

DOI: <https://doi.org/10.63332/joph.v5i6.1982>

Enhancing Lecturer Publication Performance in Private Universities: The Role of Organizational Support, Personality, and Organizational Commitment in Riau Islands Province

Nurhasanah¹, Susi Hendriani², K. Kamaliah³, Andewi Rokhmawati⁴, Asmaul Husna⁵

Abstract

This study investigates the influence of organizational support and personality traits on the organizational commitment and publication performance of lecturers in private universities (PTS) in Riau Islands Province, Indonesia. Publication productivity remains a major challenge in many private universities due to limited institutional support, high administrative workloads, and a lack of research incentives. To address this, the study employs a quantitative approach using Structural Equation Modeling-Partial Least Square (SEM-PLS), based on responses from 212 lecturers across 12 institutions. Findings reveal that both organizational support and personality significantly enhance lecturers' organizational commitment. However, neither factor directly influences publication performance. Notably, organizational commitment plays a critical mediating role, significantly bridging the impact of support and personality on publication output. This suggests that fostering emotional attachment and institutional loyalty among lecturers is vital in enhancing research productivity. The study contributes to the field of higher education management by identifying organizational commitment as a strategic lever to strengthen scientific output. It also underscores the importance of aligning institutional policies with human capital development, particularly in the context of Indonesian private higher education institutions striving to improve academic excellence.

Keywords: Organizational Support, Personality Traits, Organizational Commitment, Lecturer Performance, Scientific Publications, Private Universities, Higher Education Management, SEM-PLS, Riau Islands, Academic Productivity.

Introduction

The transformation of higher education in Indonesia has intensified the demand for lecturers to contribute meaningfully to research and scientific publication. Lecturer performance is no longer assessed solely on teaching and community service but is increasingly measured by research productivity, particularly in reputable journals. Scientific publication is now a strategic requirement, not only for individual career advancement but also for improving institutional accreditation, competitiveness, and global visibility (Setiawan & Hidayat, 2023).

Despite regulations such as the Ministry of Administrative Reform Regulation No. 17 of 2013 and the Minister of Education Decree No. 500/M/2024, which require minimum standards for

¹ Doctoral Student in the Management Science Program at Universitas Riau, Indonesia. Email: nurhasanah.unri@gmail.com. (Corresponding author).

² Lecturer in the Doctoral Program in Management Science at Universitas Riau, Indonesia. Email: susi.hendriani@lecturer.unri.ac.id

³ Lecturer in the Doctoral Program in Management Science at Universitas Riau, Indonesia. Email: kamaliah@lecturer.unri.ac.id

⁴ Lecturer in the Doctoral Program in Management Science at Universitas Riau, Indonesia. Email: andewi.rokhmawati@lecturer.unri.ac.id

⁵ Lecturer at the Universitas Maritim Raja Ali Haji, Indonesia. Email: asmaulhusna@umrah.ac.id



lecturer publications, many private universities (PTS) in Indonesia—especially in the Riau Islands Province—have not yet met these expectations. According to the SINTA database (2023), only 32.8% of publications from PTS lecturers in the region appear in accredited national or international journals, while the majority remain in non-indexed or institutional journals.

Several institutional and personal challenges contribute to this underperformance. Heavy administrative responsibilities, limited access to research funding, and the absence of structured academic training hinder lecturers from engaging in research activities. Additionally, the lack of incentives or research-supportive policies weakens motivation and limits commitment to academic output (Rohmah et al., 2022). For many lecturers, research and publication remain peripheral activities rather than integral parts of their academic roles.

A related issue is the stagnation of academic ranks among PTS lecturers in the Riau Islands. Data from the Ministry's Higher Education Database (PDDikti) reveals that most lecturers remain at the rank of "Lektor," with only a few progressing to "Lektor Kepala" or "Professor." Since publication in reputable journals is a key requirement for academic promotion, this reflects a deeper structural and cultural issue affecting the research ecosystem in private institutions (Wijayanto et al., 2022).

Recent studies emphasize the role of perceived organizational support in enhancing employee performance. Eisenberger and Rhoades (2002) define it as the extent to which employees believe their organization values their contributions and cares about their well-being. In the academic setting, this includes the provision of research grants, facilities, incentives, and emotional support. A study by Chen et al. (2020) confirms that such support significantly increases individual productivity and organizational loyalty.

