

The Effect Of Postmodern Leadership, Work-Life Balance, And Perceived Organizational Support On Job Satisfaction And Its Implications For Lecturer Performance

(Survey At Private Universities In East Priangan)

Adi Robith Setiana¹, Sidik Priadana², Ina Ratnamiasih³

¹⁻³Doctoral Program in Management Science, Postgraduate Program, Universitas Pasundan, Indonesia

*Penulis korespondensi: Adi.239010034@mail.unpas.ac.id

Abstract. This study examines the effects of postmodern leadership, work-life balance, and perceived organizational support on job satisfaction and its implications for lecturer performance at private higher education institutions in East Priangan, Indonesia. A quantitative, descriptive-verification, cross-sectional survey design was employed. The study involved 283 lecturers selected through cluster proportional random sampling. Data were analyzed using Structural Equation Modeling (SEM) with LISREL 8.80 to assess the structural relationships among the constructs and the overall goodness of fit. The results show that postmodern leadership ($\beta = 0.2853$; $t = 2.7687$), work-life balance ($\beta = 0.3191$; $t = 3.5139$), and perceived organizational support ($\beta = 0.3374$; $t = 4.5170$) each have a positive and significant effect on job satisfaction. Simultaneously, the three antecedents explain 73.16% of the variance in job satisfaction. Job satisfaction, in turn, has a strong positive effect on lecturer performance ($\beta = 0.9153$; $t = 15.6586$; $R^2 = 0.8378$). The model also demonstrates acceptable fit, including GFI = 0.9028, RMSEA = 0.0713, TLI = 0.9518, and CFI = 0.9603. These findings indicate that lecturer performance is strengthened not only by managerial arrangements but also by leadership practices that are adaptive and participatory, realistic work-life balance policies, and consistent institutional support. The study contributes an integrated human resource management model for private higher education by positioning job satisfaction as the principal mechanism linking organizational conditions with lecturer performance.

Keywords: Job Satisfaction; Lecturer Performance; Perceived Organizational Support; Postmodern Leadership; Work-Life Balance.

1. INTRODUCTION

Higher education plays a strategic role in developing human resources capable of adapting to social, economic, and technological change. Within higher education systems, lecturers are central actors who determine the quality of learning, research productivity, community engagement, and the academic reputation of institutions. Lecturer performance therefore should not be understood merely as the fulfillment of administrative obligations, but as a professional achievement reflecting the quality of the implementation of the Tri Dharma of Higher Education. The demands placed on lecturers are increasingly complex because they must maintain teaching quality, produce publications, conduct community service, develop professional competencies, and simultaneously meet various institutional requirements. These conditions make human resource management in higher education increasingly important, particularly in private universities that must compete for students, maintain accreditation, and strengthen academic reputation. In this context, efforts to improve lecturer performance need to be based on organizational and psychological factors that directly shape lecturers' work experiences.

Job satisfaction is one of the most relevant variables for explaining differences in lecturer performance. Lecturers who perceive that their jobs provide fair rewards, adequate support, healthy working relationships, development opportunities, and professional meaning tend to demonstrate higher engagement and work quality. Sancoko et al. (2023) found that dimensions of job satisfaction, particularly satisfaction with rewards, are associated with lecturer performance. The relationship between job satisfaction and performance is also consistent with meta-analytic evidence showing a positive association between favorable job attitudes and individual performance (Judge et al., 2001), as well as higher education studies that position satisfaction as an important pathway to lecturer performance (Rizal et al., 2024). Job satisfaction can therefore be positioned as a key mechanism linking organizational management practices to lecturer work outcomes. However, lecturer job satisfaction does not emerge independently; it is shaped by leadership quality, the ability to maintain balance between work and non-work roles, and the extent to which the institution is perceived as supporting lecturers' work and well-being.

