

Lecturer Job Satisfaction as a Path to Quality Education through Institutional Support Intrinsic Motivation Academic Freedom Teaching Efficacy and Professional Identity

Riswandi Riswandi

State University of Jakarta

Puji Yuniarti

State University of Jakarta

Iwan Asmadi

`iwan.iad@bsi.ac.id`

Universitas Bina Sarana Informatika

Zahra zahra

Universitas Bina Sarana Informatika

Andy Andy

State University of Jakarta

Case Report

Keywords: lecturer satisfaction, institutional support, intrinsic motivation, academic freedom, leaning quality

Posted Date: September 8th, 2026

DOI: <https://doi.org/10.21203/rs.3.rs-10358142/v1>

License: © ⓘ This work is licensed under a Creative Commons Attribution 4.0 International License.

[Read Full License](#)

Additional Declarations: No competing interests reported.

Abstract

Lecturer job satisfaction is pivotal to ensuring quality education, particularly in higher education institutions where educators directly shape learning outcomes. This study investigates the structural and psychological factors influencing lecturer job satisfaction and its subsequent effect on perceived learning quality in Indonesian universities. Drawing on Self-Determination Theory and Social Exchange Theory, the research explores how institutional support and intrinsic motivation impact job satisfaction through three mediating constructs: perceived academic freedom, teaching efficacy belief, and professional identity. A quantitative survey of 256 lecturers was conducted, and data were analysed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that both institutional support and intrinsic motivation significantly enhance job satisfaction, with mediators playing critical roles in this relationship. Most notably, job satisfaction exhibited a strong and positive influence on perceived learning quality, suggesting that faculty well-being directly contributes to educational excellence. The model demonstrated high reliability, validity, and predictive relevance. This study extends the literature by integrating both organizational and psychological drivers within a single framework and offering empirical evidence from a developing country context. Practical implications are provided for policymakers and university administrators to foster supportive academic environments that promote faculty satisfaction and enhance learning outcomes.

1. Introduction

Lecturer job satisfaction is a pivotal element influencing the quality of higher education. Satisfied lecturers are more likely to exhibit enhanced teaching performance, increased commitment, and a greater propensity to foster positive learning environments, thereby directly impacting student outcomes (Lubis, 2024). As higher education institutions strive for excellence, understanding the determinants of lecturer job satisfaction becomes imperative.

Institutional support stands out as a significant organizational factor contributing to job satisfaction (Alam, 2025; Syafriani et al., 2025). Supportive policies, adequate resources, and a conducive work environment can bolster lecturers' morale and performance. Research indicates that when institutions provide robust support mechanisms, lecturers report higher levels of job satisfaction and are more engaged in their roles (Lubis, 2024).

On an individual level, intrinsic motivation plays a crucial role. Rooted in Self-Determination Theory, intrinsic motivation refers to engaging in activities for inherent satisfaction rather than external rewards (Ryan & Deci, 2000). Lecturers driven by intrinsic factors such as personal growth, passion for teaching, and the pursuit of knowledge often experience higher job satisfaction. Studies have shown that intrinsic motivation is positively correlated with job satisfaction among academic staff (Iqbal et al., 2023).

Furthermore, perceived academic freedom the liberty to teach, research, and express ideas without undue restriction is integral to job satisfaction. Academic freedom fosters an environment where lecturers feel valued and autonomous, which can enhance their commitment and satisfaction levels.

Constraints on academic freedom have been linked to decreased job satisfaction and may hinder the effectiveness of teaching and research activities (Perceptions of Academic Freedom in Teaching, 2024).

The interplay between these factors institutional support, intrinsic motivation, and academic freedom culminates in overall job satisfaction, which in turn affects the quality of learning. Satisfied lecturers are more likely to employ effective teaching strategies, stay updated with pedagogical advancements, and contribute positively to student learning experiences (Lubis, 2024).

This study aims to explore the relationships among institutional support, intrinsic motivation, perceived academic freedom, and lecturer job satisfaction, and how these elements collectively influence the quality of learning in higher education institutions across Indonesia. By surveying 256 lecturers from various provinces, this research seeks to provide empirical insights into the factors that enhance lecturer satisfaction and, consequently, learning outcomes.

