EEAJ 14 (3) (2025) 263-271

Economic Education Analysis Journal
SINTA 3 Accredited
https://journal.unnes.ac.id/sju/index.php/eeaj

Lecturer Performance, Self-Efficacy, and Knowledge Sharing: A Mediating Effect of Perceived Organizational Support

Novan Hermawan[✉1], **Trisninawati Trisninawati**[1], **Muji Gunarto**[2]

DOI: 10.15294/eeaj.v14i3.34129

[1]Universitas Bina Darma, Palembang, Indonesia
[2]Universitas Sriwijaya, Palembang, Indonesia

Article History

Received: 21 September 2025
Approved: 20 October 2025
Published: 31 October 2025

Keywords

Knowledge Sharing; Lecturer Performance; Perceived Organizational Support; Resource-Based View; Self-Efficacy

Abstract

This study uses perceived organizational support (POS) as a mediating variable in a private institution to investigate how self-efficacy and knowledge sharing affect professor performance. 240 lecturers from 16 private universities in Palembang City were surveyed as part of this study's quantitative technique, which was chosen by stratified random sampling. Through LISREL, structural equation modeling, or SEM, was used to analyze the data. The results show that while self-efficacy has no direct impact on lecturer performance, it has a favorable and significant impact on POS. On the other hand, it has been demonstrated that information exchange considerably and favorably affects lecturer performance, but not perceived organizational support (POS). Concurrently, it has been demonstrated that POS mediates the relationship between self-efficacy and lecturer performance and considerably enhances lecturer performance; however, it does not mediate the relationship between performance and knowledge sharing. These results validate the importance of organizational support in maximizing individual contributions, especially in boosting knowledge-sharing behavior and self-efficacy. According to this study, private institutions should enhance organizational support systems that can boost self-esteem and promote a knowledge-sharing culture in order to maximize the effectiveness of the Tri Dharma of Higher Education.

How to Cite

Hermawan, N., Trisninawati, T., & Gunarto, M.(2025). Lecturer Performance, Self-Efficacy, and Knowledge Sharing: A Mediating Effect of Perceived Organizational Support. *Economic Education Analysis Journal*, 14 (3), 263-271.

✉ Correspondance Address:
Jl. Jenderal Ahmad Yani No.3, 9/10 Ulu, Kecamatan Seberang Ulu I, Kota Palembang, Sumatera Selatan 30111 – Indonesia
Email: novanhermawan446@gmail.com

p-ISSN 2252-6544
e-ISSN 2502-356X

INTRODUCTION

Higher education plays a crucial role in improving the quality of human resources to achieve excellence, competitiveness, and adaptability in the face of global transformation. The Tridharma of Higher Education considers lecturers the primary actors in determining institutional quality. According to data from the Higher Education Database (PDDikti, 2023), the majority of lecturers in Indonesia still hold academic positions as Assistant Experts (±38%) and Lecturers (±34%), while only around 20% reach the rank of Associate Lecturer, and less than 10% reach the rank of Professor. This condition indicates relatively low research productivity and lecturer publications, thus hampering the acceleration of academic promotion. Other challenges private universities face include high administrative burdens, limited facilities, minimal research funding, and weak institutional incentives and rewards (Kusumaningrum et al., 2024; Sari et al., 2024). In addition to structural factors, individual psychological and behavioral factors influence lecturer performance. Self-efficacy indicates a person's belief in their ability to develop strategies and carry out tasks (Bandura, 1997). Lecturers with high self-efficacy demonstrate greater confidence in dealing with academic challenges, skills in designing effective teaching tactics, and increased persistence in conducting research. A study by Mei et al. (2024) revealed a positive correlation between self-efficacy, academic achievement, and lecturer professionalism. However, several studies also indicate that self-efficacy does not always directly influence performance but requires organizational support to achieve optimal contribution (Barney, 1991). In higher education, knowledge sharing allows lecturers to exchange ideas, research experiences, and innovations in teaching methods. Previous research has shown that knowledge sharing improves individual and organizational performance (Wei & Shannan, 2022). However, this practice is often hampered by limited facilities, lack of training, and inadequate incentives in private universities (Sari et al., 2024). Another essential element that needs to be studied is perceived organizational support (POS), which relates to how individuals feel that the organization values their contributions and cares about their well-being (Eisenberger et al., 1986).