Alongside institutional support, individual personality traits have also been found to play a crucial role in shaping commitment and academic behavior. The Big Five personality dimensions—openness, conscientiousness, extraversion, agreeableness, and emotional stability—are linked to research engagement and perseverance. Lecturers with high levels of openness and conscientiousness tend to be more committed to their academic goals and more resilient in the face of challenges (Fitriani & Amin, 2023).

However, it remains unclear whether organizational support and personality exert a direct effect on publication performance or whether their influence is mediated by organizational commitment. According to Meyer et al. (2019), affective organizational commitment—defined as emotional attachment and identification with the organization—encourages individuals to exert greater effort toward achieving institutional goals, including academic research and publication.

Therefore, this study aims to analyze the direct and indirect effects of organizational support and personality traits on the publication performance of lecturers in private universities in Riau Islands Province, with organizational commitment as a mediating variable. By exploring these relationships, the study seeks to provide practical insights into how private universities can strengthen their academic culture, enhance research output, and create more supportive environments that encourage scholarly productivity.

Literature Review

Organizational support refers to the degree to which employees perceive that their organization values their contributions and cares about their well-being (Eisenberger & Rhoades, 2002). In

the context of higher education, perceived organizational support includes institutional efforts to provide lecturers with access to research grants, academic networks, administrative assistance, and incentives for publication. Several studies have shown that organizational support is positively correlated with increased job satisfaction, employee retention, and overall performance (Chen et al., 2020). Specifically in academia, support from university leadership plays a key role in enabling lecturers to manage the demands of research, teaching, and service simultaneously.

Organizational commitment is defined as the psychological attachment of an individual to the organization, which influences their willingness to contribute to organizational goals (Meyer & Allen, 1997). The commitment is generally categorized into three dimensions: affective (emotional attachment), continuance (perceived cost of leaving), and normative (sense of obligation). Among these, affective commitment is considered most impactful on performance, particularly in creative and knowledge-based work like academic research. Studies have found that lecturers with strong organizational commitment are more engaged in research activities and show a higher tendency to publish in reputable journals (Habibi & Kahpi, 2022).

Personality traits, particularly those captured by the Big Five model—openness, conscientiousness, extraversion, agreeableness, and emotional stability—have been widely linked to job performance across professions. In academic contexts, traits such as openness to experience and conscientiousness are associated with curiosity, intellectual engagement, and persistence in long-term projects such as research and publication (Fitriani & Amin, 2023). Personality not only shapes behavior but also determines how individuals respond to challenges, manage time, and seek out opportunities for academic growth.

Several studies have attempted to examine the direct influence of personality traits on research performance. For instance, individuals high in conscientiousness tend to be more organized and goal-oriented, leading to greater productivity. However, some scholars argue that personality alone may not be sufficient to explain variations in publication output; instead, contextual factors such as institutional culture and leadership support play a mediating role (Mugimu et al., 2023). This supports the hypothesis that personality influences publication performance indirectly through variables such as motivation and organizational commitment.

There is growing evidence that organizational support and personality may work synergistically through organizational commitment to affect research outcomes. For example, a study by Mauna and Shabur (2017) found that when lecturers perceive strong institutional support, those with positive personality traits are more likely to develop stronger affective commitment, which in turn motivates them to publish. This mediating role of commitment has also been explored in public sector settings, suggesting its cross-sectoral relevance (Metria, 2018).

While much of the literature emphasizes the positive impacts of organizational support and personality traits on commitment and performance, few studies have tested these variables within the context of Indonesian private universities, particularly in under-researched regions like the Riau Islands. As these institutions often operate with limited resources and different structural challenges compared to public universities, examining how these constructs interact in this setting provides important practical implications for higher education policy and management in Indonesia.

Methodology

This study employed a quantitative research approach with a descriptive and explanatory design

to examine the relationships between organizational support, personality traits, organizational commitment, and lecturer publication performance. The quantitative approach was chosen to allow the use of statistical methods for testing hypotheses and measuring the strength and significance of relationships among variables. A cross-sectional survey design was applied, where data were collected at one point in time using standardized instruments to ensure consistency and comparability of responses across participants.

The research was conducted among lecturers from 12 private universities (PTS) located in the Riau Islands Province, Indonesia. The population consisted of 452 active lecturers recorded in the Higher Education Database (PDDikti). Using the Slovin formula at a 5% margin of error, a representative sample of 212 lecturers was selected using the proportional random sampling technique. This technique ensured that each university was proportionally represented based on the number of eligible lecturers, providing a diverse and comprehensive view of the population.