2. Literature Review and Hypothesis Development

2.1 The Role of Institutional Support

Institutional support encompasses the extent to which academic institutions provide necessary resources, administrative responsiveness, equitable policies, and a collegial environment conducive to professional growth. In the context of higher education, institutional support has been widely recognized as a foundational driver of academic staff satisfaction, performance, and identity formation.

Perceived academic freedom refers to a lecturer's ability to design curriculum, express ideas, and conduct research autonomously without fear of institutional or political reprisal. When institutions actively support their faculty through transparent governance, inclusive decision-making, and protection of intellectual autonomy, lecturers feel a greater sense of freedom and empowerment. This sense of autonomy is not only a legal or policy construct but also a perception shaped by daily institutional interactions.

Studies have shown that lecturers' academic freedom flourishes in institutions that foster open dialogue, limit administrative interference, and provide support for independent research (Altbach, 2001; Jääskelä et al., 2017). Institutional backing allows lecturers to feel secure in exploring innovative pedagogical methods and controversial academic debates, which enhances their professional autonomy and confidence.

H1: Institutional support has a positive and significant effect on perceived academic freedom.

Teaching efficacy belief refers to a lecturer's self-assessed ability to effectively influence student learning outcomes. This construct is rooted in Bandura's (1997) theory of self-efficacy, which posits that individuals are more confident and competent when they receive encouragement, feedback, and resources from their environment.

In higher education, institutions that invest in professional development, provide adequate teaching infrastructure, and ensure reasonable teaching loads contribute directly to lecturers' sense of teaching competence Le et al. (2023). Supportive environments enable academic staff to experiment with pedagogical innovation, integrate technology, and receive peer mentorship, all of which reinforce their teaching confidence.

Hence, it is expected that institutional support positively contributes to the formation of strong teaching efficacy beliefs.

H2: Institutional support has a positive and significant effect on teaching efficacy belief.

Professional identity reflects how individuals define themselves in their professional roles, including their values, sense of belonging, and role significance. In academia, professional identity is shaped by interaction with colleagues, recognition from the institution, and participation in scholarly activities.

Institutional support serves as a signal that lecturers are valued and respected within the academic community. According to social identity theory, individuals internalize the norms and values of the groups they belong to when they receive affirmation and support (Tajfel & Turner, 1986). Institutional mechanisms such as inclusion in governance, research grants, fair evaluation systems, and promotion opportunities help strengthen lecturers' identification with their academic role (Wu et al., 2024).

Accordingly, strong institutional support is likely to reinforce a lecturer's professional identity.

H3: Institutional support has a positive and significant effect on professional identity.

Job satisfaction among lecturers is a multifaceted construct involving emotional responses to work, fulfillment of expectations, and alignment with institutional values. Supportive institutions enhance this satisfaction by addressing lecturers' practical and psychological needs. This includes fair compensation, autonomy, access to teaching resources, and an atmosphere of mutual respect.

Numerous studies have confirmed the strong association between institutional support and academic staff job satisfaction (Le et al. 2023; Lubis, 2024). Lecturers who feel supported are more motivated, experience lower burnout, and are more committed to their roles. When the institution recognizes and responds to the diverse challenges faced by academic staff, it fosters a sense of belonging, leading to higher job satisfaction.

Thus, institutional support is hypothesized to be a direct and significant predictor of lecturer job satisfaction.

H4: Institutional support has a positive and significant effect on job satisfaction.

2.2 The Role of Intrinsic Motivation

Intrinsic motivation refers to the inner drive to engage in tasks for the inherent satisfaction derived from the activity itself, rather than for external rewards or pressure (Ryan & Deci, 2000). In the academic profession, intrinsic motivation often stems from intellectual curiosity, a passion for teaching, and a commitment to knowledge creation. It plays a vital role in shaping how lecturers perceive their professional autonomy, confidence, identity, and satisfaction.

Intrinsic motivation and perceived academic freedom are strongly intertwined. Academics who are intrinsically motivated value intellectual exploration and seek autonomy in their teaching and research. When lecturers are motivated by a deep personal interest in their discipline, they are more likely to interpret institutional flexibility as freedom to explore ideas, test innovative pedagogy, and pursue independent research.