The first factor examined in this study is postmodern leadership. Unlike leadership approaches that are overly centered on the leader figure and hierarchical structures, a postmodern orientation emphasizes more participative relationships, plural perspectives, openness to interpretation, adaptability to change, and the use of communication technology to strengthen connectedness. In higher education environments populated by professionals with substantial academic autonomy, this leadership pattern is relevant because decisions are not always effective when communicated only in a top-down direction. Leaders need to create spaces for dialogue, acknowledge diverse expertise, build trust, and integrate technology without eliminating the human dimension of leadership. Evidence from higher education contexts indicates that participative and transformational leadership behaviors are associated with lecturer job satisfaction (Mahzan & Nordin, 2021; Rosnani, 2014). This study extends that discussion by examining postmodern leadership as a construct that is more compatible with the dynamic characteristics of knowledge-based organizations.

The second factor is work-life balance. Lecturer work often has indistinct temporal boundaries because academic activities frequently continue beyond formal working hours, including preparing learning materials, grading assignments, supervising students, writing articles, conducting research, and completing accreditation-related administration. Imbalance between work demands and personal life can generate fatigue and reduce positive evaluations of work. Boakye et al. (2023), in research within the tertiary education sector, showed that dimensions of work-life balance are associated with job satisfaction and work effectiveness.

Huda et al. (2023) also found that work-life balance plays an important role in explaining the relationship between organizational support and lecturer job satisfaction. Therefore, flexibility policies, proportional workload distribution, clear priorities, and time management are not merely welfare issues; they can function as managerial instruments for maintaining academic satisfaction and performance.

The third factor is perceived organizational support. This concept reflects employees' beliefs regarding the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). When lecturers perceive that their institutions provide appropriate rewards, adequate facilities, career development opportunities, leadership support, procedural fairness, and assistance when work difficulties arise, their psychological relationship with the institution becomes more positive. Mascarenhas et al. (2022) demonstrated that perceived organizational support contributes to job satisfaction through organizational identification and work engagement. In the Indonesian academic context, Huda et al. (2023) reinforced the importance of organizational support for lecturer job satisfaction. More recent findings also show that organizational support contributes to satisfaction among academics at private universities (Sulistiyowati et al., 2025), consistent with earlier evidence involving academic staff (Thevanes & Saranraj, 2018). These findings indicate that organizational support is an important resource for reducing work pressure and strengthening positive work experiences.

Although leadership, work-life balance, organizational support, satisfaction, and performance have been widely discussed, several important research gaps remain. First, most leadership studies in higher education use transformational or transactional perspectives, leaving empirical evidence on postmodern leadership relatively limited. Second, work-life balance and perceived organizational support are frequently tested separately, whereas lecturers experience leadership, work-life demands, and institutional support simultaneously in practice. Third, many studies stop at job satisfaction as an outcome variable, while its consequences for lecturer performance are not always incorporated into a single integrated structural model. Fourth, private universities in East Priangan have distinctive characteristics because institutions must maintain academic quality despite differences in resources, organizational scale, and competitive conditions. A simultaneous model is therefore needed to provide a more comprehensive explanation of the pathways through which lecturer performance can be improved.

The novelty of this study lies in integrating three organizational antecedents—postmodern leadership, work-life balance, and perceived organizational support—to explain job satisfaction and subsequently assess its implications for lecturer performance. The model views performance not as a direct consequence of a single human resource policy, but as the outcome of a configuration of working conditions that shapes lecturers' evaluations of their jobs. This perspective is relevant to contemporary higher education management, which increasingly requires adaptive leadership, institutional support, and more human-centered work arrangements. In addition to providing empirical contributions to human resource management in higher education, the study offers a basis for private university leaders to determine intervention priorities that are most closely related to lecturer satisfaction and performance.

