and self-efficacy are better able to cope with difficulties, maintain motivation, improve performance, and strengthen organizational commitment (Luthans et al., 2020; Avey et al., 2021).

Based on the theoretical explanation and previous empirical findings, this study proposes that organizational commitment mediates the influence of human capital, supervisor support, work life balance, work engagement, and psychological capital on lecturer performance. Lecturers who possess strong human capital, receive adequate supervisor support, maintain a healthy work life balance, demonstrate high work engagement, and have strong psychological capital are more likely to develop stronger organizational commitment, which ultimately improves their teaching quality, research productivity, and contribution to academic development. Therefore, the hypotheses are formulated as follows:

H12: Organizational commitment mediates the influence of human capital on lecturer performance.

- H13: Organizational commitment mediates the influence of supervisor support on lecturer performance.
- H14: Organizational commitment mediates the influence of work life balance on lecturer performance.
- H15: Organizational commitment mediates the influence of work engagement on lecturer performance.
- H16: Organizational commitment mediates the influence of psychological capital on lecturer performance.

RESEARCH METHOD

This study is categorized as explanatory research with a quantitative approach. Sugiyono (2017) stated that research methods fundamentally have scientific characteristics for obtaining data for specific objectives and applications. In this study, the quantitative approach is employed because the research aims to test hypotheses and examine the relationships among variables. Explanatory research is appropriate because it seeks to explain the causal relationships among human capital, supervisor support, work-life balance, work engagement, psychological capital, organizational commitment, and lecturer performance. As stated by Sarstedt et al. (2020), quantitative research commonly uses structured instruments such as questionnaires to collect data and statistically examine relationships among variables. Therefore, this research does not merely describe the current condition of the object being studied, but also explains the effects among variables in the proposed research model.

The participants in this study were lecturers at private higher education institutions in Indonesia. The sampling frame included active lecturers who were involved in teaching, research, and academic service activities. Using random sampling, 100 lecturers were selected as respondents because this number is considered sufficient for PLS-SEM analysis, especially for a prediction-oriented model with several latent variables and structural paths. The respondents represented different private university affiliations and regional backgrounds, with varied demographic characteristics such as sex, age, academic position, teaching experience, and educational background. These criteria were used to ensure that the sample reflected the target population of private university lecturers. Although the sample may not represent all lecturers in Indonesian private higher education, the use of random sampling and diverse respondent characteristics helps reduce selection bias and supports the representativeness of the study.

This research made use of Partial Least Squares (PLS) as its method of data analysis. When it comes to structural equation modelling, PLS is one of the models that uses either a variance-based or component-based approach. According to Sarstedt et al. (2020) The purpose of PLS-SEM is to develop or construct a theory (prediction orientation). PLS is used to explain the existence or absence of a relationship between latent variables (prediction). PLS is a powerful analysis method because it does not assume current data with a specific measurement scale, and a small sample size (Hair et al., 2019).

Validity and Reliability Test

This study uses reflective indicators for all latent constructs because the measurement items are assumed to reflect the underlying variables, namely human capital, supervisor support, work-life balance, work engagement, psychological capital, organizational commitment, and lecturer performance. Therefore, the outer model evaluation follows the criteria for reflective measurement models. Before conducting statistical validity and reliability tests, the measurement items were adapted from previous studies and adjusted to the context of lecturers in private higher education. The adaptation process was conducted to ensure that each item was conceptually relevant to the research context. Thus, construct validity in this study is not only assessed statistically, but also justified conceptually based on the definition of each variable and the theoretical framework used in the study.

Convergent validity is evaluated through outer loading and Average Variance Extracted (AVE). The outer loading value indicates the degree to which each item correlates with its construct. An item is considered valid when the outer loading value is greater than 0.70. In addition, AVE is

used to assess whether a construct can explain more than half of the variance of its indicators. An AVE value greater than 0.50 indicates that the construct has adequate convergent validity. Discriminant validity is assessed by examining cross-loading values and the square root of AVE to ensure that each construct is empirically distinct from other constructs in the model. Reliability is evaluated using Composite Reliability and Cronbach’s Alpha. A construct is considered reliable when the Composite Reliability and Cronbach’s Alpha values are greater than 0.70.

Instrument Testing

The research instrument was developed based on established scales from previous studies and adapted to the context of private higher education lecturers. Each item was reviewed to ensure content validity, clarity, and suitability with the theoretical definition of the construct.

Uji Instrumen	Uji yang digunakan
Uji Validitas	Convergent Validity AVE
Uji Reliabilitas	Cronbach Alpha Composite Reliability

R Square Test

To measure the extent to which certain independent variables affect the dependent latent variable, researchers utilise the dependent construct R-square.

