

How organizational support enhances polytechnic lecturers' performance: The mediating role of competence and the moderating role of motivation

Sri Porwani^{1*} , Mohamad Adam² , Zunaidah², Yuliani² , Ferry Jie³ 

¹ Sekolah Tinggi Ilmu Ekonomi Mulia Darma Pratama, Indonesia.

² Universitas Sriwijaya, Indonesia.

³ Edith Cowan University, Australia.

* Corresponding Author. Email: porwani@gmail.com

ARTICLE INFO

Article History

Received:

10 September 2024;

Revised:

18 November 2025;

Accepted:

2 February 2026;

Keywords

lecturer competence;
lecturer performance;
organizational support;
polytechnic education;
work motivation

ABSTRACT

Despite the critical role of polytechnic lecturers in vocational education, empirical evidence remains limited regarding how organizational support translates into improved lecturer performance through competence and motivation. This study addresses this gap by examining a moderated mediation model linking organizational support, lecturer competence, motivation, and performance. A quantitative correlational design was employed involving 185 lecturers from private polytechnics across various technical disciplines in Indonesia. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings indicate that organizational support significantly enhances lecturer competence ($\beta = 0.45$, $p < 0.001$), while competence strongly predicts lecturer performance ($\beta = 0.50$, $p < 0.001$). Competence fully mediates the relationship between organizational support and performance ($\beta = 0.23$, $p < 0.01$), whereas motivation significantly strengthens the competence–performance relationship ($\beta = 0.22$, $p < 0.01$), supporting the proposed moderated mediation model. These findings provide novel evidence that sustainable lecturer performance depends not only on organizational support but also on competence development and motivational conditions. The study contributes to organizational support theory within vocational higher education and offers practical guidance for designing competence-centered professional development and motivation-enhancing strategies to improve lecturer effectiveness.

This is an open access article under the [CC-BY-SA](#) license.



INTRODUCTION

The quality of vocational education is greatly influenced by the role that instructors play in polytechnic institutions (Schneider & Pilz, 2019). To enable students to succeed in rapidly changing industries, lecturers must convey not only knowledge but also practical skills (Ni & Wang, 2022). Polytechnic lecturers are therefore at the forefront of equipping students with the competencies required to meet industry demands (Otache, 2022). Given this critical role, the performance and competence of lecturers at these institutions directly affect the quality of education provided (Soares & Lopes, 2020). The increasing demand for highly competent graduates has underscored the need for polytechnic institutions to focus on enhancing lecturer performance as a key strategy for improving educational outcomes (Abboh et al., 2024).

Vocational education, by its nature, requires lecturers who are not only knowledgeable but also proficient in translating theoretical concepts into practical applications. Research by Komaro et al. (2022) and Fraser et al., (2019) demonstrates that polytechnic lecturers have roles that differ from those of lecturers at traditional academic institutions because of their dual responsibilities. These

dual demands have been further emphasized in recent studies by Mahajne and Alhuzail (2023), Herijanto et al. (2023), and Davidovitch and Wadmany (2021).

Therefore, the importance of lecturer competence in vocational education is widely acknowledged. However, a critical gap exists in understanding the mechanisms through which institutions can systematically develop and sustain this competency. Many polytechnic institutions still struggle to maintain consistency in lecturer performance, suggesting that traditional support approaches may be insufficient or misaligned with the unique demands of vocational contexts.

Organizational support is defined as the extent to which an institution values its employees' contributions and cares about their well-being (Sun, 2019). It entails providing the necessary resources, fostering a positive work environment, and supporting staff members, as documented by Sabir et al. (2022) and Chen et al. (2020) in their respective organizational studies. The importance of organizational support in improving employee performance has been well documented across various industries. Research conducted by Prysmakova and Lallatin (2023) and Sungu et al. (2019) indicates that employees who perceive high levels of organizational support are more likely to perform well, remain motivated, and experience greater job satisfaction.

Despite this established relationship in general organizational contexts, three critical limitations characterize the existing literature. First, prior research has predominantly focused on the corporate and service sectors. Studies conducted by Y. Lv et al. (2022) and Bell and Liu (2019) reveal limited evidence from educational settings. This limitation has been further confirmed by (L. Lv (2020) and Sarastuen (2020), whose work demonstrates insufficient attention to vocational institutions specifically. Second, existing studies typically examine direct relationships between organizational support and performance. As noted by Yücel et al. (2020), these studies overlook mediating mechanisms, such as competence development, through which organizational support translates into improved outcomes. This oversight obscures our understanding of the transformative processes linking support to effectiveness. Third, the conditional nature of these relationships remains underexplored. Individual factors, such as motivation, may significantly alter how organizational support influences lecturers' effectiveness, yet empirical investigation of these boundary conditions remains limited.

The polytechnic education sector faces unique challenges that differentiate it from other educational environments. According to Behluli et al. (2022) and Fearon et al. (2020), these difficulties include the need to produce graduates who can enter the workforce immediately, the need for current technological expertise, and rapidly changing industry standards. While these challenges amplify the importance of organizational support in improving lecturer performance, existing research has not adequately addressed how such support can be strategically leveraged to enhance lecturers' competence in vocational education settings. This represents a significant gap, as the dual technical and pedagogical demands on polytechnic lecturers suggest that generic support models may be inadequate.

Moreover, current research assumes a relatively uniform effect of organizational support on performance, neglecting the possibility that individual differences may moderate this relationship. The degree to which organizational support results in better performance may vary depending on individual circumstances, such as lecturer motivation (Hilal et al., 2023). Motivation is a crucial determinant of employee behavior and performance, particularly in educational settings where ongoing professional development and the ability to adapt to new teaching practices are essential. This has been demonstrated across multiple studies, including Gagné and Deci (2005), Van den Broeck et al. (2021), and Wang et al. (2020).

However, no empirical studies have examined motivation as a boundary condition that determines when and for whom organizational support is most effective in the polytechnic context. This oversight limits our understanding of how institutions can tailor support strategies to maximize impact across diverse lecturer profiles. Many factors might affect lecturers' motivation, including internal and external rewards, opportunities for professional growth, and the overall work environment (Ryan & Deci, 2020). Sustaining a high level of motivation is essential for continued performance in polytechnic institutions, where lecturers are held to high standards. Organizational support can play a significant role in fostering this motivation. However, existing literature provides contradictory findings on whether support directly enhances motivation or whether motivated

individuals are simply better positioned to leverage available support, as noted by Hilal et al. (2023) and Kumarasamy et al. (2022). Therefore, creating successful support strategies requires awareness of the moderating role of motivation in the relationship between organizational support and lecturer performance, an area that remains empirically unvalidated in vocational education research.

