

The Influence of Leader-Member Exchange and Perceived Organizational Support on Lecturer Job Performance: Psychological Stress as a Mediator and Organizational Commitment as a Moderator

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Abstract

This study aims to examine the influence of Leader-Member Exchange and Perceived Organizational Support on the job performance of lecturers at private higher education institutions in DKI Jakarta, with psychological stress acting as a mediator and organizational commitment as a moderator. The study is motivated by the increasing work demands placed on lecturers regarding teaching, scholarly publication, accreditation, community service, academic administration, and adaptation to digital systems. A quantitative explanatory approach with a survey design was employed. The sample consisted of 200 lecturers from private higher education institutions, selected via convenience sampling based on the criterion of active employment at institutions within the DKI Jakarta area. Data were collected using a 1–5 Likert scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling. The research model comprises five main constructs, one interaction term, and 39 indicators. Evaluation of the measurement model indicates that all indicators meet the criteria for convergent validity, construct reliability, and discriminant validity. The R-squared values were 0.388 for psychological stress and 0.622 for job performance. Structural analysis results show that psychological stress, Leader-Member Exchange, and Perceived Organizational Support positively influence job performance. Leader-Member Exchange and Perceived Organizational Support also positively influence psychological stress. Psychological stress was found to mediate the effects of Leader-Member Exchange and Perceived Organizational Support on job performance. Organizational commitment was not found to moderate the relationship between psychological stress and job performance, though it serves as a direct predictor. The study recommends strengthening academic leadership and organizational support, as well as managing work-related stress productively, to enhance lecturer performance.

Keywords

Job Performance, Leader-Member Exchange, Organizational Commitment, Perceived Organizational Support, Psychological Stress



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INTRODUCTION

Private higher education institutions in the Special Capital Region of Jakarta (DKI Jakarta) face intense competitive pressure in student admissions, accreditation, institutional reputation, academic service quality, research productivity, scientific publications, and adaptation to educational technology. Lecturers are a key resource in this situation because they are responsible for implementing the Tri Dharma of Higher Education and are directly associated with the academic quality of institutions. Data from the Central Statistics Agency (BPS), based on PDDikti, indicate that DKI Jakarta has 237 private higher education institutions with 24,179 lecturers. This number confirms that lecturers at private higher education institutions constitute a relevant population for research in higher education human resource management (Badan Pusat Statistik Provinsi DKI Jakarta, 2026; Kementerian Pendidikan Tinggi, Sains, dan Teknologi, 2026).

Lecturer *Job Performance* cannot be limited to teaching activities. Lecturer performance encompasses the preparation of learning materials, teaching implementation, assessment, student supervision, research, publication, community service, academic administration, institutional collaboration, and the ability to adapt to changes in policies and work systems. Modern performance approaches view *Job Performance* as a multidimensional construct encompassing *task performance*, *contextual performance*, and *adaptive performance* (Kim & Woo, 2022; Robbins & Judge, 2024). In the context of private higher education institutions, these three dimensions are important because lecturers face formal job demands and organizational social demands simultaneously.

Increasingly broad work demands may generate *Psychological Stress*. This study does not conceptualize stress as destructive distress but rather as *challenge-oriented Psychological Stress*. Psychological pressure is understood as work demands that remain manageable and can encourage focus, discipline, priority setting, and efforts to achieve targets. The *challenge stressor* perspective explains that certain demands can have positive effects on performance when individuals possess sufficient job resources to manage them (Kubicek et al., 2023; Pindek et al., 2024). Within this boundary, lecturers' work pressure is understood as a psychological experience that can stimulate performance as long as it does not develop into hindering demands that weaken performance.

Leader-Member Exchange (LMX) is relevant in the context of private higher education institutions because lecturers work within academic relationships with direct leaders, such as heads of study programs, heads of units, deans, or institutional

leaders. High-quality relationships provide lecturers with access to guidance, information, support, trust, and feedback. Previous studies have shown that LMX is associated with **Job Performance** because leader-member relationships can strengthen motivation, role clarity, and work effectiveness (Obeng et al., 2021; Park et al., 2022; Wang, 2023). In academic practice, leaders who understand lecturers' challenges can help them carry out teaching, research, publication, and administrative targets in a more focused and structured manner.