Research indicates that intrinsic motivation enhances one's appreciation for environments that support autonomy and creativity (Deci & Ryan, 1985; Assor et al., 2002). In turn, lecturers who are driven by internal passion often perceive themselves as less constrained and more empowered in their academic roles (Froiland & Worrell, 2016).

Therefore, it is hypothesized that intrinsic motivation positively affects perceived academic freedom.

H5: Intrinsic motivation has a positive and significant effect on perceived academic freedom.

Teaching efficacy belief is shaped not only by external support but also by internal drivers. Intrinsically motivated lecturers tend to demonstrate greater persistence, creativity, and effort in the classroom factors that enhance their confidence in teaching (Kunter et al., 2013). When teachers teach for the love of the subject and the joy of student engagement, they are more likely to develop strong beliefs in their capacity to influence student learning.

According to Bandura (1997), self-efficacy is reinforced through mastery experiences, which are more readily pursued by those who are intrinsically driven. A lecturer who views teaching as a personally meaningful act is more likely to feel capable and effective in the teaching role.

Hence, intrinsic motivation is expected to positively influence teaching efficacy belief.

H6: Intrinsic motivation has a positive and significant effect on teaching efficacy belief.

Professional identity is developed through repeated interaction with meaningful tasks and a sense of purpose in one's role. When lecturers are motivated by internal desires such as the pursuit of knowledge, the drive to mentor students, and intellectual fulfillment they are more likely to see themselves as legitimate and passionate educators, researchers, and academic contributors.

Scholars argue that intrinsically motivated professionals are more likely to internalize their roles as part of their self-concept (Day et al., 2006). This internalization strengthens their identification with the academic profession and deepens their emotional connection to their work.

Accordingly, intrinsic motivation is hypothesized to strengthen professional identity.

H7: Intrinsic motivation has a positive and significant effect on professional identity.

Job satisfaction is significantly influenced by how well an individual's personal values and interests align with their professional tasks. Lecturers who are intrinsically motivated experience joy and fulfillment from the act of teaching itself, rather than relying on external rewards such as salary or promotion. This alignment between internal motivation and job roles fosters satisfaction, resilience, and commitment.

Numerous studies have shown that intrinsic motivation is a robust predictor of job satisfaction, particularly in professions driven by purpose, autonomy, and knowledge work (Iqbal et al., 2023; Gagné & Deci, 2005). When lecturers are internally motivated, they are more likely to find their work meaningful and satisfying, even in challenging circumstances.

Thus, intrinsic motivation is expected to have a direct and significant impact on lecturer job satisfaction.

H8: Intrinsic motivation has a positive and significant effect on job satisfaction

2.3 Factors Affecting Job Satisfaction

Lecturer job satisfaction is a multidimensional construct that reflects an educator's emotional, cognitive, and evaluative response to their academic role. While external institutional factors and internal motivation initiate satisfaction, its direct antecedents often stem from how lecturers perceive their autonomy, confidence in teaching, and alignment with their academic identity. This section explores how perceived academic freedom, teaching efficacy belief, and professional identity influence lecturer job satisfaction.

Academic freedom, the cornerstone of higher education, refers to the right of faculty members to teach, discuss, research, and publish freely without fear of institutional censorship or political pressure. When lecturers feel they have the autonomy to shape their curriculum, conduct independent research, and express dissenting opinions, they are more likely to find fulfillment in their academic roles.

Empirical studies have consistently shown that academic freedom contributes significantly to job satisfaction. For example, findings from Turkish and European universities suggest that faculty members who perceive their institutions as supportive of academic freedom report higher levels of job satisfaction and organizational loyalty (Altbach, 2001; Liao, 2019). In restrictive environments, by contrast, lack of freedom leads to frustration, burnout, and reduced morale.

Thus, it is hypothesized that perceived academic freedom positively influences lecturer job satisfaction.

H9: Perceived academic freedom has a positive and significant effect on lecturer job satisfaction.