POS strengthens the relationship between individual factors and collective behavior and performance. Organizational support in the form of training, facilities, and rewards can increase lecturers' self-confidence and encourage them to be more active in sharing knowledge. Several studies confirm that POS significantly affects performance (Mei et al., 2024), but some results show inconsistencies, particularly regarding knowledge sharing (Wei & Shannan, 2022). This study is based on the Resource-Based View (RBV) framework, initially introduced by Wernerfelt (1984) and later refined by Barney (1991). The RBV suggests that a firm's competitive advantage depends on its internal resources, which must be valuable, rare, difficult to imitate, and intangible. In this study, self-efficacy and knowledge sharing are categorized as human capital resources, while POS is categorized as organizational capital resources. Integrating these elements is believed to enhance lecturer effectiveness and, in turn, strengthen the competitive advantage of higher education institutions. Based on theoretical explanations and previous findings, this study develops a framework that positions self-efficacy and knowledge sharing as key factors influencing lecturer performance, directly and through the mediation of POS. The anticipated impact of self-efficacy on POS and lecturer performance is noteworthy, with the expectation that knowledge sharing will improve performance and strengthen POS. Therefore, POS is believed to play a crucial role in shaping lecturer performance and mediate the relationship between self-efficacy and knowledge sharing with performance. This study offers a conceptual framework that shows the relationships between the variables involved.

Utilizing this framework, the hypotheses put forth in this study This study presents the following hypotheses within the established framework:
H1: The influence of self-efficacy on lecturer performance is significantly positive;
H2: The influence of Knowledge sharing on lecturer performance is significantly positive;
H3: The influence of Self-efficacy on POS is significantly positive;
H4: The influence of Knowledge sharing on POS is significantly positive;
H5: The influence of POS on lecturer performance is significantly positive;
H6: The relationship between self-efficacy and performance is mediated by POS;
H7: The relationship between knowledge sharing and lecturer performance is mediated by POS.

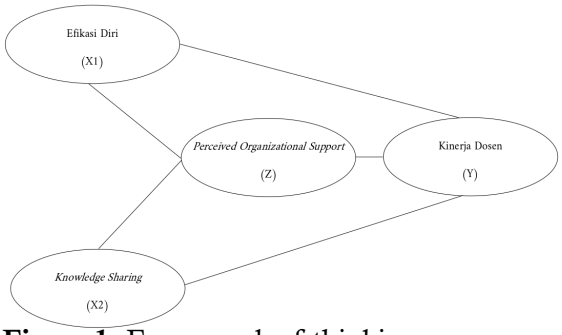

Figure 1. Framework of thinking

This study seeks to evaluate the proposed conceptual model within the framework of lecturers at private universities located in Palembang City. This is expected to provide theoretical contributions to the development of RBV-based human resource management literature while also providing practical recommendations for improving the quality of the Tri Dharma of Higher Education.

METHODS

Research Design

This investigation utilized a quantitative methodology through the implementation of a survey technique. This method was selected due to its suitability for examining the causal connections among the variables outlined in the study framework. The analysis of data was performed utilizing Structural Equation Modeling (SEM) through LISREL software, recognized for its suitability in examining both direct and indirect relationships among latent variables concurrently (Hair et al., 2010).

Population and Sample

The subjects of this investigation comprised all lecturers employed at 16 private universities located in Palembang City. The sample size was established following the guidance of (Hair et al., 2010), which indicates that in SEM, the sample size should be a minimum of 5–10 times the number of indicators. Given that this research instrument comprises 48 indicators, the minimum sample size required is 240 respondents. Considering these considerations, a sample of 240 permanent lecturers was chosen for this study. The method employed for sampling was stratified random sampling, aimed at guaranteeing that respondents from each university were adequately represented.