Inner Model Analysis

The inner model, or structural model, is used to examine the causal relationships among variables in the research model. This study uses PLS-SEM because it is suitable for prediction-oriented research, complex models involving several latent variables and mediation effects, and studies with relatively limited sample sizes. Compared with CB-SEM, PLS-SEM is more appropriate when the main objective is to predict key target constructs and examine relationships among variables rather than to confirm a well-established theory. Therefore, the use of PLS-SEM is justified by the predictive nature of the study, the complexity of the model, and the sample size of 100 respondents.

Hypothesis testing is conducted by examining the path coefficient, t-statistic, and p-value generated through bootstrapping in SmartPLS. The beta coefficient is used to determine the direction and strength of the relationship between variables. At the 5 percent significance level, a hypothesis is accepted when the t-statistic is greater than 1.96 and the p-value is less than 0.05. Therefore, the criteria for hypothesis testing are as follows:

“Ha: t-statistic > 1.96 with p-values < 0.05.”

“H0 = t-statistic < 1.96 with p-value > 0.05.”

RESULT AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

During the examination of the study's external model, four evaluation criteria were taken into account: Cronbach's Alpha, Composite Reliability, Convergent Validity, and Discriminant Validity. The research model is illustrated in the figure below.

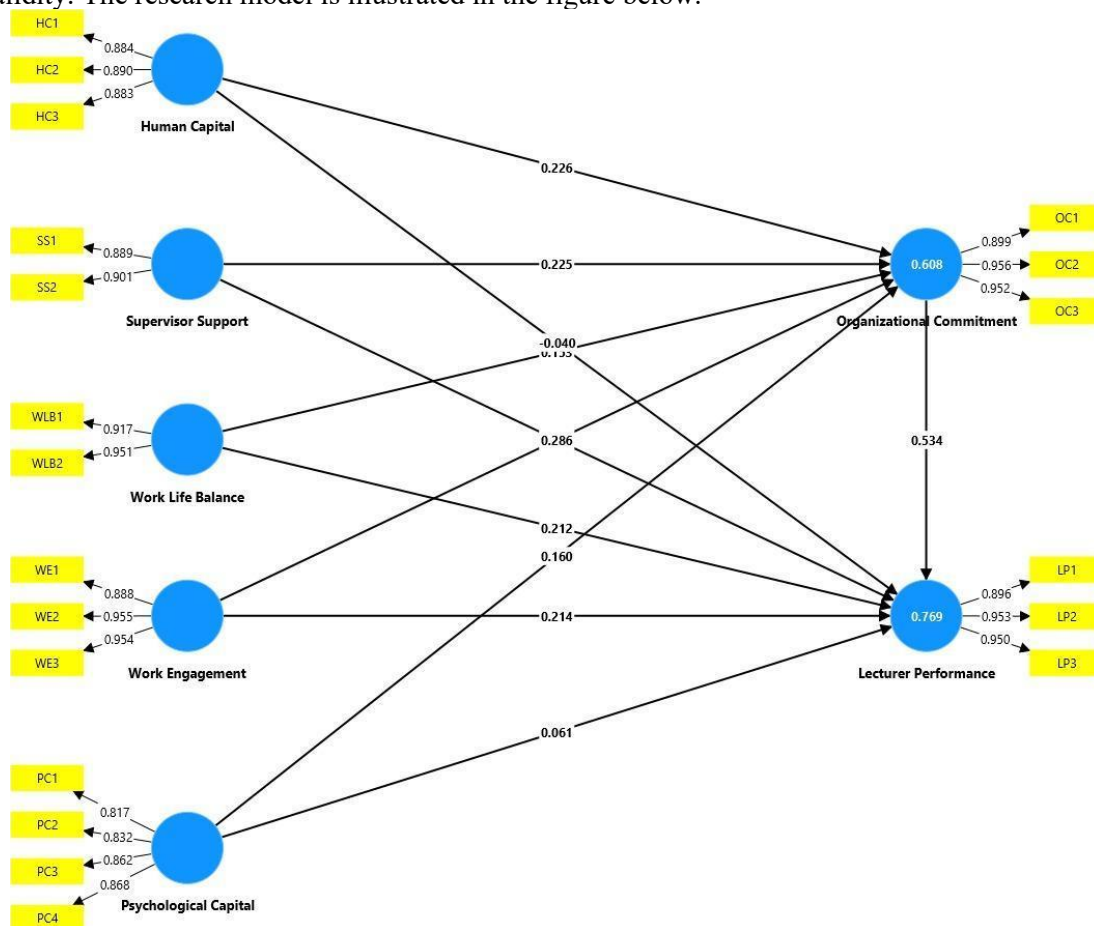


Figure 1. Outer Model

The outer loading values of the study's variables are explained in Figure 1. Because they are greater than 0.7, all of the outer loading values in this figure satisfy the validity criterion.