The concept of competence in vocational education is multidimensional, encompassing technical proficiency, pedagogical knowledge, and the ability to engage effectively with industry partners (Antera, 2021; Dupak, 2022). Research by de Vasconcellos et al. (2019) suggests that these competence dimensions can be shaped by organizational support through professional development opportunities, industry engagement initiatives, and a work environment that encourages creativity in teaching practices.

However, within the polytechnic context, empirical evidence explaining the mechanisms through which organizational support influences these various dimensions of competence remains limited. Most previous studies have treated competence as a static attribute rather than as a developmental outcome shaped by institutional interventions, thereby obscuring the processes linking organizational support to the enhancement of lecturer effectiveness. The need to align educational outcomes with the demands of the global economy has become increasingly urgent. In the polytechnic context, this alignment requires producing graduates with industry-relevant technical skills and ensuring that lecturers are capable of delivering high-quality instruction (Abboh et al., 2024; Yusof et al., 2023).

Consequently, lecturers' competence and performance are central to polytechnic institutions' ability to support the education-to-employment pathway. However, research on the specific organizational conditions that foster lecturer competence in polytechnics remains limited and fragmented. Studies by Y. Lv et al. (2022), Bell and Liu (2019), and Taruno et al. (2023) tend to focus on employee performance in general organizational settings and give insufficient attention to the distinct challenges faced by vocational educators. This lack of understanding regarding the unique demands of polytechnic lecturers and the forms of organizational support needed to address them represents a significant knowledge gap that this study seeks to fill.

Although mediation and moderation have been widely examined in organizational behavior research, their integration through moderated mediation models remains uncommon in educational studies, particularly within vocational institutions. Moderated mediation provides a useful framework for analyzing the conditional relationships among organizational support, lecturer motivation, competence, and performance. In this model, motivation functions as a moderator that can strengthen or weaken the relationships among organizational support, lecturer competence, and performance, as suggested by Rachman et al. (2022) and Solekan et al. (2022). Yet, no empirical research has tested this comprehensive framework in the polytechnic context, leaving unanswered questions about the conditional indirect mechanisms through which institutions can improve lecturer outcomes.

The growing strain on polytechnic institutions to produce graduates who are not only technically adept but also flexible enough to adapt to the shifting needs of the global economy underscores the urgency of this research. As vocational education plays a critical role in preparing the future workforce (Pandya et al., 2023), ensuring that lecturers are adequately supported, competent, and motivated is essential for maintaining the relevance and quality of education. Therefore, the findings of this study may inform vocational education policies by helping administrators develop evidence-based strategies that support lecturers within stimulating and supportive work environments, as emphasized by Otache (2022) and Schneider and Pilz (2019).

This study makes three distinctive contributions to the literature on vocational education and organizational behavior. First, it extends organizational theory and organizational support theory to the polytechnic context, addressing a significant gap, as previous research has predominantly focused on the corporate and service sectors. By validating this theoretical framework in vocational education, the study demonstrates how organizational support operates in settings characterized by dual technical and pedagogical demands. Second, the study establishes competence as a mediating mechanism between organizational support and performance. Unlike previous research that treated competence as a static attribute, this investigation conceptualizes and empirically validates competence as a developmental outcome shaped by institutional interventions. This represents a

theoretical advancement in understanding how organizational support translates into enhanced lecturer effectiveness. Third, the study introduces and tests motivation as a critical moderator shaping the relationships among organizational support, competence, and performance. This contribution is particularly novel because it addresses contradictory findings in the existing literature regarding whether support directly enhances motivation or whether motivated individuals simply leverage available support more effectively. By examining motivation as a boundary condition, the study reveals when and for whom organizational support is most effective.

The originality of this research lies in its integrated moderated mediation framework, which simultaneously examines direct effects, indirect pathways through competence, and boundary conditions driven by motivation. This comprehensive approach offers a more nuanced explanation than prior studies that treated these variables separately or examined only bivariate relationships. Previous research by [Rachman et al. \(2022\)](#) and [Solekan et al. \(2022\)](#) suggested the potential of such integrated models, but none have empirically tested this framework within the polytechnic context. Methodologically, this study contributes by employing Structural Equation Modeling (SEM) to test complex conditional indirect effects within a vocational sample, an approach rarely used in polytechnic research. This analytical approach enables the simultaneous examination of multiple pathways and interactions, providing more comprehensive evidence than traditional regression-based approaches. Practically, the findings provide strategic insights for designing organizational support systems that accommodate both skill development processes and individual motivational differences. This enables polytechnic administrators to allocate resources more effectively by identifying which forms of support are most beneficial for lecturers with varying motivational profiles. The study thus bridges the gap between theoretical understanding and actionable strategies for institutional improvement.

Overall, this research advances both theoretical and empirical understanding of how organizational support enhances lecturer competence and performance through conditional processes. By illuminating the mechanisms and boundary conditions of these relationships, the study offers polytechnic institutions a robust, evidence-based framework for strengthening lecturers' effectiveness in an increasingly demanding educational environment. This integrated approach represents a significant departure from fragmented, single-variable studies and provides a more complete picture of the factors that drive excellence in vocational education.

METHOD

This study employed a quantitative correlational design to examine the influence of organizational support on lecturer competence and performance in private polytechnics within Higher Education Service Region II. A moderated mediation framework was used to determine whether work motivation strengthens the indirect effect of perceived organizational support on performance through competence. The research was conducted across private polytechnics in South Sumatra, Lampung, Bengkulu, and Bangka Belitung, selected based on accreditation quality, institutional readiness, and their strategic role in vocational education. The population comprised permanent lecturers actively engaged in teaching, research, and community service during the 2024/2025 academic year.

A stratified random sampling technique was used to ensure proportional representation of 31 academic programs covering applied science, engineering, informatics, and health sciences. The sampling procedure involved mapping the lecturer population, grouping programs by disciplinary clusters, and selecting respondents proportionally using a random-number method. This process yielded 185 valid responses, which were deemed sufficient to meet the analytical requirements and the statistical power needed for the study.