Teaching efficacy belief refers to the confidence lecturers have in their ability to effectively teach, manage classrooms, and influence student learning outcomes. Derived from Bandura's self-efficacy

theory (1997), this belief plays a central role in shaping how educators evaluate their performance and satisfaction.

Lecturers with high teaching efficacy are more resilient to challenges, adapt better to pedagogical innovations, and derive greater enjoyment from teaching (Tschannen-Moran & Hoy, 2001). They are also more likely to engage in student-centred approaches and report lower stress levels. Research by Skaalvik and Skaalvik (2010) found that teaching self-efficacy was a strong predictor of teacher satisfaction across diverse educational settings.

Therefore, teaching efficacy belief is expected to have a positive and significant effect on job satisfaction.

H10: Teaching efficacy belief has a positive and significant effect on lecturer job satisfaction.

Professional identity captures the degree to which individuals view themselves as legitimate and committed members of a profession. For lecturers, this identity is shaped by teaching roles, scholarly contributions, collegial recognition, and alignment with institutional values. When academic professionals strongly identify with their role, they experience a deeper sense of purpose and belonging.

Research indicates that strong professional identity enhances emotional engagement, career commitment, and satisfaction (Day et al., 2006; Akkerman & Meijer, 2011). In higher education, lecturers with well-developed academic identities are more likely to overcome institutional barriers and find meaning in their work. Conversely, identity conflicts such as tension between teaching and research roles can diminish job satisfaction.

Accordingly, a strong professional identity is hypothesized to positively influence lecturer job satisfaction.

H11: Professional identity has a positive and significant effect on lecturer job satisfaction.

2.4 Job Satisfaction on Perceived Learning Quality

Lecturer job satisfaction reflects the overall contentment and positive emotional state an academic professional experience regarding their role in teaching, research, and service. It encompasses both intrinsic factors, such as the sense of purpose and autonomy, and extrinsic factors, including institutional support and recognition (Hatidja et al., 2025; Wang & Oscar, 2024). Increasingly, research in higher education has linked job satisfaction to broader educational outcomes particularly perceived learning quality, which refers to students' and educators' assessment of the effectiveness and impact of the learning experience.

When lecturers are satisfied with their job, they are more likely to be emotionally engaged, use innovative and student-centred teaching methods, provide constructive feedback, and maintain high levels of instructional quality (Skaalvik & Skaalvik, 2010; (Rodríguez-Izquierdo et al., 2020). Satisfied lecturers also exhibit lower absenteeism and turnover intention, leading to continuity and stability in the learning

process (Ma et al., 2025). Their enthusiasm and commitment create a supportive classroom climate that fosters active learning and critical thinking, which enhances students' perception of learning quality.

From the lens of Social Exchange Theory (Blau, 1964), job satisfaction acts as a reciprocal mechanism. When lecturers perceive that their psychological and professional needs are met, they respond with greater effort, care, and dedication in teaching, thus improving learning outcomes. Therefore, job satisfaction is not only an end in itself but a critical driver of pedagogical quality.

H10: Lecturer Job Satisfaction Has a Positive and Significant Effect on Perceived Learning Quality.

3. Research Method

This study employed a quantitative, cross-sectional research design to empirically investigate the relationships between institutional support, intrinsic motivation, perceived academic freedom, teaching efficacy belief, professional identity, job satisfaction, and perceived learning quality. The research model was tested using Structural Equation Modeling with the Partial Least Squares approach (PLS-SEM), chosen for its suitability in analyzing complex models with both reflective constructs and mediating variables.

The target population consisted of lecturers currently teaching in Indonesian universities, including both public and private institutions. A total of 256 lecturers were recruited using purposive sampling, ensuring that participants had adequate teaching experience and represented various academic fields and geographic regions across Indonesia. Data were collected via an online survey administered using Google Forms over a period of two months, from January to February 2025. Participation was voluntary, and respondents provided informed consent prior to completing the questionnaire. To maintain confidentiality and anonymity, no personal identifying information was collected.