Validity Test

Before conducting the validity test, it is important to clarify the type of measurement model used in this study. All constructs in this study were measured using a reflective measurement model because the indicators are assumed to reflect the underlying latent variables. In other words, changes in the latent construct are expected to cause changes in its indicators. For example, lecturers with higher human capital are expected to show higher levels of knowledge, skills, and experience; lecturers with stronger organizational commitment are expected to show stronger emotional attachment, loyalty, and willingness to contribute to the institution. Therefore, the indicators within each construct are expected to be correlated with one another. Since this study uses reflective indicators, the validity assessment is based on outer loading and Average Variance Extracted (AVE).

A questionnaire's validity can be evaluated through validity testing. In this study, convergent validity was assessed by examining the outer loading and AVE values. Convergent validity measures the extent to which each reflective indicator is correlated with its latent construct in the PLS model. An indicator is considered valid when its outer loading value is greater than 0.70. However, for early-stage or exploratory studies, loading values between 0.50 and 0.60 can still be considered acceptable (Dahri, 2017). In addition, AVE was used to assess whether each construct explains more than half of the variance of its indicators. An AVE value greater than 0.50 indicates adequate convergent validity.

Table 1. Validity Test Results

Variables		Outer Loading	AVE	Information
Human Capital	C1	0.884	0.785	Valid
	C2	0.890		Valid
	C3	0.883		Valid
Lecturer Performance	P1	0.896	0.871	Valid
	LP2	0.953		Valid
	LP3	0.950		Valid
Organizational Commitment	OC1	0.899	0.871	Valid
	OC2	0.956		Valid
	OC3	0.952		Valid
Psychological Capital	PC1	0.817	0.714	Valid
	PC2	0.832		Valid
	PC3	0.862		Valid
	PC4	0.868		Valid
Support Supervisor	SS1	0.889	0.801	Valid
	SS2	0.901		Valid
Work Engagement	WE1	0.888	0.870	Valid
	WE2	0.955		Valid
	WE3	0.954		Valid
Work Life Balance	WLB1	0.917	0.873	Valid
	WLB2	0.951		Valid

The instrument validity test validated all indicators, so we know they're all good to go.

Reliability Test

The Cronbach Alpha and Composite Reliability tests were utilised in this investigation. Cronbach Alpha evaluates the reliability's lowest value, or lowerbound. If the Cronbach Alpha value is more than 0.7, the data is regarded as reliable. The true dependability value of a variable is measured via composite reliability. For data to be deemed extremely reliable, its composite reliability score must be more than 0.7.

Table 2. Reliability Test Results

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Human Capital	0.863	0.864	0.916
Lecturer Performance	0.926	0.928	0.953
Organizational Commitment	0.929	0.934	0.955
Psychological Capital	0.867	0.868	0.909
Support Supervisor	0.752	0.754	0.890
Work Engagement	0.925	0.936	0.953
Work Life Balance	0.857	0.897	0.932

The test results showed that all instruments were declared reliable with Cronbach Alpha and Composite reliability scores > 0.7.

Evaluation of Inner Model Structural Model

At its heart, inner model evaluation is testing the validity of the proposed connections between latent variables. This is how the inner model evaluation works:

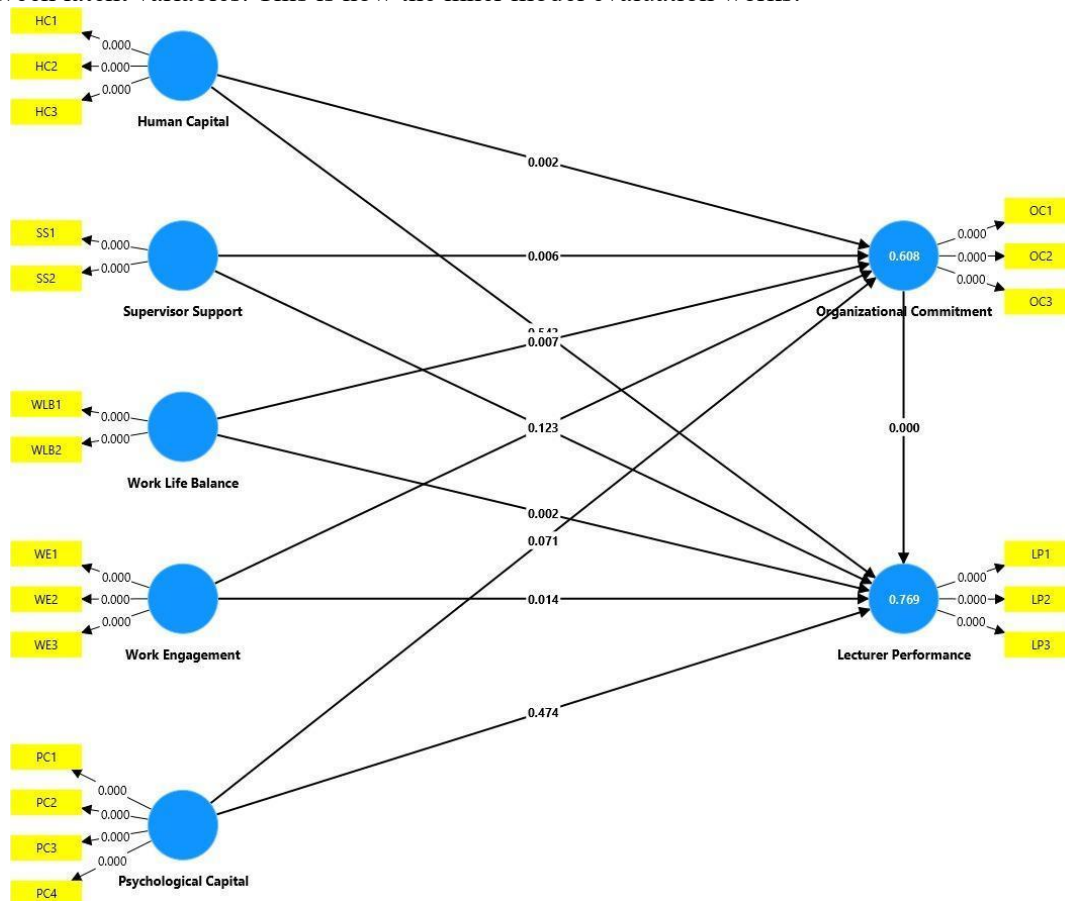


Figure 2. Inner Model

R-Square Test

To find out how much other variables affect an endogenous variable, researchers employ the R-Square Coefficient Determination (R-Square) test. The following table displays the R-Square values that were derived from data analysis performed using the smartPLS program:

Table 3. R-Square Test

	R-square	R-square adjusted
Lecturer Performance	0.769	0.754
Organizational Commitment	0.608	0.587

Lecturer Performance and Organisational Commitment are the dependent variables, and the R-Square test results are shown in Table 3. The independent variables in the model, which include Human Capital, Supervisor Support, Work-Life Balance, Work Engagement, and Psychological Capital, explain about 76.9% of the variation in lecturer performance, according to the R-Square value of 0.769. Taking into account the number of predictors in the model, the modified R-Square value of 0.754 gives a more precise estimate.

At the same time, the R-Square value for organisational commitment is 0.608. This indicates that the independent variables in the model—specifically, human capital, supervisor support, work-

life balance, work engagement, and psychological capital—account for 60.8% of the variation in organisational commitment. By factoring in the total number of predictors, the modified R-Square value—0.587—delivers a more accurate assessment. Lecturer Performance exhibited a better match than Organisational Commitment, although both variables demonstrate that the model has substantial explanatory power.

Hypothesis Testing

After analysing the data, the results can be used to answer the research hypothesis. In this study, the hypothesis was tested using T-statistics and P-values. If the p-value is smaller than 0.05, we can conclude that the study hypothesis is accepted. Results from the inner model's research hypothesis testing are as follows:

Table 4. Research Hypothesis Testing

	Original sample (O)	T statistics (O/STDEV)	P values
Human Capital -> Organizational Commitment	0.226	3,1	0.002
Supervisor Support -> Organizational Commitment	0.225	2,754	0.006
Work Life Balance -> Organizational Commitment	0.153	2,707	0.007
Work Engagement -> Organizational Commitment	0.286	3,027	0.002
Psychological Capital -> Organizational Commitment	0.160	1,804	0.071
Human Capital -> Lecturer Performance	-0.040	0.609	0.543
Supervisor Support -> Lecturer Performance	0.110	1,542	0.123
Work Life Balance -> Lecturer Performance	0.212	3,168	0.002
Work Engagement -> Lecturer Performance	0.214	2,466	0.014
Psychological Capital -> Lecturer Performance	0.061	0.716	0.474
Organizational Commitment -> Lecturer Performance	0.534	4,762	0.000
Human Capital -> Organizational Commitment -> Lecturer Performance	0.121	2,637	0.008
Supervisor Support -> Organizational Commitment -> Lecturer Performance	0.120	2,229	0.026
Work Life Balance -> Organizational Commitment -> Lecturer Performance	0.082	2,407	0.016
Work Engagement -> Organizational Commitment -> Lecturer Performance	0.153	2,439	0.015
Psychological Capital -> Organizational Commitment -> Lecturer Performance	0.085	1,57	0.117