Data were collected via a structured online questionnaire comprising four validated constructs. Perceived organizational support was measured with eight items adapted from [Eisenberger et al. \(1986\)](#). The scale included items such as "My institution values my contribution to its well-being" and "My institution strongly considers my goals and values." These items were adapted to the polytechnic context by replacing generic organizational terms with specific institutional language relevant to vocational education settings, ensuring contextual appropriateness.

while maintaining the original construct validity. Lecturer competence was assessed using four items based on McClelland (1973) framework, as refined by Wang et al. (2020). Representative items included “I possess the technical skills necessary to teach my subject effectively” and “I can integrate industry practices into my teaching methods.” The adaptation focused on emphasizing the dual technical-pedagogical competencies specific to polytechnic lecturers and aligning the items with the vocational education context, where both theoretical knowledge and practical application skills are essential. Lecturer performance was measured with fourteen items aligned with the Indonesian Ministry of Education and Culture’s evaluation indicators.

Sample items included “I consistently meet my teaching workload requirements,” “I actively engage in research and publication activities,” and “I contribute to community service programs relevant to my field.” This instrument was selected because it reflects the officially mandated performance criteria for Indonesian lecturers, covering the Tridharma obligations (teaching, research, and community service), thus ensuring alignment with institutional accountability standards and regulatory expectations. Work motivation was measured using five items grounded in Self-Determination Theory (Ryan & Deci, 2020). Items included “I find my work as a lecturer personally fulfilling” and “I am motivated by the opportunity to develop my professional skills.” All items used a five-point Likert scale, and data collection ensured confidentiality and anonymity through secure online administration.

Data analysis followed a rigorous, sequential procedure. Preliminary screening was conducted to identify missing values, assess normality, and detect outliers. Descriptive statistics were used to summarize respondent characteristics and variable distributions. Measurement model evaluation included reliability testing using Cronbach’s alpha and composite reliability, as well as assessments of convergent and discriminant validity using confirmatory factor analysis (CFA) in SmartPLS 4.0. Partial Least Squares Structural Equation Modeling (PLS-SEM) was selected because of its ability to handle complex models with multiple relationships and relatively small samples, as well as its suitability for examining predictive relationships. Hypothesis testing was performed using Structural Equation Modeling (SEM) in SmartPLS 4.0 to examine direct and indirect relationships. A moderated mediation analysis was conducted using the two-stage approach in SmartPLS 4.0, in which the interaction term (organizational support $\times$ work motivation) was created and tested to assess the role of work motivation in strengthening the competence–performance pathway. This systematic methodological approach ensured consistency, transparency, and alignment with the study objectives.

RESULTS AND DISCUSSION

Results

Description of Respondent Characteristics

A total of 185 lecturers from 31 programs across private polytechnics under Higher Education Service Region II participated in this study. The participants in this study. The demographic composition of the respondents, as summarized in Table 1, shows that the majority were female (60%), while the remaining 40% were male. In terms of teaching experience, 48.1% of respondents had between six and ten years of experience, indicating that many participants had moderate tenure in the academic profession. Additionally, 75.2% of the respondents were aged between 25 and 45 years, reflecting a predominantly young and productive professional workforce.

This demographic profile suggests that most lecturers are currently in the developmental and advancement stages of their academic careers, which may influence their competence, motivation, and workplace engagement. The relatively young academic population may also reflect institutional efforts to regenerate the academic workforce in vocational higher education, aligning with broader national strategies to strengthen human resource capacity in polytechnic institutions.

Table 1. Respondent Characteristics

Characteristic	Category	Frequency (N)	Percentage
Gender	Male	74	40.0%
	Female	111	60.0%
Age	25 – 35	72	39.0%
	36 – 45	67	36.2%
	46 – 55	31	16.7%
	> 55	15	8.1%
Teaching Experience	3 – 5 years	45	24.3%
	6 – 10 years	89	48.1%
	> 10 years	51	27.6%

Validity and Reliability Test

Confirmatory factor analysis (CFA) demonstrated that all items met the required factor-loading threshold (> 0.60), indicating adequate convergent validity across the constructs. Factor loadings ranged from 0.68 to 0.81 for perceived organizational support, 0.70 to 0.83 for competence, 0.65 to 0.88 for performance, and 0.69 to 0.85 for motivation. In parallel, reliability testing indicated high internal consistency, with Cronbach's alpha values ranging from 0.80 to 0.88. Thus, the measurement instruments used in this study were confirmed to be valid and reliable.

Descriptive Statistics

The descriptive statistics show that respondents reported high perceptions of organizational support, competence, motivation, and lecturer performance, with mean values ranging from 3.9 to 4.2, as presented in Table 2. The low standard deviations indicate consistent responses among participants. These results suggest that the academic environment in the participating private polytechnics is perceived as supportive and conducive, potentially enhancing competence, motivation, and overall lecturer performance.

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Organizational Support	4.2	0.55	3.0	5.0
Competence	4.0	0.60	3.0	5.0
Performance	3.9	0.58	3.0	5.0
Motivation	4.1	0.53	3.0	5.0

Analysis of PLS-SEM Results

The results of the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis using SmartPLS 4.0 demonstrated significant relationships among the variables examined in this study. As shown in Table 3, organizational support exhibited a positive and significant effect on lecturer competence ($\beta = 0.45$, $p < 0.001$), indicating that institutional support mechanisms strongly contribute to enhancing professional capability. In addition, organizational support had a significant indirect effect on lecturer performance via competence ($\beta = 0.23$, $p < 0.01$), suggesting that competence serves as a mediating mechanism by which institutional support enhances performance outcomes.

Table 3. Summary of PLS-SEM Analysis Results

Relationship	Standardized Coefficient (β)	p-value	Category
Organizational Support $\rightarrow$ Competence	0.45	< 0.001	Significant
Competence $\rightarrow$ Performance	0.50	< 0.001	Significant
Organizational Support $\rightarrow$ Performance	0.23	< 0.01	Significant (Mediation)
Competence $\times$ Motivation $\rightarrow$ Performance	0.22	< 0.01	Significant (Moderation)

Furthermore, competence had a strong and significant effect on lecturer performance ($\beta = 0.50$, $p < 0.001$), reinforcing the notion that professional mastery plays a central role in determining work quality, productivity, and academic contributions. Motivation was also found to significantly moderate the relationship between competence and performance ($\beta = 0.22$, $p < 0.01$), indicating that the effect of competence on performance is stronger when work motivation is high. This moderation effect suggests a boundary condition: competence alone may not be sufficient to optimize performance without adequate levels of motivation. Overall, these findings confirm the proposed conceptual framework and highlight the critical role of organizational support, competence development, and motivational factors in strengthening lecturers' performance within private polytechnics.