Research Instrument

The research instrument was a questionnaire with a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The variables measured included: (1) self-efficacy with 12 questions, adapted from Bandura's (1997) theory; (2) knowledge sharing with 12 questions based on Nonaka and Takeuchi's (1995) SECI model; (3) perceived organizational support with 12 questions referring to the constructs of Eisenberger et al. (1986); and (4) lecturer performance with 12 questions reflecting the Tri Dharma of Higher Education according to the lecturer performance guidelines (Kemenristekdikti, 2017). The research instrument was tested for validity and reliability, with factor loading values above 0.5 and Construct Reliability (CR) above 0.7, thus being declared suitable for use.

Data Collection Procedures

Data collection was conducted from January to March 2024 through the distribution

of questionnaires both online and offline. A total of 240 questionnaires were distributed, according to the specified sample size, and all were returned complete for analysis. Respondents were provided with an explanation of the research objectives and guaranteed confidentiality of their responses. This process was conducted while adhering to social research ethics (Sugiyono, 2013).

Data Analysis Method

Data analysis was conducted using covariance-based SEM using LISREL 8.80 software. The analysis stages included: (1) testing initial assumptions (normality, outliers, multicollinearity), (2) testing model goodness of fit using Chi-Square/df, RMSEA, GFI, AGFI, CFI, and TLI, (3) testing construct validity and reliability using factor loadings, Average Variance Extracted (AVE), and Construct Reliability (CR), and (4) testing hypotheses using path coefficient estimation and t-values. To test the mediation effect, an indirect effects analysis was used following the SEM approach (Hair et al., 2010).

RESULTS AND DISCUSSION

Respondent Overview

This study distributed 240 questionnaires, but 222 lecturers from various private universities in Palembang City returned or completed them. Of the 222 respondents, 134 were female (60.36%) and 88 were male (39.64%). The 222 respondents were grouped by academic position level: 4 were professors (1.8%), 13 were associate professors (5.86%), 118 were lecturers (53.15%), 53 were assistant professors (23.87%), and 34 were unemployed (15.32%). Therefore, in order of the highest number of respondents by position level, the following categories were: lecturer, assistant professor, unemployed, associate professor, and professor.

Instrument Validity and Reliability Test

The validity assessment employed a Pearson correlation method to analyze the relationship between the score of each item and the overall score of the construct. The criteria for validity were determined by an r-value exceeding the r-table value of 0.355 and a p-value less than 0.05. The test results indicated that all items had calculated r-values ranging from 0.403 to 0.806, demonstrating that all items surpassed the r-table values and had p-values less than 0.05. Reliability testing is conducted to assess the internal consistency of the items that make up a construct. A Cronbach's Alpha value exceeding 0.70 signifies that the instrument exhibit's reliability. The test results indicated a Cronbach's Alpha value of 0.968, showcasing that all items display an exceptionally high degree of consistency.

Multivariate Normality Test

The findings from the normality test suggest that the research data do not exhibit a complete normal distribution (Table 1). However, this condition does not pose a significant obstacle to data processing, as the study sample size is relatively large (222 respondents). Based on the Central Limit Theorem (Gujarati, 2012), the distribution of sample means tends to approach a normal distribution even though the population data is not normal. Next, the analysis using LISREL was carried out according to the recommended stages, including modeling to obtain fit index values such as RMSEA. With a sample size of

Table 1. Results of the Multivariate Normality Analysis Test

Components	Value	Z-Score	P-Value
Skewness Multivariat	1035.257	74.325	0.000
Kurtosis Multivariat	3133.408	23.914	0.000
Skewness & Kurtosis (Chi-Square)	6096.077	–	0.000

Source: Processed Primary Data, 2024

more than 200, estimates using the Maximum Likelihood method in LISREL remain valid and can produce reliable interpretations (Hair et al., 2010).