It can be seen how organisational commitment mediated the relationship between the independent and dependent variables in this table that presents the results of the hypothesis test. If the p-value is less than 0.05, we say that the hypothesis is significant. Of the 16 hypotheses tested, there are several significant relationships, namely: human capital influences organizational commitment ($p = 0.002$), organizational commitment influences lecturer performance ($p = 0.000$), supervisor support influences organizational commitment ($p = 0.006$), work engagement influences lecturer performance ($p = 0.014$), work engagement influences organizational commitment ($p = 0.002$), work life balance influences lecturer performance ($p = 0.002$), and work life balance influences organizational commitment ($p = 0.007$). In addition, several mediation relationships were also significant, namely supervisor support \rightarrow organizational commitment \rightarrow lecturer performance ($p = 0.026$), work engagement \rightarrow organizational commitment \rightarrow lecturer performance ($p = 0.015$), work life balance \rightarrow organizational commitment \rightarrow lecturer performance ($p = 0.016$), and human capital \rightarrow organizational commitment \rightarrow lecturer performance ($p = 0.008$). Other relationships were not significant because they had a p value greater than 0.05.

Discussion

Hypothesis 1: Human Capital influences Organizational Commitment

Human Capital is significantly related to Organisational Commitment ($P = 0.002$), according to the data. Educators who have invested in their human capital through things like advanced degrees, strong professional skills, and years of classroom experience are more likely to remain loyal to their employer. Paryavi and Keshavarz (2021) in their research stated that good human capital, especially in the context of education and skills, can increase individual commitment to the organization, because they feel more valued and more competent in carrying out their duties. Therefore, improving the quality of human capital is an important factor that can strengthen lecturers' commitment to their academic institutions.

Research by Meyer and Allen (2020) also supports these findings, showing that lecturers with strong human capital tend to be more committed to organizational goals because they feel capable of making significant contributions to achieving those goals. By possessing robust skills and knowledge, lecturers feel more engaged in their duties, leading to increased dedication and commitment to institutional development. Furthermore, strong human capital enables lecturers to more effectively address challenges in the academic environment, strengthen their relationships with the organization, and enhance the quality of their teaching and research.

Hypothesis 2: Supervisor Support influences Organizational Commitment

The analysis shows that Supervisor Support has a significant effect on Organizational Commitment ($P = 0.006$). Support provided by superiors, both emotional and instrumental, plays a crucial role in building lecturers' commitment to the organization. Hu and Liao (2021) emphasize that support from superiors or leaders can strengthen the relationship between lecturers and the organization, as they feel valued, empowered, and encouraged to achieve organizational goals. Lecturers who receive support, whether in the form of guidance on the job or recognition for their performance, are more likely to increase their commitment to the institution.

Research by Bakker and Demerouti (2020) also revealed that support from superiors is positively related to lecturers' work engagement levels. When lecturers feel supported by their leaders, both emotionally and in terms of providing necessary resources, they feel more committed to the organization and are more motivated to contribute optimally. Therefore, supervisor support plays a key role in strengthening lecturers' organizational commitment, which in turn improves the quality of their performance.

Hypothesis 3: Work Life Balance influences Organizational Commitment

According to the hypothesis test, there is a strong relationship between work-life balance and organisational commitment ($P = 0.007$). When professors manage to keep their personal and professional lives in check, they report higher levels of job satisfaction and motivation, which in turn strengthens their loyalty to their employer. Greenhaus and Allen (2021) found that when professors have a good work-life balance, they are happier in their jobs and more dedicated to their schools. Having personal time allows professors to feel more invested in the institution and their work, which in turn makes them more capable of contributing to its long-term objectives.

A healthy work-life balance boosts professors' commitment to their schools, according to research by Hu and Liao (2021). Since they are respected and supported by the institution in maintaining their personal well-being, lecturers experience more job satisfaction and organisational commitment when they have greater control over their work-life balance. Thus, a healthy work-life balance is an important factor in enhancing the organisational commitment of academics.