Discussion

Relationship Between Organizational Support and Competence

The findings indicate that lecturers who perceive higher levels of organizational support tend to demonstrate stronger competence in both technical and pedagogical domains. Organizational support encompasses multiple dimensions, including adequate work facilities, professional development opportunities, mentoring programs, and accessible resources, all of which enable lecturers to fulfill their responsibilities more effectively. This positive relationship underscores the vital role of organizational support in strengthening polytechnic lecturers' professional capabilities, particularly in vocational education settings where technical expertise and pedagogical proficiency are essential.

This finding aligns with resource-based theory, which posits that organizational resources serve as fundamental determinants of individual capability development (Barney & Clark, 2007). Recent empirical studies corroborate this relationship, demonstrating that supportive organizational environments in educational institutions significantly enhance educators' engagement in continuous professional learning Bakker et al. (2014), Clarke et al. (2015), and Lakkala et al. (2021) identified that institutional support mechanisms directly influence teachers' professional competence development through structured learning opportunities and collaborative practices. Furthermore, Hsieh et al. (2022) revealed that organizational support catalyzes competence enhancement by strengthening educators' adaptive capacity to evolving industry standards and pedagogical demands. Similarly, Ying and Yuan-Cheng (2023) demonstrated that perceived organizational support significantly predicts teaching competence among vocational education instructors, with a particularly strong effect on technical skill development.

The theoretical implications of this finding suggest a developmental process in which organizational investment in support systems directly strengthens human capital, reflecting Social Exchange Theory, whereby lecturers reciprocate institutional support through improved competence and professional commitment (Cropanzano & Mitchell, 2005). In vocational education settings where rapid technological advancement requires ongoing skill renewal, organizational support is essential to sustaining lecturers' effectiveness. In practice, polytechnic institutions must implement comprehensive support structures that include systematic professional development aligned with industry changes, accessible technological and teaching resources, structured mentoring between experienced and novice lecturers, and leadership that promotes continuous learning. As highlighted by Schel and Drechsel (2025), multifaceted support systems generate synergistic benefits, yielding greater improvements in competence than isolated initiatives. Therefore, adopting an integrated, holistic approach to organizational support is fundamental to enhancing lecturers' competence and strengthening institutional capacity.

Relationship Between Lecturer Competence and Performance

The analysis revealed a significant positive relationship between lecturer competence and performance ($\beta = 0.50$, $p < 0.001$). This association indicates that lecturers with higher levels of competence demonstrate better performance across multiple dimensions, including teaching effectiveness, research productivity, and community service contributions. The magnitude of this effect suggests that competence serves as a primary driver of performance outcomes in polytechnic

educational settings. This relationship reflects the fundamental premise that professional capability directly translates into work accomplishment, particularly in vocational education, where technical proficiency and pedagogical expertise are simultaneously demanded.

This finding is consistent with Human Capital Theory, which posits that individual competencies constitute valuable assets that enhance productive capacity (Bakker et al., 2014). Contemporary research in educational contexts consistently supports this competence-performance linkage. Khoruzha et al. (2019) demonstrated that teacher competence significantly predicts student achievement outcomes, suggesting that competence effects extend beyond individual performance to broader educational impact. Liesa-Orus et al. (2023) found that pedagogical competence strongly correlates with teaching effectiveness as measured by student learning gains and engagement metrics. Additionally, Fauth et al. (2019) identified that both content knowledge and pedagogical skills independently and interactively predict instructional quality and student outcomes. Recent work by Cha et al. (2025) and Kunter and Holzberger (2014) further elaborates that competence enables adaptive teaching practices, which are essential for addressing diverse student needs in vocational education.

The relationship between competence and performance is particularly important in polytechnic settings because vocational education places dual demands on lecturers: they must maintain up-to-date technical expertise aligned with industry standards while developing strong pedagogical skills for effective knowledge transfer. As highlighted by Dahlback et al. (2020) and Antera (2022), vocational educators possess a distinctive competence profile that integrates theoretical understanding, practical skills, and workplace pedagogy, all of which directly shape performance outcomes. The strong positive linkage identified in this study suggests that institutional investment in competence development generates substantial performance gains across teaching, research, and community service domains. From a policy standpoint, these findings underscore the need for systematic competence assessment and targeted development strategies, including regular competence audits, differentiated pathways for technical and pedagogical enhancement, active industry partnerships to ensure technical relevance, and recognition systems that reward demonstrated competence. Supporting evidence from Park et al. (2022) and Jeno et al. (2023) further shows that institutions prioritizing competence development outperform those that rely solely on performance monitoring, reinforcing the need for polytechnic leaders to position sustainable competence growth as the core of performance improvement initiatives.

Relationship Between Organizational Support and Performance Mediated by Competence

The SEM analysis identified a significant indirect effect of organizational support on performance through competence ($\beta = 0.23$, $p < 0.01$). This mediation pathway indicates that organizational support influences performance through its effect on competence development. This mediated relationship suggests that organizational support creates conditions that facilitate competence development, which subsequently leads to enhanced performance. This finding indicates that the effectiveness of organizational support depends critically on its capacity to foster professional development rather than merely providing resources or favorable working conditions.

This mediated relationship aligns with Social Cognitive Theory, which emphasizes that environmental factors influence performance through their effects on personal capabilities and self-efficacy (Bandura, 1997). Recent empirical evidence supports this mediation mechanism in educational contexts. Muhammad et al. (2021) found that organizational support indirectly enhances teacher performance by fostering professional competence, with mediation accounting for substantial variance in performance outcomes. Similarly, Umamy (2021) demonstrated that perceived organizational support affects teacher performance primarily through its influence on pedagogical competence and self-efficacy. Hernández et al. (2020) found that supportive work environments promote skill acquisition, which is the proximal determinant of performance quality. Kulakow (2020) revealed that the organizational learning climate affects employee performance primarily through competence enhancement rather than through direct motivational effects.