Convergent Validity Test

In LISREL, convergent validity is demonstrated by a factor loading value of 0.50 or higher, a t-value of 1.96 or greater, and a R^2 value of 0.30 or above. The findings from the measurement model analysis concerning the constructs of Self-Efficacy (SE), Knowledge Sharing (KS), Perceived Organizational Support (POS), and Lecturer Performance (KD) are outlined in the Table 2.

Table 2. Convergent Validity Test Results

Construct	Indicator	Loading Factor	Description
SE	12	0.62 – 0.84	Valid
KS	12	0.60 – 0.81	Valid
POS	12	0.58 – 0.85	Valid
KD	12	0.63 – 0.87	Valid

Source: Processed Primary Data, 2024

Table 3. Construct Reliability Test Results

Construct	Number of Indicators	CR	AVE
SE	12	0.948465	0.605657
KS	12	0.932183	0.535845
POS	12	0.970732	0.734524
KD	12	0.941853	0.575324

Source: Processed Primary Data, 2024

In light of the findings from the measurement model analysis with LISREL, all construct indicators meet the convergent validity criteria as suggested by (Hair et al., 2010), with a loading factor ≥ 0.58, a t-value ≥ 9.30, and $R^2 \geq 0.339$. In the Self-Efficacy (SE) construct, the indicators show consistent strength (loading 0.73–0.83). The Knowledge Sharing (KS) construct is also valid although two indicators have lower loadings (0.61 and 0.58). Perceived Organizational Support (POS) shows very strong validity (loading 0.80–0.90), while Lecturer Performance (KD) is in the good category (loading 0.70–0.83). Overall, all indicators are proven to be valid and suitable for use in measuring the research constructs.

Construct Reliability Test

Based on the Table 3, all constructs have CR values above 0.90 and AVE values above 0.50. This indicates that all constructs in this study are not only reliable but also possess good convergent validity. The POS construct, in particular has the highest AVE value (0.735), indicating that nearly 74% of the indicator variance can be explained by this construct.

Thus, all constructs have met the requirements for reliability and convergent validity and can be used to test the relationships between variables in the next stage.

R2 Value of Endogenous Constructs

Based on the LISREL output, the R^2 values presented in Table 4.

Table 4. Results of the R2 Analysis of Endogenous Constructs

Endogenous Construct	R^2	Interpretation
Perceived Organizational Support (POS)	0.396	As much as 39.6% of the POS variance is explained by Self-Efficacy (SE) and Knowledge Sharing (KS).
Lecturer Performance (KD)	0.708	As much as 70.8% of the variance in KD is explained by POS, SE, and KS.

Source: Processed Primary Data, 2024

The R^2 for POS was 0.396, suggesting that 39.6% of the variation in the Perceived Organizational Support construct is accounted for by Self-Efficacy (SE) and Knowledge Sharing (KS). The remaining 60.4% was influenced by variables outside the model.

The R^2 for KD (Lecturer Performance) was 0.734, suggesting that 73.4% of the variation in the Lecturer Performance construct is accounted for by POS, SE, and KS. The remaining 26.6% was affected by variables beyond the scope of the study model.

Testing the Influence between Variables

The analysis of the relationships among variables in this study was conducted using LISREL-based Structural Equation Modeling (SEM). This assessment seeks to evaluate the robustness and importance of the connections between variables, encompassing both direct and indirect relationships. The findings of the analysis are illustrated in Figure 2.

Direct Effect

Based on the model estimation results in the Figure 2, the estimated path coefficients and t-values are presented in Table 5.

The findings presented suggest that Self-Efficacy (SE) plays a notable role in impacting POS, whereas its direct effect on Lecturer Performance (KD) appears to be negligible. The impact of Knowledge Sharing (KS) on Knowledge Development (KD) is substantial, while its effect on Perceived Organizational Support (POS) is minimal. The role of POS in enhancing KD is substantial, suggesting that organizational support serves as a crucial mediator.