Hypothesis 4: Work Engagement influences Organizational Commitment

The results of the hypothesis test show that Work Engagement has a significant effect on Organizational Commitment ($P = 0.002$). This indicates that lecturers who are actively and enthusiastically involved in their work tend to have a higher commitment to the organization where they work. Research by Bakker and Demerouti (2020) shows that high work engagement encourages individuals to feel more connected to their organization, which increases emotional attachment and commitment to organizational goals. Lecturers who feel passionate and motivated in their work are more likely to demonstrate long-term loyalty and commitment to their university.

Furthermore, research by Ali et al. (2020) supports that strong work engagement can influence lecturers' organizational commitment levels, as they feel valued and contribute maximally to achieving institutional goals. Lecturers who are engaged in their work will feel more responsible for the organization's success and are motivated to continue developing and contributing to academic development. Therefore, work engagement can be a key factor in increasing lecturers' organizational commitment.

Hypothesis 5: Psychological Capital influences Organizational Commitment

The results of the hypothesis test show that Psychological Capital does not have a significant effect on Organizational Commitment ($P = 0.071$). This indicates that although lecturers with higher psychological capital may have hope, optimism, resilience, and self-efficacy in facing academic challenges, these personal psychological resources are not strong enough to directly increase their commitment to the organization. Based on Positive Organizational Behavior, psychological capital can help individuals remain motivated and adaptive in difficult work situations; however, organizational commitment also depends on broader organizational factors such as institutional support, leadership, recognition, and career development opportunities (Luthans et al., 2020; Meyer & Allen, 2020).

Furthermore, this finding is not fully in line with Avey et al. (2021), who stated that individuals with higher psychological capital tend to demonstrate more positive work attitudes, including organizational commitment. In the context of private higher education, this result may indicate that lecturers' optimism, resilience, and self-confidence are more closely related to their personal motivation and ability to cope with academic demands than to their emotional attachment to the institution. Therefore, psychological capital remains important for supporting lecturers' positive work behavior, but it may not directly strengthen organizational commitment without sufficient organizational support and institutional recognition.

Hypothesis 6: Human Capital influences Lecturer Performance

The results of the hypothesis test show that Human Capital does not have a significant effect on Lecturer Performance ($P = 0.543$). This indicates that lecturers' knowledge, skills, experience, and competencies do not directly improve lecturer performance in this study. Although Human Capital Theory explains that individual competence and professional capability should function as productive assets that enhance work outcomes, the negative and insignificant coefficient suggests that human capital alone may not be sufficient to improve teaching quality, research productivity, and academic contribution without supporting organizational conditions such as institutional support, workload management, research facilities, and career development opportunities (Paryavi & Keshavarz, 2021; Angelo & Cross, 2020).

Furthermore, this finding is not fully in line with previous studies stating that well-developed human capital can improve lecturers' teaching and research performance (Paryavi & Keshavarz, 2021). In the context of private higher education, this result may indicate that lecturers with strong competence may still face structural constraints, such as limited resources, high teaching loads, or insufficient institutional support, which prevent their human capital from being translated into

measurable performance outcomes. Therefore, human capital remains important as a foundation for lecturer capability, but it may require supportive organizational systems and work conditions to produce a significant impact on lecturer performance.

Hypothesis 7: Supervisor Support influences Lecturer Performance

The results of the hypothesis test show that Supervisor Support does not have a significant effect on Lecturer Performance ($P = 0.123$). This indicates that although support from supervisors may provide guidance, recognition, emotional encouragement, and work-related resources, such support does not directly improve lecturer performance in this study. Based on Social Exchange Theory and the Job Demands-Resources model, supervisor support should help lecturers feel valued and motivated to perform better; however, the insignificant result suggests that supervisor support alone may not be strong enough to directly enhance teaching quality, research productivity, and academic contribution without other institutional factors such as adequate facilities, fair workload distribution, research funding, and clear performance evaluation systems (Bakker & Demerouti, 2020; Hu et al., 2021).

Furthermore, this finding is not fully consistent with previous studies showing that supervisor support can improve employee engagement and performance by providing emotional and instrumental resources (Bakker & Demerouti, 2020). In the context of private higher education, this result may indicate that supervisor support is more likely to influence lecturer performance indirectly through psychological or attitudinal mechanisms, such as work engagement and organizational commitment, rather than directly. Therefore, supervisor support remains important for creating a supportive academic environment, but its effect on lecturer performance may depend on whether such support is accompanied by stronger institutional policies, professional development opportunities, and adequate academic resources.