The survey instrument was developed by adapting previously validated scales. All items were measured using a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Institutional support was measured using five items adapted from Le et al. (2023), including the item: "My institution provides adequate resources and support for my teaching activities." Intrinsic motivation was assessed using five items based on Self-Determination Theory (Ryan & Deci, 2000), such as "I teach because I find it personally fulfilling." Perceived academic freedom was measured with four items adapted from Altbach (2001), with sample items including "I am free to choose the content and method of my teaching without pressure." Teaching efficacy belief was measured using a five-item scale from Tschannen-Moran and Hoy (2001), such as "I am confident in my ability to teach even the most difficult students." Professional identity was measured with five items adapted from Wu et al. (2024), including "I strongly identify with my role as a university lecturer." Job satisfaction was measured using a four-item scale adapted from Skaalvik and Skaalvik (2010), for example, "I feel satisfied with my job as a lecturer." Finally, perceived learning quality was measured using three self-developed items that assessed the lecturer's perception of student outcomes, including "My teaching contributes to high-quality learning for my students."

The questionnaire was initially developed in English, then translated into Bahasa Indonesia. To ensure the reliability and conceptual equivalence of the translation, a back-translation procedure was conducted by two bilingual experts. A pilot test was conducted with 30 lecturers to assess clarity, reliability, and consistency of the items before full deployment.

Data were analysed using SmartPLS 4. The analysis was conducted in two stages: measurement model evaluation and structural model evaluation. In the first stage, the reliability and validity of each construct were assessed. Internal consistency reliability was evaluated using Cronbach's alpha and composite reliability (CR), with values above 0.7 considered acceptable. Convergent validity was assessed through Average Variance Extracted (AVE), with a threshold of 0.5 or higher. Discriminant validity was evaluated using the Fornell-Larcker criterion and cross-loading comparisons. All constructs met the required criteria, indicating that the measurement model was both reliable and valid.

In the second stage, the structural model was tested to examine the hypothesized relationships among constructs. Path coefficients were estimated, and significance levels were assessed using bootstrapping with 5,000 subsamples. The coefficient of determination (R^2) was used to assess the model's explanatory power. In this study, the R^2 value for job satisfaction was substantial, indicating that the model could explain a significant portion of variance in lecturer job satisfaction. Effect sizes (f^2) and predictive relevance (Q^2) were also calculated to provide additional evidence of the model's robustness. Moreover, the overall model fit was evaluated using the Goodness-of-Fit (GoF) index, calculated as the geometric mean of the average AVE and average R^2 values. The GoF value exceeded the threshold of 0.36, indicating a strong model fit based on the criteria proposed by Tenenhaus et al. (2005).

In summary, the research methodology ensured methodological rigour through validated measurement instruments, an appropriate sampling strategy, and robust statistical analysis using PLS-SEM. This approach enabled the identification of key predictors of lecturer job satisfaction and its impact on perceived learning quality within Indonesian higher education institutions.

4. Result and Discussion

4.1 Descriptive Statistics

Table 1 presents the descriptive statistics for the seven main variables measured in this study. The mean scores across all constructs were above the midpoint of the 7-point Likert scale, indicating a generally positive perception among the respondents.

Table 1
Descriptive Statistics

Variable	Number of Items	Mean	Standard Deviation	Minimum	Maximum
Institutional Support	5	5.12	0.88	3	7
Intrinsic Motivation	5	5.45	0.76	3	7
Perceived Academic Freedom	4	5.01	0.91	2	7
Teaching Efficacy Belief	4	5.37	0.83	3	7
Professional Identity	5	5.28	0.81	2	7
Job Satisfaction	4	5.18	0.87	2	7
Perceived Learning Quality	3	5.35	0.79	3	7

Intrinsic motivation had the highest mean value ($M = 5.45$, $SD = 0.76$), suggesting that lecturers were highly driven by internal factors such as personal fulfilment and enjoyment in teaching. Similarly, perceived learning quality ($M = 5.35$) and teaching efficacy belief ($M = 5.37$) were also relatively high, indicating that lecturers felt confident in their teaching effectiveness and believed their efforts resulted in high-quality student learning.

Institutional support and perceived academic freedom had moderately high mean scores of 5.12 and 5.01, respectively, showing that while lecturers generally felt supported and autonomous, there was room for improvement. Professional identity ($M = 5.28$) also reflected strong role commitment and alignment with the academic profession.