Perceived Organizational Support (POS) is also an important factor because lecturers require institutional support in the form of work facilities, clear academic systems, publication support, training, recognition of contributions, administrative assistance, and attention to well-being. **Organizational Support Theory** explains that when employees feel valued and cared for by their organization, they tend to reciprocate through positive work attitudes and behaviors (Eisenberger et al., 2020). Findings by Yamin et al. (2022) and Nirmala et al. (2024) also indicate that organizational support is associated with engagement, positive behavior, and employee performance.

Organizational Commitment is included as a moderator because, theoretically, lecturers' commitment to their institution may alter the strength of the relationship between psychological pressure and performance. Lecturers with high organizational commitment tend to demonstrate a sense of belonging, emotional attachment, moral responsibility, and consideration for employment continuity. This concept is consistent with the three-component model of organizational commitment, which includes **affective commitment, continuance commitment**, and **normative commitment** (Meyer & Allen, 1991; Maydiantoro et al., 2021). However, the moderating effect cannot be assumed to operate automatically. Empirical testing remains necessary because organizational commitment may function as a direct predictor, mediator, or moderator depending on the context of the model and the data.

The research gap lies in the limited number of studies examining LMX, POS, **challenge-oriented Psychological Stress**, Organizational Commitment, and **Job Performance** among lecturers at private higher education institutions within a single PLS-SEM model incorporating both mediation and moderation. Some studies conceptualize work stress as a hindrance, whereas this study examines psychological pressure as a manageable challenge. This study also examines whether **Organizational Commitment** actually strengthens the relationship between **Psychological Stress** and **Job Performance**. The purpose of this study is to analyze the effects of LMX and POS on **Job Performance**, examine the mediating role of

Psychological Stress, and test the moderating role of **Organizational Commitment** among lecturers at private higher education institutions in DKI Jakarta. The novelty of this study lies in simultaneously testing a mediation and moderation model in the context of lecturers at private higher education institutions in DKI Jakarta, with **Psychological Stress** positioned as **challenge-oriented stress**.

METHODS

This study employs an explanatory quantitative approach using a survey method. This approach was selected because the research aims to examine direct effects, indirect effects, and moderating effects among latent variables. The unit of analysis consists of individual lecturers at private higher education institutions in the DKI Jakarta region. Primary data were collected using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM), as the research model incorporates latent variables, reflective indicators, mediation paths, and moderation paths (Hair et al., 2021; Hair et al., 2022; Sekaran & Bougie, 2020).

Operational definitions were formulated to clarify the boundaries of each construct, ensuring that variable measurement could be conducted in a focused and consistent manner. Leader-Member Exchange (LMX) describes the quality of the exchange relationship between lecturers and their immediate supervisors, measured through support, trust, communication, and the supervisor's understanding of the lecturer's potential and constraints. Perceived Organizational Support (POS) reflects lecturers' perceptions of institutional support, particularly regarding the recognition of contributions, concern for well-being, career support, work facilities, and appreciation of achievements. Psychological Stress is understood as manageable psychological pressure that stimulates work effort; consequently, its indicators relate to academic targets, time pressure, workload, system changes, publication demands, and administrative tasks. Organizational Commitment indicates the lecturers' attachment to the institution through the dimensions of affective, continuance, and normative commitment. Meanwhile, Job Performance describes the lecturers' ability to perform core tasks, make contextual contributions, and adapt to changes in the work environment.

FINDINGS AND DISCUSSION

Analysis was conducted on 200 respondents who were lecturers at private higher education institutions (PTS) in the DKI Jakarta area. The respondent profile showed considerable diversity in terms of gender, age, educational background, academic position, lecturer status, length of service, location of the PTS, and field of expertise. All respondents met the screening criteria because they were actively teaching at PTS institutions in DKI Jakarta and were willing to participate in the study.

Figure 2 presents the respondent profile in a combined visual representation. The composition of respondents includes gender, age, highest educational attainment, academic position, lecturer status, length of service, PTS location, and field of expertise. This distribution indicates that the respondents came from diverse academic backgrounds that were relevant to the research object.