The study involved four main variables. The exogenous variables (independent) were organizational support and personality traits, while the endogenous variables (dependent) were organizational commitment and publication performance. Each construct was measured using validated items adapted from previous studies. For example, organizational support was measured using items adapted from Eisenberger & Rhoades (2002), and personality traits were based on the Big Five Inventory (BFI). Organizational commitment followed the scale by Meyer & Allen (1997), and publication performance was measured using objective indicators such as the number and quality of published journal articles over the past three years.

Primary data were collected through structured questionnaires, distributed both physically and digitally (online) to respondents. The questionnaire used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure respondents' perceptions. In addition to primary data, secondary data such as lecturer academic rank, educational background, and publication history were gathered from institutional records and national databases (SINTA, PDDikti). To ensure validity, a pilot test was conducted with 30 respondents outside the main sample.

The instrument was tested for validity and reliability using Partial Least Squares–Structural Equation Modeling (PLS-SEM), analyzed via WarpPLS 4.0 software. Convergent and discriminant validity were assessed to ensure that the indicators appropriately measured their intended constructs. Reliability was evaluated using Cronbach's Alpha and Composite Reliability, with threshold values of 0.7 or higher considered acceptable. The **inner model** was then assessed using R-squared, Q-squared predictive relevance, and t-tests to determine the strength and significance of the proposed structural relationships.

This methodological framework was chosen because PLS-SEM is suitable for exploratory models involving complex relationships and mediation effects, particularly when the model includes both reflective and formative constructs. Additionally, PLS-SEM is robust in analyzing small to medium sample sizes and does not require normal data distribution. This approach allowed the researchers to capture both direct and indirect effects among variables, especially the mediating role of organizational commitment in influencing publication performance.

Results

The analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) was conducted on data collected from 212 respondents. The model included four main latent variables: organizational support, personality traits, organizational commitment, and publication performance. The outer model assessment confirmed that all constructs met the thresholds for

convergent and discriminant validity. Factor loadings exceeded 0.70, and composite reliability values for each variable were above 0.80, indicating high internal consistency and measurement validity.

The first hypothesis, which proposed a positive effect of organizational support on organizational commitment, was supported. The path coefficient was 0.239 with a t-statistic of 2.967 ($p < 0.01$), indicating a statistically significant relationship. This suggests that lecturers who perceive their institutions as supportive tend to develop stronger emotional attachment and commitment to the organization.

The second hypothesis, which examined the effect of personality traits on organizational commitment, was also confirmed. The analysis yielded a path coefficient of 0.302 and a t-statistic of 3.930 ($p < 0.001$), revealing a strong positive association. This indicates that lecturers with favorable personality characteristics, such as conscientiousness and openness, are more likely to exhibit a higher level of organizational commitment.

In contrast, the third hypothesis—which tested the direct effect of organizational support on publication performance—was not supported. The path coefficient was only 0.011, with a t-statistic of 0.170 ($p > 0.05$), indicating a lack of statistical significance. Despite institutional efforts to provide research support, these do not directly translate into improved publication output.

Similarly, the fourth hypothesis—the direct relationship between personality traits and publication performance—was also not significant. The path coefficient was 0.011 with a t-statistic of 0.051 ($p > 0.05$). This suggests that personality alone does not directly predict a lecturer's productivity in publishing scientific work.

The fifth hypothesis, which tested the effect of organizational commitment on publication performance, was strongly supported. The path coefficient was 0.580 with a t-statistic of 11.506 ($p < 0.001$), making it the strongest relationship in the model. This finding emphasizes that organizational commitment is a key predictor of lecturers' success in scientific publishing.

A further analysis of the indirect effects in the model revealed that both organizational support and personality traits significantly influence publication performance through organizational commitment as a mediating variable. The indirect effect of organizational support on publication performance through organizational commitment produced a t-statistic of 2.875 ($p < 0.01$), while the indirect effect of personality traits through organizational commitment had a t-statistic of 3.656 ($p < 0.001$). These findings confirm the sixth and seventh hypotheses and highlight the essential mediating role that commitment plays in translating support and personality into tangible research outcomes.

Descriptive statistics from the demographic data also revealed meaningful patterns among respondents. The majority of lecturers in the sample were at the rank of “Lektor” (Lecturer), accounting for 90% of respondents, while only 9% were “Lektor Kepala” (Senior Lecturer), and a mere 1% held the rank of “Professor.” This reflects a structural stagnation in academic progression, likely influenced by the relatively low levels of publication output required for promotion. Additionally, most respondents were aged between 30 and 50 years and held a Master's degree, indicating a productive career stage, yet still needing institutional and motivational reinforcement to reach higher publication performance.