Hypothesis 8: Work Life Balance has an effect on Lecturer Performance

The results of the investigation demonstrate that Lecturer Performance is significantly impacted by Work-Life Balance ($P = 0.002$). Professors' ability to handle stress and pressure at work is directly correlated to their effectiveness in the classroom and the lab when they maintain a healthy work-life balance. Lecturers who are successful in striking a good work-life balance tend to have reduced levels of stress, which in turn leads to more productivity and higher-quality work, according to research by Greenhaus and Allen (2021). Instructors are able to provide their full attention to their students and tasks when they have time to themselves.

In addition, according to Allen et al. (2020), professors' academic performance is enhanced by a healthy work-life balance, which boosts their job satisfaction. When professors are happy in their personal life, they bring greater energy and enthusiasm to their work as teachers and researchers. Therefore, it is essential for college professors to have a good work-life balance in order to support their performance.

Hypothesis 9: Work Engagement influences Lecturer Performance

The results of the hypothesis test show that Work Engagement has a significant effect on Lecturer Performance ($P = 0.014$). Lecturers who are fully engaged in their work, as reflected in their enthusiasm, dedication, and energy, tend to have higher performance in teaching and research. Schaufeli and Bakker (2020) explain that high work engagement is related to increased teaching quality and research productivity, because lecturers who are engaged in their work will be more focused, motivated, and able to overcome challenges that arise in their academic duties. This creates a more productive and innovative work environment.

Furthermore, research by Avey et al. (2021) shows that work engagement can improve individual creativity and work quality. Lecturers who are engaged in their work are more likely to generate new ideas, adopt more effective teaching methods, and produce more and higher-quality publications. Therefore, increasing work engagement can directly improve lecturer performance, both in teaching and research, and contribute to better academic development in higher education.

Hypothesis 10: Psychological Capital influences Lecturer Performance

The results of the hypothesis test show that Psychological Capital does not have a significant effect on Lecturer Performance ($P = 0.474$). This indicates that although lecturers with higher

psychological capital may possess hope, optimism, resilience, and self-efficacy, these psychological resources do not directly improve lecturer performance in this study. Based on the Job Demands-Resources model and Positive Organizational Behavior, psychological capital should help individuals cope with work demands and maintain motivation; however, the insignificant result suggests that psychological capital alone may not be sufficient to enhance teaching quality, research productivity, and academic contribution without supportive organizational conditions, such as adequate resources, fair workload distribution, research support, and institutional recognition (Luthans et al., 2020; Avey et al., 2021).

Furthermore, this finding is not fully consistent with previous studies showing that psychological capital can enhance resilience, motivation, and individual performance (Luthans et al., 2020). In the context of private higher education, this result may indicate that lecturers' optimism, resilience, and self-confidence are more related to their ability to cope with academic pressures than to direct performance outcomes. Therefore, psychological capital remains important for sustaining lecturers' motivation and adaptability, but its influence on lecturer performance may depend on other mediating or supporting factors, such as work engagement, organizational commitment, supervisor support, and institutional facilities.

Hypothesis 11: Organizational Commitment Influences Lecturer Performance

A strong correlation between organisational commitment and lecturer performance was found in the study ($P = 0.000$). Having a strong sense of belonging to the organization enables lecturers to put more effort into accomplishing its objectives, which ultimately enhances the calibre of their pedagogy and research output. Professors who have an emotional investment in the school they teach for will go above and beyond in their duties, according to research by Meyer and Allen (2020). Lecturers' effectiveness in class management, curriculum development, and research output is positively affected by this.

Furthermore, research by Ali et al. (2020) also shows that organizational commitment influences lecturers' motivation to actively participate in academic activities, including teaching and research. Lecturers who feel emotionally connected to their university tend to be more committed to teaching quality and more motivated to conduct relevant research. Thus, strong organizational commitment can serve as a key driver for lecturers to perform better in various aspects of their academic work.

Hypothesis 12: Human Capital influences Organizational Commitment through Lecturer Performance

The results of the hypothesis test show that Human Capital significantly affects Lecturer Performance through Organizational Commitment ($P = 0.008$). This means that lecturers with strong human capital, such as education, skills, knowledge, and academic experience, tend to develop stronger organizational commitment, which then improves their teaching, research, and academic contribution. Paryavi and Keshavarz (2021) stated that lecturers with high human capital feel more competent and capable in carrying out academic duties, thereby strengthening their commitment to the institution.