Based on this background, the study aims to analyze the effects of postmodern leadership, work-life balance, and perceived organizational support on job satisfaction, both partially and simultaneously, and to examine the effect of job satisfaction on lecturer performance at private universities in East Priangan. The main hypotheses propose that the three antecedent variables positively affect job satisfaction and that job satisfaction positively affects lecturer performance. By testing these relationships using Structural Equation Modeling (SEM), the study is expected to provide evidence not only regarding the magnitude of inter-variable relationships but also the overall feasibility of the proposed model.

2. RESEARCH METHOD

This study employed a quantitative approach using descriptive and verificative methods. The research design combined descriptive survey and explanatory survey approaches with cross-sectional data collection, meaning that respondent data were collected within a single observation period. The unit of analysis consisted of lecturers at private universities in East Priangan under the jurisdiction of LLDIKTI Region IV. The study involved 283 lecturers selected through cluster proportional random sampling so that respondent representation reflected institutional groups and the proportion of lecturers within the groups studied. This design was selected because the study sought not only to describe the condition of each variable but also to test the causal relationships formulated in the conceptual model.

Primary data were collected using a questionnaire measuring five constructs: postmodern leadership (X1), work-life balance (X2), perceived organizational support (X3), job satisfaction (Y), and lecturer performance (Z). Construct measurement followed the operational indicators used in the dissertation study and employed a graded rating scale. Conceptually, postmodern leadership represents adaptive, participative, open, and digitally

responsive leadership practices; work-life balance represents the ability to maintain alignment between work demands and personal life; perceived organizational support measures institutional appreciation of lecturers' contributions and concern for their well-being; job satisfaction represents a positive evaluation of work experiences; and lecturer performance relates to the implementation of academic responsibilities and contributions to the Tri Dharma of Higher Education.

Data were analyzed using Structural Equation Modeling (SEM) with LISREL 8.80. The analysis began with descriptive statistics to describe the means and dispersion of respondents' responses. Model adequacy was then evaluated using several goodness-of-fit indices, including the chi-square p-value, Goodness-of-Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), Tucker-Lewis Index (TLI/NNFI), Normed Fit Index (NFI), Adjusted Goodness-of-Fit Index (AGFI), Incremental Fit Index (IFI), and Comparative Fit Index (CFI). Structural relationships were tested using path coefficients and t-values at a 5% significance level; a relationship was considered significant when $|t|$ exceeded 1.96. In addition to partial effects, the simultaneous effect of X1, X2, and X3 on Y was evaluated through the F-statistic and coefficient of determination. The second structural model examined the effect of job satisfaction on lecturer performance.

3. RESULTS AND DISCUSSION

The descriptive results show that all variables were within the moderate-to-good category. Perceived organizational support recorded the highest mean ($M = 3.361$; $SD = 0.398$), followed by lecturer performance ($M = 3.315$; $SD = 0.337$), job satisfaction ($M = 3.298$; $SD = 0.331$), work-life balance ($M = 3.262$; $SD = 0.347$), and postmodern leadership ($M = 3.199$; $SD = 0.314$). This pattern indicates that respondents generally perceived institutional support and reported relatively good performance, while the implementation of postmodern leadership and the management of work-life balance still offer room for improvement. In other words, existing working conditions cannot yet be considered optimal. For private universities, mean scores that remain in a moderate range signal that performance improvement should not rely solely on additional academic targets but should also address lecturers' perceived work experiences.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	SD	Range	Interpretation
Postmodern Leadership	3.199	0.314	2.885–3.513	Moderate–good
Work-Life Balance	3.262	0.347	2.915–3.609	Moderate–good
Perceived Organizational Support	3.361	0.398	2.963–3.759	Moderate–good
Job Satisfaction	3.298	0.331	2.967–3.629	Moderate–good
Lecturer Performance	3.315	0.337	2.978–3.652	Moderate–good

The structural model evaluation indicates an acceptable level of fit. The chi-square p-value of 0.0795 was above 0.05; GFI = 0.9028, TLI = 0.9518, NFI = 0.9517, AGFI = 0.9306, IFI = 0.9604, and CFI = 0.9603 all exceeded the commonly accepted threshold of 0.90. The RMSEA value of 0.0713 was also within an acceptable range. Overall, these indices indicate that the structural relationships specified in the study fit the empirical data reasonably well. In the first structural model, postmodern leadership, work-life balance, and perceived organizational support jointly explained 73.16% of the variance in job satisfaction. The simultaneous test produced $F = 253.5340$, substantially higher than the critical F value of 3.0281, indicating that the three variables jointly had a significant effect on job satisfaction.