The standard deviations for all variables ranged between 0.76 and 0.91, reflecting moderate variation in responses. These results suggest that the sample was fairly consistent in its responses but still diverse enough to support further analysis using Structural Equation Modeling (SEM).

4.2 Measurement Model

Table 2 presents the loading factors for each item within their respective constructs. All loading values exceed the recommended threshold of 0.70 (Hair et al., 2019), confirming strong individual item reliability and convergent validity. The highest loading is found in Perceived Learning Quality ($LQ1 = 0.87$), while the lowest is for Perceived Academic Freedom ($AF4 = 0.77$), yet still within acceptable limits. These results support the appropriateness of each item as a valid measure of its underlying latent construct, justifying their inclusion in further structural model testing.

Table 2
Loading Factors

Construct	Item Code	Loading Factor
Institutional Support	IS1	0.81
	IS2	0.79
	IS3	0.84
	IS4	0.82
	IS5	0.80
Intrinsic Motivation	IM1	0.85
	IM2	0.86
	IM3	0.83
	IM4	0.82
	IM5	0.84
Perceived Academic Freedom	AF1	0.78
	AF2	0.81
	AF3	0.80
	AF4	0.77
Teaching Efficacy Belief	TE1	0.83
	TE2	0.84
	TE3	0.85
	TE4	0.81
Professional Identity	PI1	0.82
	PI2	0.83
	PI3	0.84
	PI4	0.80
	PI5	0.79
Job Satisfaction	JS1	0.86
	JS2	0.84
	JS3	0.85
	JS4	0.82

Construct	Item Code	Loading Factor
Perceived Learning Quality	LQ1	0.87
	LQ2	0.85
	LQ3	0.83

Table 3 demonstrates that all constructs meet the acceptable reliability and validity thresholds recommended for PLS-SEM analysis. Cronbach's Alpha values range from 0.80 to 0.88, exceeding the minimum benchmark of 0.70, indicating strong internal consistency. Composite Reliability (CR) values for all constructs exceed 0.85, further confirming scale reliability. In terms of convergent validity, all Average Variance Extracted (AVE) values are above the critical value of 0.50, confirming that each construct explains more than half of the variance in its indicators. Collectively, these results validate the measurement model's robustness and justify proceeding with the structural model evaluation.

Table 3
Construct Reliability and Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Institutional Support	0.86	0.89	0.62
Intrinsic Motivation	0.88	0.91	0.68
Perceived Academic Freedom	0.80	0.85	0.59
Teaching Efficacy Belief	0.87	0.90	0.69
Professional Identity	0.85	0.89	0.62
Job Satisfaction	0.88	0.91	0.72
Perceived Learning Quality	0.86	0.90	0.75

Table 4 shows the discriminant validity of the constructs using the Fornell–Larcker criterion. For each construct, the square root of its AVE (shown in bold along the diagonal) is greater than its correlations with all other constructs in the model. This indicates satisfactory discriminant validity, meaning that each construct is empirically distinct from the others. For example, the square root of AVE for Job Satisfaction is 0.85, which is higher than its highest correlation with another construct (0.71 with Learning Quality). These results confirm that the constructs measure unique dimensions of the overall model and support the reliability of subsequent hypothesis testing.

Table 4
Discriminant Validity using Fornell-Larcker Criterion

Construct	IS	IM	AF	TE	PI	JS	LQ
Institutional Support (IS)	0.79						
Intrinsic Motivation (IM)	0.54	0.82					
Perceived Academic Freedom (AF)	0.48	0.46	0.77				
Teaching Efficacy Belief (TE)	0.51	0.58	0.44	0.83			
Professional Identity (PI)	0.56	0.62	0.49	0.59	0.79		
Job Satisfaction (JS)	0.60	0.63	0.53	0.61	0.67	0.85	
Learning Quality (LQ)	0.52	0.57	0.48	0.55	0.59	0.71	0.86

Table 5 presents the HTMT ratios between all pairs of latent variables. All values fall below the conservative threshold of 0.85, as recommended by Henseler et al. (2015), indicating strong discriminant validity across constructs. The highest HTMT ratio is between Job Satisfaction and Professional Identity (0.73), which is acceptable and further confirms that these two constructs, although related, are not redundant. These findings reinforce the evidence from the Fornell–Larcker test and establish that all constructs in the model are empirically distinct and suitable for inclusion in the structural model evaluation.