Further breakdown by years of service showed that most lecturers had 6 to 15 years of

experience, suggesting that they were in a phase of career maturity with sufficient teaching expertise and potential for research growth. However, these lecturers may also be burdened by academic and administrative responsibilities, which can compete with time for research. These demographic characteristics underline the importance of designing targeted institutional policies—such as differentiated support for early-career versus mid-career lecturers—to address specific barriers to scientific productivity.

Discussion

The results indicate that organizational support significantly contributes to organizational commitment, aligning with the theory of perceived organizational support by Eisenberger & Rhoades (2002). In academic settings, when lecturers feel their institutions care about their professional growth and well-being, they are more likely to commit themselves to institutional goals. This finding supports prior studies emphasizing that institutional resources, recognition, and autonomy are critical in building emotional bonds between academics and their institutions.

Personality traits also demonstrated a significant influence on organizational commitment, reinforcing theories from industrial-organizational psychology that associate personality with workplace attitudes. In particular, traits such as conscientiousness and openness to experience have been consistently linked to stronger engagement in long-term professional activities like research (Fitriani & Amin, 2023). This confirms that personality not only shapes work behavior but also serves as a foundation for organizational loyalty.

Interestingly, the study found no direct impact of organizational support on publication performance, contradicting some expectations in the literature. This result suggests that institutional support—while important—is not sufficient on its own to drive publication productivity. Support may lack strategic alignment with individual research needs or may be insufficiently structured to affect measurable outcomes. This resonates with Mugimu et al. (2023), who argue that academic ecosystems must integrate mentorship and cultural change alongside logistical support.

Likewise, the absence of a direct relationship between personality and publication output highlights the context-dependent nature of research productivity. While personality traits may influence motivation and perseverance, their impact on publication performance depends heavily on external conditions such as access to funding, time allocation, and collaboration opportunities. These findings underscore that personality requires a conducive environment to translate into performance.

The strong and significant relationship between organizational commitment and publication performance confirms its central role as a mediator. Committed lecturers are more likely to persist in academic writing, navigate obstacles in the publication process, and actively seek opportunities to disseminate their research. This supports Meyer et al. (2019), who emphasize the motivational power of affective commitment in knowledge-based professions.

Lastly, the study confirms that both organizational support and personality traits influence publication performance indirectly through organizational commitment. This suggests that building a supportive and engaging academic culture can amplify the effects of both institutional strategy and individual differences. Universities aiming to enhance publication productivity must thus not only provide resources and recruit the right people, but also cultivate a workplace climate that fosters long-term commitment and intrinsic motivation among faculty.

Beyond theoretical validation, this study provides an important contextual insight into the dynamics of private higher education institutions (HEIs) in Indonesia—particularly in under-resourced regions like the Riau Islands. These institutions often face limitations in research infrastructure, funding, and collaboration networks, which may explain why support alone does not directly yield higher publication outcomes. Unlike public universities, PTS may lack structured incentives, research mentoring, or international exposure, which are critical for productive academic environments.

This study also sheds light on the practical value of emotional and psychological engagement in academic work. While resources and skills are vital, they only become impactful when lecturers are emotionally invested in the institution. This highlights the need for human-centered management strategies in HEIs. Leadership development, recognition programs, participatory decision-making, and career advancement opportunities are among the tools institutions can use to nurture this commitment.

Moreover, the interaction between personality and organizational dynamics provides an insightful theoretical implication: individual attributes require institutional enablers to be effective. Even the most capable or motivated individuals may fall short in performance if their work environment fails to support or recognize their efforts. This echoes broader organizational behavior theories that advocate for alignment between personal values and organizational culture to drive optimal performance and retention.

Conclusions

This study aimed to examine the influence of organizational support and personality traits on lecturers' publication performance in private universities (PTS) in the Riau Islands Province, with organizational commitment as a mediating variable. Using SEM-PLS analysis on data collected from 212 lecturers across 12 institutions, the study revealed a compelling insight: organizational commitment plays a central mediating role in transforming institutional support and individual personality into tangible academic performance.