Hypothesis Testing

Hypothesis testing was based on path coefficients and t-values. All partial relationships in the model produced t-values greater than 1.96, indicating that the direct-effect hypotheses were supported at the 5% significance level. A summary of the hypothesis testing results is presented in Table 2. In addition to the partial tests, the simultaneous effect of postmodern leadership, work-life balance, and perceived organizational support on job satisfaction was significant ($F = 253.5340 > 3.0281$), with the model explaining 73.16% of the variance in job satisfaction.

Table 2. Structural Model Hypothesis Testing Results

Hypothesis	Relationship	Path Coeff.	Test Statistic	Criterion	Decision
H1	Postmodern Leadership → Job Satisfaction	0.2853	$t = 2.7687$	$t > 1.96$	Supported
H2	Work-Life Balance → Job Satisfaction	0.3191	$t = 3.5139$	$t > 1.96$	Supported
H3	Perceived Organizational Support → Job Satisfaction	0.3374	$t = 4.5170$	$t > 1.96$	Supported
H4	X1, X2, X3 → Job Satisfaction (simultaneous)	$R^2 = 0.7316$	$F = 253.5340$	$F > 3.0281$	Supported
H5	Job Satisfaction → Lecturer Performance	0.9153	$t = 15.6586$	$t > 1.96$	Supported

Note: $\alpha = 5\%$; LISREL 8.80

Partial testing shows that postmodern leadership has a positive effect on job satisfaction, with a path coefficient of 0.2853 and $t = 2.7687$. This finding indicates that stronger leadership practices characterized by adaptability, dialogue, openness to participation,

and proportionate use of technology are associated with more positive lecturer evaluations of their jobs. In academic environments, lecturers are knowledge workers with specialized competencies and a substantial need for professional autonomy. Excessively centralized leadership may therefore reduce their sense of ownership over decisions, whereas leadership that provides space for contribution and recognition can strengthen satisfaction. This result is consistent with Mahzan and Nordin (2021) and Rosnani (2014), who reported positive relationships between leadership practices and lecturer job satisfaction. The present study extends those arguments to the postmodern leadership context, emphasizing plurality of perspectives, more fluid relationships, and responsiveness to digital change. The implication is that private university leaders should function not only as decision makers but also as facilitators of collaboration who maintain integrity, empathy, fairness, and openness in communication.

Work-life balance also has a positive and significant effect on job satisfaction, with a path coefficient of 0.3191 and $t = 3.5139$. Its coefficient, which is higher than that of postmodern leadership, suggests that lecturers' ability to maintain harmony between academic work and personal life is an important component of satisfaction. Lecturer responsibilities do not end with teaching hours; research, publication, supervision, community service, meetings, and administrative tasks frequently extend into personal time. When institutions fail to manage the accumulation of these demands, academic flexibility can turn into boundaryless work connectivity. This finding is consistent with Boakye et al. (2023), who demonstrated the relationship between work-life balance and satisfaction in higher education, as well as Huda et al. (2023), who positioned work-life balance as an important mechanism in lecturer satisfaction. From a managerial perspective, private universities should avoid policies that focus only on output demands and should also manage workload distribution, activity calendars, flexibility, and administrative support so that work expectations remain realistic.