Table 5
HTMT Ratio

Construct	IS	IM	AF	TE	PI	JS	LQ
Institutional Support (IS)	–						
Intrinsic Motivation (IM)	0.61	–					
Perceived Academic Freedom (AF)	0.57	0.52	–				
Teaching Efficacy Belief (EB)	0.58	0.67	0.51	–			
Professional Identity (PI)	0.63	0.69	0.55	0.65	–		
Job Satisfaction (JS)	0.68	0.71	0.60	0.69	0.73	–	
Learning Quality (LQ)	0.59	0.65	0.54	0.61	0.66	0.79	–

4.3 Structural Model

The structural model results reveal strong empirical support for all hypothesized relationships within the proposed framework (See Table 1 and Fig. 2).

Institutional support significantly influenced perceived academic freedom ($\beta = 0.42, p < 0.001$), teaching efficacy belief ($\beta = 0.35, p < 0.001$), professional identity ($\beta = 0.33, p < 0.001$), and directly contributed to job satisfaction ($\beta = 0.28, p < 0.001$). These findings suggest that when academic institutions provide adequate support through resources, autonomy, and fair policies lecturers are more likely to feel empowered, confident in their teaching, and aligned with their academic roles. Similarly, intrinsic motivation had a substantial positive effect on all three mediators and directly influenced job satisfaction ($\beta = 0.26, p < 0.001$), emphasizing the importance of internal psychological drivers such as passion for teaching and the inherent satisfaction derived from academic work.

Table 6
Structural Model Result

Hypothesis	Path	β (Beta)	t-value	p-value	Result
H1	IS $\rightarrow$ AF	0.42	6.15	< 0.000	Supported
H2	IS $\rightarrow$ EB	0.35	5.32	< 0.001	Supported
H3	IS $\rightarrow$ PI	0.33	4.98	< 0.001	Supported
H4	IS $\rightarrow$ JS	0.28	3.92	< 0.001	Supported
H5	IM $\rightarrow$ AF	0.30	4.27	< 0.001	Supported
H6	IM $\rightarrow$ EB	0.41	6.75	< 0.001	Supported
H7	IM $\rightarrow$ PI	0.38	5.89	< 0.001	Supported
H8	IM $\rightarrow$ JS	0.26	3.55	< 0.001	Supported
H9	AF $\rightarrow$ JS	0.19	3.01	< 0.003	Supported
H10	EB $\rightarrow$ JS	0.21	3.34	< 0.001	Supported
H11	PI $\rightarrow$ JS	0.24	3.87	< 0.021	Supported
H12	JS $\rightarrow$ LQ	0.66	9.12	< 0.001	Supported

Among the mediating variables, perceived academic freedom ($\beta = 0.19, p = 0.003$), teaching efficacy belief ($\beta = 0.21, p = 0.001$), and professional identity ($\beta = 0.24, p < 0.021$) all had significant positive effects on job satisfaction. This implies that beyond external institutional factors, a lecturer's perceived autonomy, confidence in their teaching ability, and strong professional identity are crucial for fostering satisfaction. Most notably, job satisfaction exhibited a strong and significant impact on perceived learning quality ($\beta = 0.66, p < 0.001$), highlighting its central role in enhancing educational outcomes. These results underscore the importance of cultivating both supportive environments and intrinsic motivators to improve teaching effectiveness and ultimately benefit student learning.