The table shows that the number of male respondents was 103, while the number of female respondents was 97. The largest age group was 31–40 years. The majority of respondents held a master's degree, were permanent lecturers, and held the academic rank of Lecturer. The distribution of PTS locations covered all areas of DKI Jakarta, making the data relevant for describing the context of lecturers at private higher education institutions in the research area.

The measurement model evaluation indicates that all constructs met the required measurement model criteria. The outer loading values of all indicators were above 0.70. The *Cronbach's Alpha* and *Composite Reliability* values were above 0.70, while the AVE values for all constructs were above 0.50. Therefore, the indicators for each construct met the requirements for convergent validity and construct reliability. Discriminant validity was also established because the square root of the AVE for each construct was higher than the correlations among constructs, while the highest HTMT value was still below the 0.90 threshold.

Figure 3 presents the results of the PLS Algorithm for the research model. The R Square value for *Psychological Stress* and the R Square value for *Job Performance* indicate the explanatory power of the model. The direct path coefficients for H1 to H5 were positive, whereas the interaction coefficient of $PS \times OC$ on *Job Performance* was slightly negative. These results provide an initial indication that the moderating effect of *Organizational Commitment* was not strong in the research data.

Figure 4 presents the bootstrapping results using 5,000 subsamples, a two-tailed test, and a 5 percent significance level. The direct paths from H1 to H5 were significant because the t-statistic values exceeded 1.96 and the p-values were below 0.05. The control path from *Organizational Commitment* to *Job Performance* was also significant. The mediation paths H7 and H8 were significant, whereas the moderation path H6 was not significant because the $PS \times OC$ interaction term was not statistically significant.

The structural model evaluation shows that LMX and POS were able to explain a substantial proportion of the variation in *Psychological Stress*. Meanwhile, *Psychological Stress*, LMX, POS, *Organizational Commitment*, and the PS $\times$ OC interaction term explained a substantial proportion of the variation in *Job Performance*. The Q Square values for both endogenous constructs were greater than zero, indicating that the model had predictive relevance. The VIF values of all predictors were below 5, indicating that there were no serious multicollinearity problems. The f Square value of the PS $\times$ OC interaction term indicated that the moderating effect was very small.

The discussion of the results begins with the direct effects among the variables. The results show that *Psychological Stress* had a positive effect on *Job Performance*. This finding means that work pressure perceived as a challenge can encourage lecturers to work with greater focus, direction, and productivity. This result is consistent with Kubicek et al. (2023) and Pindek et al. (2024), who explained that *challenge stressors* can promote learning, motivation, and performance when individuals have adequate job resources. This finding should not be interpreted as evidence that all forms of stress have positive effects on performance, because the stress examined in this study refers to manageable pressure rather than severe distress that can be detrimental.

Leader-Member Exchange had a positive effect on *Job Performance*. Relationships between academic leaders and lecturers that are built through communication, trust, understanding of difficulties, and work support help lecturers complete academic and administrative tasks more effectively. This finding supports Obeng et al. (2021), Park et al. (2022), and Wang (2023), who emphasized that the quality of leader-member relationships can strengthen motivation, role clarity, and individual performance. In the context of PTS, academic leaders do not merely perform administrative functions but also serve as sources of direction, social support, and reinforcement of work priorities for lecturers.

Perceived Organizational Support had a positive effect on *Job Performance*. Lecturers who perceive that their institution values their contributions, provides facilities, supports their careers, offers assistance when difficulties arise, and appreciates their achievements tend to demonstrate better performance. This finding is consistent with Eisenberger et al. (2020) and Yamin et al. (2022), who explained that organizational support creates reciprocal obligations and positive work behaviors. In the PTS environment, organizational support is directly experienced because lecturers require institutional resources to carry out teaching, publication, community service, and academic administration.

Leader-Member Exchange and *Perceived Organizational Support* also had positive effects on *Psychological Stress*. This positive direction needs to be understood within the framework of *challenge-oriented Psychological Stress*. Good leader-member relationships and adequate organizational support can help lecturers perceive work demands as clearer, more manageable, and more achievable challenges. Work pressure does not occur as an isolated burden but rather as a demand accompanied by social and organizational resources.

Therefore, LMX and POS play a role in shaping how lecturers respond to academic targets, publications, accreditation requirements, and administrative responsibilities.