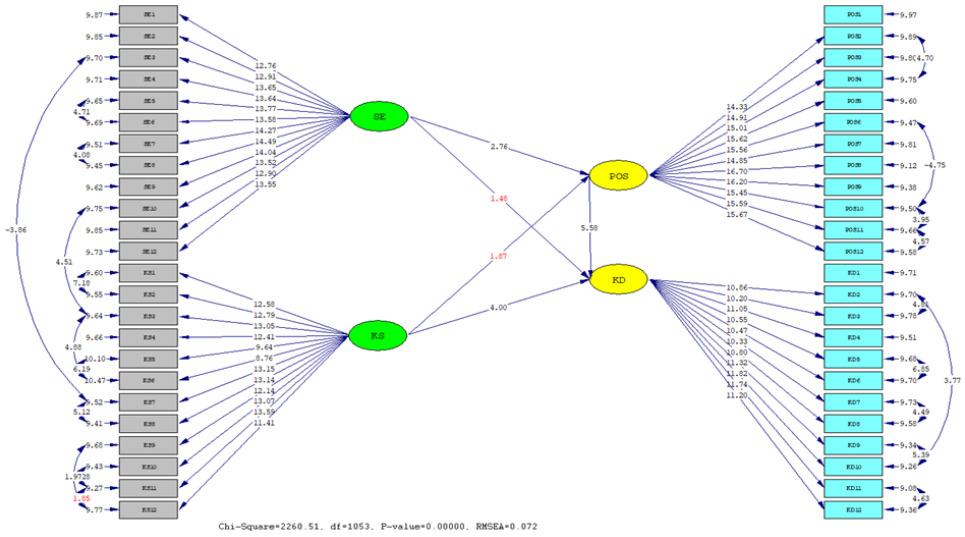

Figure 2. SEM Research Model

Table 5. Results of the Direct Effect Analysis

Hypothesis	Relationship	Coefficient	t-value	Description
H1	Self efficacy → Lecturer Performance	0.161	1.48	insignificant
H2	Knowledge Sharing → Lecturer Performance	0.454	4.00	significant
H3	Self efficacy → Perceived Organizational Support	0.387	2.76	significant
H4	Knowledge Sharing → Perceived Organizational Support	0.262	1.87	insignificant
H5	Perceived Organizational Support → Lecturer Performance	0.344	5.58	significant

Source: Processed Primary Data, 2024

Table 6. Results of the Indirect Effect Analysis

Hypothesis	Relationship	Coefficient	t-value	Description
H6	Self efficacy → POS → Lecturer Performance	0.133	2.447	significant
H7	Knowledge Sharing → POS → Lecturer Performance	0.090	1.829	insignificant

Source: Processed Primary Data, 2024

Indirect Effects

The indirect effects in this model were examined to assess the mediating role of the Perceived Organizational Support (POS) variable in the relationship between the exogenous variables (Self-Efficacy and Knowledge Sharing) and the endogenous variable (Lecturer Performance).

Based on the indirect effects analysis on the LISREL output, the following results were obtained:

Self-Efficacy (SE) has an indirect effect on Lecturer Performance (KD) through POS of 0.133 with a t-value of 2.447 (>1.96), indicating a significant effect. This means that although SE does not directly influence KD, through perceived organizational support (POS), SE can significantly improve KD. This confirms the important role of POS as a mediator in strengthening the effect of lecturers' self-confidence on their performance.

Knowledge Sharing (KS) also has an indirect effect on KD through POS of 0.090 with a t-value of 1.829, which is slightly below the general significance limit (1.96). This indicates that the indirect effect of KS on KD is marginal or not yet fully established. Thus, although KS has a direct, significant impact on KD, its effect through POS is not as strong as SE. The findings indicate a partial mediation model, highlighting the significant role of POS as a mediator that enhances the connection between self-efficacy and performance, although it does not strongly link knowledge sharing behavior with lecturer performance.