The theoretical significance of this mediation lies in explaining how organizational support translates into performance, demonstrating that support provides essential conditions such as resources, time, encouragement, and learning opportunities that enable lecturers to participate in

professional development, acquire new knowledge, refine skills, and expand their professional capacities, ultimately enhancing competence, which then drives improvements in teaching, research, and service outcomes (Leuhery, 2023; Novitasari, 2020). Practically, this suggests that polytechnic administrators should view competence development as the key intermediary through which support initiatives yield performance gains, requiring long-term investment horizons, integrated support systems that address multiple competence dimensions, evaluation mechanisms that monitor both competence growth and performance outcomes, and continuous feedback loops linking support to developmental progress. Evidence from Li et al. (2023) and Boeve-de Pauw et al. (2022) further shows that high-performing educational systems intentionally invest in teacher development, recognizing mediated effects rather than focusing on immediate performance results, underscoring the need for polytechnic institutions to adopt developmental approaches that prioritize human capital development through systematic competence enhancement.

Relationship Between Competence and Performance Moderated by Motivation

The analysis showed that motivation significantly moderated the relationship between competence and performance ($\beta = 0.22$, $p < 0.01$). This moderation effect indicates that the strength of the competence–performance relationship varies according to lecturers' levels of motivation. Specifically, competence predicts performance more strongly among highly motivated lecturers than among those with lower motivation. This finding suggests that while competence provides the capacity for effective performance, motivation determines the extent to which individuals realize this potential in their work. The interaction between competence and motivation highlights that optimal performance requires both the ability and the willingness to apply it effectively.

This moderation effect is consistent with Self-Determination Theory (SDT), which posits that motivation quality influences how individuals utilize their capabilities (Ryan & Deci, 2020). Autonomous motivation, characterized by inherent interest and value alignment, particularly enhances the translation of competence into performance. Recent research supports this competence–motivation interaction in educational settings. Gagné and Deci (2005) demonstrated that autonomous motivation amplifies the performance benefits of competence, while controlled motivation shows weaker or even negative moderating effects. Epstein et al. (2022) found that teacher motivation moderates the relationship between professional knowledge and instructional quality, with highly motivated teachers applying their competencies more effectively. Similarly, Vo et al. (2022) revealed that intrinsic motivation strengthens the link between teaching competence and student engagement outcomes. Contemporary work by Reeve and Cheon (2021) further indicates that autonomy-supportive contexts enhance the motivation to apply competence.

The theoretical importance of this moderation extends to understanding performance optimization in vocational education. Competence alone may be insufficient for optimal performance; lecturers must also be motivated to consistently apply their skills and adapt to challenges. This interaction reflects the distinction between possessing capability and exercising that capability, with motivation serving as the activating force. In polytechnic contexts where lecturers face demanding workloads, rapid industry changes, and diverse student needs, motivation becomes particularly critical for sustaining the application of competence over time and across varying circumstances (Averill & Major, 2020). In practice, these findings highlight the need for dual-focused institutional strategies that simultaneously strengthen competence and enhance motivation through autonomy-supportive leadership, recognition systems that value both effort and results, career development opportunities, collaborative professional cultures, and work designs that promote autonomy and meaningful engagement. Evidence from McBreen and Savage (2021), Slemp et al. (2021), and Hulleman et al. (2016) demonstrates that integrated interventions addressing both competence and motivation yield superior performance compared to singular approaches, while studies by Slemp et al. (2021) and Van der Hauwaert et al. (2022) further show that work environments supporting competence development alongside autonomous motivation sustain high performance over time.

From a policy standpoint, these findings advocate for holistic human resource development strategies that integrate competence and motivation as complementary rather than alternative performance drivers. Performance management systems should assess and address both dimensions,

recognizing that competence without motivation leads to the underutilization of capabilities, while motivation without competence leads to frustration and ineffective effort. Polytechnic administrators should create supportive environments in which lecturers can continuously develop professionally while engaging in meaningful work that fuels their intrinsic motivation. This integrated approach may promote sustainable performance that benefits both individual lecturers and the achievement of institutional goals.

CONCLUSION

This study concludes that organizational support enhances lecturers' competence, which in turn improves performance across teaching, research, and community service, with competence serving as the primary mechanism by which institutional support influences performance. Motivation further strengthens this relationship by enabling highly motivated lecturers to utilize their competence more effectively. The findings extend existing theories by indicating that organizational resources contribute to performance primarily through human capital development, with competence serving as a central mechanism and motivation functioning as a boundary condition for the enactment of capability.

The findings of this study yield several specific policy recommendations tailored to polytechnic leadership and administrators seeking to enhance lecturer effectiveness through strategic organizational interventions. First, institutions should establish competence-centered professional development programs targeting dual technical–pedagogical competencies through industry immersion (2–4 weeks annually), pedagogical workshops, and mentorship systems, with 5–7% of operational budgets allocated as strategic investments. Second, administrators should implement motivation-differentiated support strategies using annual assessments to tailor interventions, including autonomy-enhancing opportunities for highly motivated lecturers and barrier-removal support for lecturers with lower levels of motivation. Third, performance management systems must integrate competence-tracking mechanisms alongside output metrics to distinguish skill deficits from motivational challenges. Fourth, the organizational support infrastructure requires institutionalization through policies that ensure access to resources, industry partnerships, protected research time (at least 20%), transparent promotion criteria, and funding for professional development. Fifth, leaders should cultivate motivation-enhancing cultures through recognition programs, transparent communication, participatory decision-making, and support for work-life balance. Sixth, competence–performance feedback loops should monitor the outcomes of development initiatives through data systems that track associations between training investments and performance indicators. Seventh, resource constraints necessitate strategic partnerships through consortium formation, industry collaboration, and government grant applications, supported by dedicated staff responsible for resource acquisition. These recommendations provide polytechnic administrators with an evidence-based framework for allocating resources effectively and designing differentiated support systems that accommodate competence development processes and individual motivational differences, ultimately strengthening lecturer effectiveness in demanding vocational education environments.

Practically, institutions are encouraged to implement comprehensive and sustained support systems that integrate professional development, supportive leadership, and motivation-enhancing practices, while designing performance management approaches that monitor both competence growth and performance outcomes. The study acknowledges limitations related to its cross-sectional design, reliance on self-reported data, and geographically specific context; therefore, caution is warranted when generalizing the findings. Future research should employ longitudinal designs, incorporate multi-source performance measures, explore additional mediators and moderators, and conduct comparative studies across diverse educational and cultural settings. Overall, the study underscores the importance of integrating organizational support, competence development, and motivation enhancement to strengthen lecturer effectiveness in vocational education.

AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Sri Porwani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Mohamad Adam	✓	✓		✓	✓					✓		✓		
Zunaidah	✓	✓		✓	✓					✓		✓		
Yuliani	✓	✓		✓		✓	✓			✓		✓		
Ferry Jie	✓			✓						✓		✓		

C : Conceptualization

I : Investigation

Vi : Visualization

M : Methodology

R : Resources

Su : Supervision

So : Software

D : Data Curation

P : Project administration

Va : Validation

O : Writing - Original Draft

Fu : Funding acquisition

Fo : Formal analysis

E : Writing - Review & Editing

CONFLICT OF INTEREST STATEMENT

The authors declare that they have no known competing financial or non-financial interests that could have appeared to influence the work reported in this paper.

REFERENCES

- Abboh, U. A., Majid, A. H., Fareed, M., & Abdussalaam, I. I. (2024). High-performance work practices lecturers' performance connection: Does working condition matter? *Management in Education*, 38(2), 79–90. <https://doi.org/10.1177/08920206211051468>
- Antera, S. (2021). Professional competence of vocational teachers: A conceptual review. *Vocations and Learning*, 14(3), 459–479. <https://doi.org/10.1007/s12186-021-09271-7>
- Antera, S. (2022). Being a vocational teacher in Sweden: Navigating the regime of competence for vocational teachers. *International Journal for Research in Vocational Education and Training*, 9(2), 269–293. <https://doi.org/10.13152/IJRVET.9.2.6>
- Averill, R. M., & Major, J. (2020). What motivates higher education educators to innovate? Exploring competence, autonomy, and relatedness – and connections with wellbeing. *Educational Research*, 62(2), 146–161. <https://doi.org/10.1080/00131881.2020.1755877>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 389–411. <https://doi.org/10.1146/annurev-orgpsych-031413-091235>
- Bandura, A. (1997). *Self-efficacy: The exercise of control* (Vol. 11). Freeman.
- Barney, J. B., & Clark, D. N. (2007). *Resource-based theory: Creating and sustaining competitive advantage*. Oup Oxford.
- Behluli, A., Qerimi, F., Pula, F., & Shabani, L. (2022). The impact of graduates' skills on facing challenges in the labor market. *Emerging Science Journal*, 6(2), 399–417. <https://doi.org/10.28991/ESJ-2022-06-02-014>
- Bell, R., & Liu, P. (2019). Educator challenges in the development and delivery of constructivist active and experiential entrepreneurship classrooms in Chinese vocational higher education. *Journal of Small Business and Enterprise Development*, 26(2), 209–227. <https://doi.org/10.1108/JSBED-01-2018-0025>
- Boeve-de Pauw, J., Olsson, D., Berglund, T., & Gericke, N. (2022). Teachers' ESD self-efficacy and practices: a longitudinal study on the impact of teacher professional development.

- Environmental Education Research*, 28(6), 867–885.
<https://doi.org/10.1080/13504622.2022.2042206>
- Cha, W., Anderman, E. M., & Kim, M. (2025). How to promote intrinsically versus extrinsically motivated teachers' job satisfaction: Exploring individual and school factors. *Teaching and Teacher Education*, 166, 105179. <https://doi.org/10.1016/j.tate.2025.105179>
- Chen, T., Hao, S., Ding, K., Feng, X., Li, G., & Liang, X. (2020). The impact of organizational support on employee performance. *Employee Relations: The International Journal*, 42(1), 166–179. <https://doi.org/10.1108/ER-01-2019-0079>
- Clarke, M., Kenny, A., & Loxley, A. (2015). Creating a supportive working environment for academics in higher education: Country report Ireland. M. Clarke, A. Kenny and A. Loxley, *Creating a Supportive Working Environment for Academics in Higher Education: Country Report Ireland*, Irish Federation of University Teachers and Teachers' Union of Ireland. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2623658
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Dahlback, J., Berg Olstad, H., Sylte, A. L., & Wolden, A.-C. (2020). The importance of authentic workplace-based assessment: A study from VET teacher education. *International Journal for Research in Vocational Education and Training*, 7(3), 302–324. <https://doi.org/10.13152/IJRVET.7.3.3>
- Davidovitch, N., & Wadmany, R. (2021). 2020 – The lecturer at a crossroads of teaching and learning in academia in Israel. *Journal of Education and E-Learning Research*, 8(3), 281–289. <https://doi.org/10.20448/journal.509.2021.83.281.289>
- de Vasconcellos, S. L., Garrido, I. L., & Parente, R. C. (2019). Organizational creativity as a crucial resource for building international business competence. *International Business Review*, 28(3), 438–449. <https://doi.org/10.1016/j.ibusrev.2018.11.003>
- Dupak, N. (2022). Theoretical analysis of the conceptual principles of professional and pedagogical competences of future teachers of vocational education. *Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences*, 4(111), 33–46. [https://doi.org/10.35433/pedagogy.4\(111\).2022.33-46](https://doi.org/10.35433/pedagogy.4(111).2022.33-46)
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Epstein, R., Ho, M. E., Scandalis, Z., & Ginther, A. (2022). The motivation competencies that count most: An online international study. *The Open Psychology Journal*, 15(1). <https://doi.org/10.2174/18743501-v15-e2202030>
- Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86, 102882. <https://doi.org/10.1016/j.tate.2019.102882>
- Fearon, C., van Vuuren, W., McLaughlin, H., & Nachmias, S. (2020). Graduate employability, skills development and the UK's Universities Business Challenge competition: A self-determined learning perspective. *Studies in Higher Education*, 45(6), 1280–1297. <https://doi.org/10.1080/03075079.2019.1576166>
- Fraser, C. J., Duignan, G., Stewart, D., & Rodrigues, A. (2019). Overt and covert: Successful strategies for building employability skills of vocational education graduates. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 157–172. <https://doi.org/10.21153/jtlge2019vol10no1art782>

- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>
- Herijanto, P., Fiernaningsih, N., Widayani, A., Fauzi, A., & Himmah, M. (2023). The influence of vocational lecturer's work environment on innovative work behavior and creative self-efficiency. *Problems and Perspectives in Management*, 21(3), 408–417. [https://doi.org/10.21511/ppm.21\(3\).2023.33](https://doi.org/10.21511/ppm.21(3).2023.33)
- Hernández, E. H., Moreno-Murcia, J. A., Cid, L., Monteiro, D., & Rodrigues, F. (2020). Passion or perseverance? The effect of perceived autonomy support and grit on academic performance in college students. *International Journal of Environmental Research and Public Health*, 17(6), 2143. <https://doi.org/10.3390/ijerph17062143>
- Hilal, R. F., Qomari, I. N., Wahyuningsih, S. H., & Saad, M. S. M. (2023). The role of organizational support and holistic intelligence on lecturer performance mediated by organizational commitment. *International Journal of Professional Business Review*, 8(8), e02908. <https://doi.org/10.26668/businessreview/2023.v8i8.2908>
- Hsieh, C.-C., Chien, W.-C., Yen, H.-C., & Li, H.-C. (2022). “Same same” but different? Exploring the impact of perceived organizational support at the school and teacher levels on teachers' job engagement and organizational citizenship behavior. *Frontiers in Psychology*, 13, 1067054. <https://doi.org/10.3389/fpsyg.2022.1067054>
- Hulleman, C. S., Barron, K. E., Kosovich, J. J., & Lazowski, R. A. (2016). Student motivation: Current theories, constructs, and interventions within an expectancy-value framework. In *Psychosocial skills and school systems in the 21st century: Theory, research, and practice* (pp. 241–278). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-28606-8_10
- Jeno, L. M., Nylehn, J., Hole, T. N., Raaheim, A., Velle, G., & Vandvik, V. (2023). Motivational determinants of students' academic functioning: The role of autonomy-support, autonomous motivation, and perceived competence. *Scandinavian Journal of Educational Research*, 67(2), 194–211. <https://doi.org/10.1080/00313831.2021.1990125>
- Khoruzha, L., Bratko, M., Kotenko, O., Melnychenko, O., & Proshkin, V. (2019). The study of the higher school lecturer's competence in Ukraine: Diagnostics and analytics. *The New Educational Review*, 55(1), 233–245. <https://doi.org/10.15804/ner.2019.55.1.19>
- Komaro, M., Maknun, J., -, S., Haritman, E., Suryana, A., Rokhim, I., & Putra, R. H. (2022). Analysis of vocational lecturer's pedagogical competence needs for TVET: A case study on vocational lecturers in West Java, Indonesia. *Journal of Technical Education and Training*, 14(2), 24–33. <https://doi.org/10.30880/jtet.2022.14.02.003>
- Kulakow, S. (2020). Academic self-concept and achievement motivation among adolescent students in different learning environments: Does competence-support matter? *Learning and Motivation*, 70, 101632. <https://doi.org/10.1016/j.lmot.2020.101632>
- Kumarasamy, M. M., Hasbolah, F., Hamzah, H., Fazmi, K. N. M., & Omar, S. A. (2022). The moderating role of organisational support towards achieving a good work-life balance in the new normal: A Malaysian lecturers' perspective. *International Journal of Business and Society*, 23(2), 913–930. <https://doi.org/10.33736/ijbs.4845.2022>
- Kunter, M., & Holzberger, D. (2014). Loving teaching. In *Teacher Motivation* (pp. 83–99). Routledge. <https://doi.org/10.4324/9780203119273-6>
- Lakkala, S., Galkienė, A., Navaitienė, J., Cierpiałowska, T., Tomecek, S., & Uusiautti, S. (2021). Teachers supporting students in collaborative ways—An analysis of collaborative work creating supportive learning environments for every student in a school: Cases from Austria, Finland, Lithuania, and Poland. *Sustainability*, 13(5), 2804. <https://doi.org/10.3390/su13052804>

- Leuhery, F. (2023). Human resource development in improving the performance of lecturers majoring in management, Pattimura University, Ambon. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 5(2), 272–283. <https://doi.org/10.47006/ijierm.v5i2.233>
- Li, Y., Cai, Y., & Tang, R. (2023). Linking instructional leadership and school support to teacher expertise: The mediating effect of teachers' professional development agency. *Sustainability*, 15(4), 3440. <https://doi.org/10.3390/su15043440>
- Liesa-Orus, M., Lozano Blasco, R., & Arce-Romeral, L. (2023). Digital competence in university lecturers: A meta-analysis of teaching challenges. *Education Sciences*, 13(5), 508. <https://doi.org/10.3390/educsci13050508>
- Lv, L. (2020). Analysis on the challenges and countermeasures of talent training in higher vocational education. *Lifelong Education*, 9(7), 29–31. <https://doi.org/10.18282/le.v9i7.1461>
- Lv, Y., Wu, M., & Shouse, R. C. (2022). Impact of organizational culture, occupational commitment and industry-academy cooperation on vocational education in China: Cross-sectional Hierarchical Linear Modeling analysis. *PLOS ONE*, 17(2), e0264345. <https://doi.org/10.1371/journal.pone.0264345>
- Mahajne, I., & Alhuzail, N. A. (2023). The Arab lecturer on a Zionist campus: Student practices replicating national hegemony. *Middle East Critique*, 32(3), 365–383. <https://doi.org/10.1080/19436149.2023.2230672>
- McBreen, M., & Savage, R. (2021). The impact of motivational reading instruction on the reading achievement and motivation of students: A systematic review and meta-analysis. *Educational Psychology Review*, 33(3), 1125–1163. <https://doi.org/10.1007/s10648-020-09584-4>
- McClelland, D. C. (1973). Testing for competence rather than for “intelligence.” *American Psychologist*, 28(1), 1–14. <https://doi.org/10.1037/h0034092>
- Muhammad, A., Basir-Cyio, M., & Hasanuddin, B. (2021). The influence of organizational commitment, competence, academic atmosphere on motivation and performance (study on state elementary school teachers in Region 3T: Lagging, Frontier, Outermost). *International Journal of Research and Innovation in Social Science*, 5(9), 60–75. <https://doi.org/10.47772/IJRISS.2021.5908>
- Ni, Z., & Wang, F. (2022). Quality assessment of vocational education teaching reform based on deep learning. *Computational and Mathematical Methods in Medicine*, 2022, 1–11. <https://doi.org/10.1155/2022/1499420>
- Novitasari, D. (2020). How does organizational support affect lecturer performance in higher education? *International Journal of Science and Management Studies (IJSMS)*, 3(4), 182–192. <https://doi.org/10.51386/25815946/ijsms-v3i4p117>
- Otache, I. (2022). Enhancing graduates' employability through polytechnic–industry collaboration. *Industry and Higher Education*, 36(5), 604–614. <https://doi.org/10.1177/09504222211063140>
- Pandya, B., Ruhi, U., & Patterson, L. (2023). Preparing the future workforce for 2030: The role of higher education institutions. *Frontiers in Education*, 8, 1295249. <https://doi.org/10.3389/educ.2023.1295249>
- Park, M., Je, N. J., & Yoon, J. (2022). Importance-practice analysis of university professors' teaching competencies. *Asia-Pacific Journal of Convergent Research Interchange*, 8(1), 177–187. <https://doi.org/10.47116/apjcri.2022.01.15>