The next stage concerns the discussion of the moderating effect. Figure 4 is used to assist in interpreting the visual pattern of the relationship between *Psychological Stress* and *Job Performance* at different levels of *Organizational Commitment*. However, the visual interpretation should be regarded as an illustration rather than the primary basis for drawing conclusions about moderation. The bootstrapping results indicate that the PS $\times$ OC interaction term was not significant, meaning that *Organizational Commitment* was not proven to moderate the relationship between *Psychological Stress* and *Job Performance*. This finding has empirical value because it demonstrates that high organizational commitment does not necessarily alter the strength of the relationship between work pressure and performance. In this research model, *Organizational Commitment* is more appropriately understood as a significant direct predictor of *Job Performance* rather than as a variable that strengthens or weakens the relationship between *Psychological Stress* and *Job Performance*.

Following the analysis of direct and moderating effects, the discussion proceeds to indirect effects. The results show that *Psychological Stress* mediated the effect of *Leader-Member Exchange* on *Job Performance*. High-quality leader-lecturer relationships not only improve performance directly but also help lecturers perceive work pressure as a directed challenge. When lecturers receive guidance, trust, and support from their leaders, academic demands can more easily be translated into clear work priorities. This mechanism demonstrates that psychological stress can serve as a bridge between relational resources and performance achievement.

Psychological Stress also mediated the effect of *Perceived Organizational Support* on *Job Performance*. Organizational support provides work resources that prevent lecturers from feeling that they must face academic demands alone. Work facilities, publication support, supportive administrative systems, and recognition of achievements can make work pressure more easily perceived as a challenge that can be overcome. This finding strengthens *Organizational Support Theory* because institutional support not only directly improves performance but also shapes psychological conditions that encourage work effort.

The theoretical interpretation of these findings indicates that the performance of lecturers at private higher education institutions can be explained through a combination of relational resources, organizational support, and psychological pressure perceived as a challenge. The unsupported H6 does not diminish the contribution of the study; rather, it provides evidence that *Organizational Commitment* does not always function as a moderator despite having a direct effect on performance. In the context of lecturers at PTS institutions in DKI Jakarta, increasing organizational commitment is more appropriately directed as a strategy for strengthening performance directly. Meanwhile, managing work pressure still requires tangible leadership and organizational support so that academic demands can be transformed into productive work motivation.

CONCLUSION

This study concludes that the developed model meets the evaluation criteria for both measurement and structural models within the PLS-SEM framework. All indicators for the variables—Leader-Member Exchange, Perceived Organizational Support, Psychological Stress, Organizational Commitment, and Job Performance—were found to be valid and reliable based on criteria such as outer loadings, Cronbach's Alpha, Composite Reliability, AVE, the Fornell-Larcker criterion, and HTMT. Test results indicate that Psychological Stress has a positive and significant effect on Job Performance. These findings confirm that work pressure perceived as a challenge can motivate lecturers to work with greater focus, planning, and productivity. Leader-Member Exchange and Perceived Organizational Support were also shown to positively influence both Job Performance and Psychological Stress. This implies that the quality of the leader-lecturer relationship and institutional support can enhance performance while helping lecturers interpret work demands as productive challenges. Psychological Stress was found to mediate the effects of Leader-Member Exchange and Perceived Organizational Support on Job Performance. Conversely, Organizational Commitment was not found to moderate the effect of Psychological Stress on Job Performance; however, it remains significant due to its direct impact on Job Performance as a control predictor.

Theoretically, this study reinforces research in organizational behavior and higher education human resource management, particularly regarding the mediating role of Psychological Stress and the role of Organizational Commitment as a direct predictor rather than a moderator. Practically, administrators of private higher education institutions (PTS) need to strengthen academic leadership, leadership communication, organizational support, work facilities, publication support, career systems, and recognition of lecturer achievements. Management of work pressure should aim to keep demands related to academics, publications, accreditation, administration, and digital adaptation at productive levels. This study was limited to lecturers at private higher education institutions in DKI Jakarta, utilizing a cross-sectional design and perceptual data; therefore, future research could expand the geographical scope, employ a longitudinal design, and incorporate variables such as work engagement, job satisfaction, burnout, digital work readiness, or organizational culture.

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