The results indicate that both organizational support and personality traits significantly enhance lecturers' organizational commitment. Lecturers who feel supported by their institutions and who possess positive personality traits—such as openness and conscientiousness—are more likely to develop strong emotional bonds with their workplace. However, these two factors do not directly affect publication performance. Instead, their influence becomes significant only when channeled through organizational commitment.

Organizational commitment emerged as the most critical determinant of publication performance. Lecturers who are committed to their institutions are more engaged in research, more resilient in the face of academic challenges, and more motivated to produce quality publications. This finding reinforces the importance of fostering a culture of commitment within higher education institutions, particularly among academic staff.

The study also confirmed that organizational support and personality have significant indirect effects on publication performance through the mediating role of commitment. This suggests that efforts to improve publication productivity should not focus solely on external support systems or individual traits, but must also invest in strengthening the psychological and emotional attachment of lecturers to their institutions.

From a practical perspective, university leaders should prioritize policies that enhance lecturers'

sense of belonging and commitment. These include providing equitable research opportunities, recognizing academic contributions, and creating a supportive work environment. Simultaneously, institutions should consider personality dimensions during recruitment and faculty development programs to align individual strengths with institutional objectives.

In conclusion, building strong organizational commitment is key to unlocking the potential of both institutional support and individual capabilities. By integrating psychological engagement with structural support, private universities in Indonesia—particularly those in under-resourced regions like the Riau Islands—can significantly improve the research productivity and global competitiveness of their academic staff.

In addition to theoretical contributions, this study offers important managerial implications. Private university leaders should recognize that investments in research infrastructure or training programs may not translate into results unless accompanied by efforts to build stronger affective bonds between lecturers and institutions. Cultivating trust, fairness, and long-term career support may be more impactful than isolated funding initiatives.

This study also contributes to the broader academic literature on performance management in higher education by highlighting the mediating power of organizational commitment. While many previous studies have examined predictors of performance in isolation, this research integrates psychological, institutional, and individual-level factors into one cohesive model. The findings encourage future research to explore additional mediating or moderating variables, such as leadership style, job satisfaction, or academic autonomy.

Lastly, this study acknowledges its limitations, such as the focus on one Indonesian province and the use of self-reported measures for commitment and personality. Future research should consider multi-province or longitudinal designs, and possibly integrate qualitative approaches to explore deeper motivations, academic pressures, or cultural differences among PTS. Nevertheless, this study offers a valuable foundation for understanding how to align people, policies, and performance in higher education contexts.

References

- Chen, T., Hao, S., Ding, K., Feng, X., Li, G., & Liang, X. (2020). The impact of organizational support on employee performance. *Employee Relations*, 42(1), 166–179. <https://doi.org/10.1108/ER-01-2019-0079>
- Eisenberger, R., & Rhoades, L. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Fitriani, B. W., & Amin, S. (2023). Big Five personality traits and academic output: An empirical study in Indonesian HEIs. *Jurnal Psikologi dan Pendidikan*, 21(2), 134–145. <https://doi.org/10.21009/JPP.212.10>
- Habibi, A., & Kahpi, H. S. (2022). The role of organizational commitment in lecturer research performance. *Jurnal Manajemen Pendidikan*, 11(3), 215–230. <https://doi.org/10.21831/jmp.v11i3.5721>
- Mauna, R., & Shabur, I. M. (2017). Big Five personality on organizational commitment. *Jurnal Psikologi dan Pengukuran*, 6(1), 42–54.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2019). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Metria, K. (2018). The effect of organizational support on employee performance: The mediating role of

- organizational commitment. *Jurnal Ekonomi dan Manajemen*, 9(2), 122–134.
- Mugimu, C. B., Nakabugo, M. G., & Katunguka, E. R. (2023). Enhancing research capacity in developing universities: The case of East Asia and Africa. *World Journal of Education*, 13(1), 45–61.
<https://doi.org/10.5430/wje.v13n1p45>
- Rohmah, N., Muhammad, H., & Kusmintardjo. (2022). Challenges in strengthening lecturer publication culture in Indonesian PTS. *Jurnal Pendidikan Tinggi*, 18(1), 91–104.
- Setiawan, B., & Hidayat, S. (2023). Strategic academic leadership and research productivity in private universities. *Asian Journal of Education and Social Studies*, 19(4), 22–33.
- Wijayanto, A., Dewi, L., & Prabowo, H. (2022). Trends and challenges in academic publishing post-COVID-19: Evidence from Indonesian universities. *Jurnal Ilmu Sosial & Humaniora*, 9(3), 54–66.