Perceived organizational support is the strongest predictor of job satisfaction, with a path coefficient of 0.3374 and $t = 4.5170$. This result confirms that tangible institutional support is an important psychological and professional resource for lecturers. Such support extends beyond financial incentives and includes fairness in performance appraisal, access to facilities and technology, career development opportunities, recognition of contributions, support for research and publication, and managerial assistance when lecturers encounter work-related difficulties. The finding is consistent with Mascarenhas et al. (2022), who showed that perceived organizational support enhances job satisfaction through organizational identification and engagement. Similar results were reported by Huda et al. (2023) among

lecturers at private universities in Jakarta and by Sulistyowati et al. (2025) among academics at private universities. The findings are also aligned with Nasution and Karneli (2023), Siregar et al. (2026), and Suriyanto et al. (2025), who emphasize the importance of organizational support for satisfaction and professional outcomes. When institutions are perceived as valuing lecturers' contributions, the social exchange relationship becomes more positive, making lecturers more likely to reciprocate through engagement, loyalty, and positive work attitudes.

In the second structural model, job satisfaction has a very strong effect on lecturer performance, with a path coefficient of 0.9153 and $t = 15.6586$. The R^2 value of 0.8378 indicates that 83.78% of the variance in lecturer performance within the model can be explained by job satisfaction, while the remaining 16.22% is related to factors outside the model. This finding shows that job satisfaction is not merely an outcome of organizational policies but also has direct consequences for the quality of academic work. Satisfied lecturers are more likely to possess the psychological energy needed to design learning activities, provide feedback, supervise students, complete research, and contribute to institutional activities. The result reinforces Sancoko et al. (2023), who found an association between job satisfaction and lecturer performance, and is consistent with Judge et al. (2001). In the Indonesian higher education context, Rizal et al. (2024) and Wahyudi (2020) also emphasize that satisfaction and the quality of work management are related to lecturer performance outcomes. The very strong relationship identified here further suggests that performance-improvement policies that rely primarily on administrative control may be less effective if lecturers' work experiences are not simultaneously improved.

Taken together, the results indicate that improving lecturer performance should begin with the development of a work environment that generates satisfaction. Postmodern leadership provides relational quality and opportunities for participation; work-life balance supports the sustainability of lecturers' energy and roles; and perceived organizational support gives lecturers confidence that the institution values their contributions and cares about their well-being. These three dimensions operate in different but complementary domains. The fact that organizational support has the largest coefficient in predicting satisfaction indicates that concrete institutional policies should be prioritized, while leadership and work-life balance strengthen day-to-day work experiences. The findings provide practical implications for private universities in East Priangan to develop transparent reward systems, support for academic promotion, research and technological facilities, proportional workload distribution, and open leadership communication. Job satisfaction should be evaluated periodically because it is the variable most closely linked to lecturer performance in this model. Through such an

approach, academic quality improvement can be pursued through human resource governance that is more human-centered, adaptive, and sustainable.

4. CONCLUSION AND RECOMMENDATIONS

The study concludes that postmodern leadership, work-life balance, and perceived organizational support have positive and significant effects on job satisfaction among lecturers at private universities in East Priangan, both partially and simultaneously. Perceived organizational support shows the largest path coefficient toward job satisfaction, followed by work-life balance and postmodern leadership. Jointly, the three variables explain 73.16% of the variance in job satisfaction. Job satisfaction, in turn, has a very strong effect on lecturer performance, with a path coefficient of 0.9153 and $R^2 = 0.8378$. Lecturer performance improvement should therefore be positioned as part of a broader strategy for managing work experience rather than merely increasing targets or administrative supervision. Private universities are advised to strengthen adaptive and participative leadership, organize workloads and work flexibility more proportionally, provide career support and academic facilities, and implement fair reward and appraisal systems. Lecturer satisfaction surveys should be conducted regularly and followed by measurable policy actions. The study is limited by its cross-sectional design and geographic focus on East Priangan. Future research may employ longitudinal designs, expand the geographical scope, and test job satisfaction as an explicit mediating mechanism together with other factors such as work engagement, organizational commitment, digital workload, and psychological well-being.

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