- Prysmakova, P., & Lallatin, N. (2023). Perceived organizational support in public and nonprofit organizations: Systematic review and directions for future research. *International Review of Administrative Sciences*, 89(2), 467–483. <https://doi.org/10.1177/00208523211033822>
- Rachman, M. M., Sugijanto, S., & Handayani, C. M. (2022). Improving lecturer performance: The role of locus of control, motivation and competence. *Jurnal Manajemen*, 26(1), 99–120. <https://doi.org/10.24912/jm.v26i1.842>
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54–77. <https://doi.org/10.1080/00461520.2020.1862657>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sabir, I., Ali, I., Majid, M. B., Sabir, N., Mehmood, H., Rehman, A. U., & Nawaz, F. (2022). Impact of perceived organizational support on employee performance in IT firms – a comparison among Pakistan and Saudi Arabia. *International Journal of Organizational Analysis*, 30(3), 795–815. <https://doi.org/10.1108/IJOA-10-2019-1914>
- Sarastuen, N. K. (2020). From guiding apprentices to teaching students: Fundamental challenges in the identity transition from occupational practitioner to vocational educator. *Vocations and Learning*, 13(2), 245–261. <https://doi.org/10.1007/s12186-019-09240-1>
- Schel, J., & Drechsel, B. (2025). A latent profile analysis for teacher education students' learning: An overview of competencies in self-regulated learning. *Frontiers in Psychology*, 16(1527438). <https://doi.org/10.3389/fpsyg.2025.1527438>
- Schneider, S., & Pilz, M. (2019). The function and institutional embeddedness of Polytechnics in the Indian education system. *International Journal for Research in Vocational Education and Training*, 6(3), 284–308. <https://doi.org/10.13152/IJRVET.6.3.5>
- Slemp, G. R., Lee, M. A., & Mossman, L. H. (2021). Interventions to support autonomy, competence, and relatedness needs in organizations: A systematic review with recommendations for research and practice. *Journal of Occupational and Organizational Psychology*, 94(2), 427–457. <https://doi.org/10.1111/joop.12338>
- Soares, A. E., & Lopes, M. P. (2020). Are your students safe to learn? The role of lecturer's authentic leadership in the creation of psychologically safe environments and their impact on academic performance. *Active Learning in Higher Education*, 21(1), 65–78. <https://doi.org/10.1177/1469787417742023>
- Solekan, M., Setiadi, P. B., & Rahayu, S. (2022). The effect of competence and motivation on the performance of lecturers in private university. *World Journal of Advanced Research and Reviews*, 14(3), 413–422. <https://doi.org/10.30574/wjarr.2022.14.3.0572>
- Sun, L. (2019). Perceived organizational support: A literature review. *International Journal of Human Resource Studies*, 9(3), 155. <https://doi.org/10.5296/ijhrs.v9i3.15102>
- Sungu, L. J., Weng, Q. (Derek), & Kitule, J. A. (2019). When organizational support yields both performance and satisfaction. *Personnel Review*, 48(6), 1410–1428. <https://doi.org/10.1108/PR-10-2018-0402>
- Taruno, D. L. B., Djatmiko, I. W., Hadi, S., & Yuniarti, N. (2023). Essential competences contribution of the S2-PTE course in Universitas Negeri Yogyakarta to work competence. *Jurnal Pendidikan Vokasi*, 13(2), 132–142. <https://doi.org/10.21831/jpv.v13i2.62244>
- Umamy, S. H. (2021). The role of job satisfaction in mediating the effect of competency and perceived organizational support on education performance: an evidence from the Muhammadiyah University of Jember, Indonesia. *International Journal of Management*,

- Entrepreneurship, Social Science and Humanities*, 4(2), 11–27.
<https://doi.org/10.31098/ijmesh.v4i2.513>
- Van den Broeck, A., Howard, J. L., Van Vaerenbergh, Y., Leroy, H., & Gagné, M. (2021). Beyond intrinsic and extrinsic motivation: A meta-analysis on self-determination theory's multidimensional conceptualization of work motivation. *Organizational Psychology Review*, 11(3), 240–273. <https://doi.org/10.1177/20413866211006173>
- Van der Hauwaert, E., Hoozée, S., Maussen, S., & Bruggeman, W. (2022). The impact of enabling performance measurement on managers' autonomous work motivation and performance. *Management Accounting Research*, 55, 100780. <https://doi.org/10.1016/j.mar.2021.100780>
- Vo, T. T. D., Tuliao, K. V., & Chen, C.-W. (2022). Work motivation: The roles of individual needs and social conditions. *Behavioral Sciences*, 12(2), 49. <https://doi.org/10.3390/bs12020049>
- Wang, M.-T., Guo, J., & Degol, J. L. (2020). The role of sociocultural factors in student achievement motivation: A cross-cultural review. *Adolescent Research Review*, 5(4), 435–450. <https://doi.org/10.1007/s40894-019-00124-y>
- Ying, Z., & Yuan-Cheng, C. (2023). Influence of perceived organizational support on work engagement of university physical education teachers in Hubei Province, China. *Educational Research and Reviews*, 18(10), 281–290. <https://doi.org/10.5897/ERR2023.4352>
- Yücel, I., Ribeiro, N., & Gomes, D. R. (2020). Perceived organisational support and employees' performance: The mediating role of affective commitment. *International Journal of Management and Enterprise Development*, 19(3), 187–202. <https://doi.org/10.1504/IJMED.2020.10030593>
- Yusof, Y., Bako, I. H., Roddin, R., Mukhtar, M. I., & Hamid, H. (2023). Competencies needed for improving teaching among lecturers of Polytechnics in North-western Nigeria. *Journal of Technical Education and Training*, 15(1), 1–8. <https://doi.org/10.30880/jtet.2023.15.01.001>