Discussion

The findings of this study indicate that self-efficacy exerts a notable positive influence on POS. This suggests that educators who possess elevated self-confidence often perceive a sense of institutional support. These findings align with those of Jeong & Kim (2022), who stated that self-efficacy improves an individual's perception of organizational support. In the framework of RBV, self-efficacy includes human capital, which can be a strategic resource when supported by organizational capital. These results align with research (Taufikin et al., 2021), which reveals that self-efficacy directly influences perceived organizational support in the university environment.

However, self-efficacy does not have a direct effect on lecturer performance. This is supported by findings from (Mujanah & Wahyurini, 2019), which indicate that self-efficacy influences team member performance through interpersonal communication as an intervening variable. Other research conducted by Jaya Sutisna and Agustina (2022) and Aurely Nurhayati and Suryalena (2023) reveals that self-efficacy does not directly affect team member performance.

This explains that high self-confidence will improve performance when accompanied by good interaction and communication skills in the work environment, in contrast to the findings of Lestariningsih (2017), who found a significant positive influence. These results indicate that self-efficacy needs to be mediated by POS to produce optimal performance, supported by facilities, policies, and institutional appreciation.

Knowledge sharing notably enhances lecturer performance, as supported by Herminingsih et al. (2024), who state that knowledge exchange improves the quality of teaching and

research. From the perspective of RBV, knowledge sharing is social capital that enriches organizational capabilities. However, knowledge sharing does not significantly affect POS, which may be due to the lack of formal recognition of knowledge sharing activities in private universities.

The findings indicate that POS notably impacts lecturer performance, confirming that organizational support enhances motivation and performance. In RBV, POS is organizational capital that optimizes human and social capital use.

The function of POS mediation in the connection between self-efficacy and performance underscores the importance of organizational support in converting self-confidence into enhanced performance. Conversely, the lack of a mediating role in the connection between knowledge sharing and performance indicates that knowledge sharing exerts a more direct influence on performance.

Overall, these results confirm that improving lecturer performance in private universities requires a combination of strong organizational support, increased self-efficacy, and a culture of knowledge sharing that is integrated in the institution's reward policy, in accordance with the RBV principle that emphasizes the management of unique internal resources for sustainable competitive advantage.

CONCLUSION

The results of this study indicate that self-efficacy, knowledge sharing, and perceived organizational support (POS) all have different effects on improving professor performance at a private university in Palembang City. Self-efficacy has been shown to influence POS positively; however, it does not directly impact lecturer performance. This suggests that a lecturer's self-confidence can improve performance only when supported by organizational support, including facilities, rewards, and institutional focus. This finding confirms that the organization's role in providing emotional support, resources, and rewards is crucial in strengthening individual contributions to performance.

At the same time, knowledge-sharing behavior is more independent and has a direct impact. Theoretically, this study strengthens the Resource-Based View (RBV) by showing that human resources in the form of self-efficacy and knowledge sharing practices can be a strategic combination to achieve competitive advantage when supported by organizational resources in the form of institutional support. This study significantly improves the understanding of psychological and organizational factors that influence lecturer performance in human resource management in higher education. This study also serves as an empirical foundation for strategies to improve the quality of the Tridharma in private universities.

The development of the Resource-Based View (RBV) theory and Human Resource (HRM) management in higher education involves the application of RBV as a strategic framework for identifying and managing internal resources (including human resources) for sustainable competitive advantage. For higher education, this means strategically developing faculty and staff as key resources, focusing on training, competency development, and creating a supportive work environment, so that they can achieve excellence through quality education, research, and a unique reputation.