This finding is also supported by Ali et al. (2020), who explained that organizational commitment can improve lecturer performance because committed lecturers feel more responsible for achieving institutional goals. Thus, human capital can enhance lecturer performance indirectly through organizational commitment, as competent and committed lecturers are more motivated to contribute optimally to their university.

Hypothesis 13: Supervisor Support influences Lecturer Performance through Organizational Commitment

The results of the hypothesis test indicate that Supervisor Support has a significant effect on Lecturer Performance through Organizational Commitment ($P = 0.026$). This means that support from supervisors, both emotional and instrumental, can strengthen lecturers' organizational commitment, which then improves their performance. Hu and Liao (2021) revealed that supervisor support makes lecturers feel valued, empowered, and supported by the institution, thereby increasing their commitment to organizational goals.

Bakker and Demerouti (2020) also emphasized that supervisor support provides important job resources that can strengthen positive work attitudes. When lecturers feel committed to their university, they are more motivated to perform better in teaching, research, and academic development. Therefore, supervisor support can improve lecturer performance indirectly through organizational commitment.

Hypothesis 14: Work Life Balance influences Lecturer Performance through Organizational Commitment

The hypothesis test found that Work Life Balance significantly affects Lecturer Performance through Organizational Commitment ($P = 0.016$). This means that lecturers who are able to maintain a healthy balance between professional and personal responsibilities tend to develop stronger organizational commitment, which then improves their teaching, research, and academic contribution. Allen et al. (2020) stated that good work-life balance helps lecturers manage stress and workload more effectively, making them more satisfied and committed to their institution.

Furthermore, Greenhaus and Allen (2021) revealed that when lecturers feel supported in balancing work and personal life, they become more emotionally attached to their organization. This stronger organizational commitment encourages lecturers to contribute more actively and perform better in their academic roles. Therefore, work-life balance can improve lecturer performance indirectly through organizational commitment.

Hypothesis 15: Work Engagement influences Lecturer Performance through Organizational Commitment

The results show that Work Engagement has a significant effect on Lecturer Performance through Organizational Commitment ($P = 0.015$). This means that lecturers who are enthusiastic, dedicated, and actively involved in their academic work tend to develop stronger organizational commitment, which then improves their teaching, research, and academic contribution. Schaufeli and Bakker (2020) stated that highly engaged lecturers are more likely to work with energy and dedication, making them more emotionally attached to their institution.

Research by Avey et al. (2021) also supports that positive work attitudes can strengthen commitment and improve performance. When engaged lecturers feel responsible for organizational success, they become more motivated to contribute optimally to institutional goals. Therefore, work engagement can enhance lecturer performance indirectly through organizational commitment.

Hypothesis 16: Psychological Capital influences Lecturer Performance through Organizational Commitment

The hypothesis test found that Psychological Capital does not significantly influence Lecturer Performance through Organizational Commitment ($P = 0.117$). This means that lecturers' optimism, hope, resilience, and self-efficacy may support positive work attitudes, but they are not strong enough to improve lecturer performance through organizational commitment in this study. Luthans et al. (2020) stated that individuals with high psychological capital are generally more motivated, resilient, and able to cope with work pressure, which can support their commitment and performance.

The result is also related to Avey et al. (2021), who found that psychological capital helps individuals adapt to change, stay focused on goals, and overcome challenges. However, in this study, organizational commitment does not significantly mediate the relationship between psychological capital and lecturer performance. Therefore, psychological capital may still be important for lecturers' motivation and adaptability, but its indirect effect on lecturer performance through organizational commitment is not significant.

CONCLUSION

This study found that lecturer performance and organisational commitment are significantly impacted by characteristics like psychological capital, work engagement, work-life balance, supervisor support, and human capital. There is a strong correlation between human capital, work-life balance, and academic achievement among lecturers; this correlation is further strengthened by organisational commitment, which is shown to significantly impact lecturers' performance. There is

evidence that professors' dedication to their work and the quality of their classes are enhanced when they are able to strike a better balance between their personal and professional lives on the job.

Based on these findings, private higher education institutions should prioritize strengthening organizational commitment because it plays an important role in improving lecturer performance and mediating the effects of human capital, supervisor support, work-life balance, and work engagement. Universities should also improve lecturers' work-life balance by managing workload, providing flexible work arrangements, and supporting personal well-being. In addition, institutions should increase work engagement by creating meaningful academic work, recognizing lecturers' contributions, and encouraging active involvement in teaching and research. Although human capital and supervisor support do not directly improve lecturer performance, they remain important because they strengthen organizational commitment, which then contributes to better lecturer performance. Meanwhile, psychological capital should be treated as a supporting factor rather than a main priority because its effects were not significant in this study.

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