REFERENCES

Aurely Nurhayati, S., & Suryalena. (2023). Pengaruh Persepsi Dukungan Organisasi dan Efikasi Diri Terhadap Employee Engagement pada PT. United Tractors Tbk Pekanbaru. *Jurnal Simki Economic,* 6(1), 224–233. https://jiped.org/index.php/JSE

Bandura, A. (1997). Self-efficacy: The exercise of control. I*n American Psychological Association*. W.H. Freeman and Company.

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational

Support. I*n Journal of Applied Psychology* (Vol. 71, Issue 3).

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate Data Analysis. In Vectors (p. 816). https://doi.org/10.1016/j.ijpharm.2011.02.019

Herminingsih, A., Suprapto, S., & Mahardiana, L. (2024). Implementation of Knowledge Sharing and Group Cohesiveness to Improve Lecturer Performance through Satisfaction of Basic Psychological Needs and Intrinsic Motivation. *International Journal of Learning and Teaching.* https://doi.org/10.18178/ijlt.10.6.669-673

Jaya Sutisna, A., & Agustina, N. (2022). Pengaruh Efikasi Diri, Etos Kerja, Dan Dukungan Organisasi yang Dirasakan Terhadap Kinerja Pegawai Sekretariat Daerah Provinsi Banten. *Journal of Management Studies,* 9(2), 67–78.

Jeong, Y., & Kim, M. (2022). Effects of perceived organizational support and perceived organizational politics on organizational performance: Mediating role of differential treatment. *Asia Pacific Management Review,* 27(3), 190–199. https://doi.org/10.1016/j.apmrv.2021.08.002

Kusumaningrum, H., Pramudito, B. M., Akbar, M., Rafly, M., Pendidikan, M., Syarif, U., & Jakarta, H. (2024). Penerapan Manajemen Strategis Sumber Daya Manusia untuk Mengoptimalkan Proses Pendidikan (Vol. 3). http://jurnal.anfa.co.id/index.php/seroja

Lestariningsih, M. (2017). Self Efficacy and Achievement Motivation on Performance with Perceived Organizational Support Moderation (A study on private university lecturer with qAq Accreditation Kopertis Region VII East Java). https://doi.org/10.2991/icoi-17.2017.20

Mei, Y., Ping, H., & Shen, M. (2024). The effect of self-efficacy and pair programming experience in learning results of introductory programming courses. http://arxiv.org/abs/2410.15558

Mujanah, S., & Wahyurini, I. (2019). The Effect of Perceived Organizational Support, Self- Efficacy, Emotional Intelligence on Employee Performance with Interpersonal Communication as Intervening Variable. 11, 612–622. https://consensus.app/papers/the-effect-of-perceived-organizational-support-self-mujanah-wahyurini/561af7bc80a056fa9429009eb3b1cd55/

Nonaka, L., Takeuchi, H., & Umemoto, K. (1996). A theory of organizational knowledge creation. *International Journal of Technology Management,* 11(7–8), 833–845.

Sari, R. Y., Qadri, H. Al, & Nellitawati, N. (2024). Peran sumber daya manusia dalam mendorong inovasi organisasi. *Academy of Social Science and Global Citizenship Journal,* 3(2), 59–67. https://doi.org/10.47200/aossagcj.v3i2.2338

Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan RD. Alfabeta.

Taufikin, F., Wahab, Z. S. U. S., Munawar, M., & Farida, M. (2021). Readiness to change during the covid-19 pandemic: Study of self-efficacy and perceived organizational support on lectures performance. *Academy of Strategic Management Journal,* 20. https://consensus.app/papers/readiness-to-change-during-the-covid19-pandemic-study-of-taufikin-wahab/10e4149f5ba25f18a5490b82f7689257/

Wei, W., & Shannan, Z. (2022). Development course and achievements of budget performance management of administrative institutions in China. *GSC Advanced Research and Reviews,* 11(1), 100–105. https://doi.org/10.30574/gscarr.2022.11.1.0100

Wernerfelt, B. (1984). A Resource-Based View of the Firm. *In Strategic Management Journal* (Vol. 5, Issue 2).