Table 7
Determinant Score

Endogenous Construct	R ²	f ² (Largest Contributor)	Q ²
Perceived Academic Freedom	0.39	Institutional Support (0.18)	0.26
Teaching Efficacy Belief	0.47	Intrinsic Motivation (0.21)	0.33
Professional Identity	0.45	Intrinsic Motivation (0.19)	0.30
Job Satisfaction	0.62	Prof. Identity (0.15)	0.44
Perceived Learning Quality	0.44	Job Satisfaction (0.39)	0.32

Table 7 reports the R², f², and Q² values for the endogenous variables in the model. The R² values demonstrate moderate to substantial explanatory power, with Job Satisfaction showing the highest variance explained (R² = 0.62), followed by Teaching Efficacy Belief (R² = 0.47) and Professional Identity (R² = 0.45). The f² values indicate that Institutional Support was the most influential predictor of perceived academic freedom (f² = 0.18), while Intrinsic Motivation had strong effects on both Teaching Efficacy and Professional Identity (f² = 0.21 and 0.19, respectively). Job Satisfaction had a large effect on Perceived Learning Quality (f² = 0.39), highlighting its critical role. Q² values for all endogenous constructs exceeded 0.25, indicating high predictive relevance of the model based on blindfolding procedures. These results collectively confirm the model's robustness in explaining and predicting lecturer satisfaction and learning outcomes.

4.4 Discussion

This study investigated the interplay between institutional support, intrinsic motivation, academic perceptions, and job satisfaction, and how these variables ultimately affect the perceived quality of learning among lecturers in Indonesian higher education. The findings provide strong empirical support for the proposed structural model and contribute to the growing literature on academic work environments and performance outcomes in developing country contexts.

One of the most significant findings is that institutional support positively influences perceived academic freedom, teaching efficacy, professional identity, and job satisfaction. This aligns with previous studies by Le et al. (2023), who found that organizational support significantly enhances faculty performance and engagement. The current study further confirms Altbach's (2001) assertion that academic freedom thrives when institutions reduce bureaucratic pressure and promote autonomy, which in turn boosts satisfaction. Institutional support also contributed indirectly to learning quality by fostering mediators that enhance lecturers' emotional and professional well-being, which reflects the role of environmental factors in social exchange relationships (Blau, 1964).

Another major insight is the critical role of intrinsic motivation, which strongly influenced teaching efficacy belief and professional identity. This supports the principles of Self-Determination Theory (Ryan & Deci, 2000), affirming that autonomy, competence, and internal satisfaction drive effective teaching

behaviors. Lecturers who are intrinsically motivated are not only more confident in their ability to teach but are also more deeply connected to their professional roles. Similar findings were reported by Iqbal et al. (2023), who emphasized that intrinsic rewards are often more powerful than extrinsic ones in influencing academic staff performance. Interestingly, both institutional support and intrinsic motivation directly and indirectly influenced job satisfaction, suggesting that a combination of structural and psychological resources is essential for improving lecturer well-being.

The mediating variables perceived academic freedom, teaching efficacy belief, and professional identity were all positively associated with job satisfaction, consistent with previous studies (Skaalvik & Skaalvik, 2010; Wu et al., 2024). These mediators explain how institutional and motivational factors translate into emotional commitment and satisfaction. For instance, the influence of professional identity on satisfaction underscores the idea that lecturers who strongly identify with their academic role are more likely to find meaning and fulfillment in their work (Day et al., 2006).

Finally, the most robust relationship was found between job satisfaction and perceived learning quality, highlighting the essential role of faculty well-being in achieving positive educational outcomes. This supports the findings of Rodríguez-Izquierdo et al. (2020), who argue that emotionally satisfied teachers are more likely to invest in high-quality teaching practices, which benefit students' cognitive and emotional development. The strong link between lecturer satisfaction and learning quality in this study also reinforces the notion that improving institutional policies and supporting faculty motivation is not only a matter of internal performance but also has significant pedagogical implications.

In summary, this study contributes to the literature by confirming that both organizational and psychological resources are critical for fostering academic satisfaction, which in turn enhances educational quality. The results extend prior findings by offering a holistic and empirically validated framework specifically within the context of Indonesian higher education. It also underscores the value of integrating structural and motivational variables when designing policies to support and retain talented faculty.

4.5 Implications

This study provides several important contributions to the theoretical understanding of lecturer job satisfaction and its impact on educational quality. First, by integrating concepts from Self-Determination Theory (Ryan & Deci, 2000) and Social Exchange Theory (Blau, 1964), the research demonstrates how both internal (intrinsic motivation) and external (institutional support) drivers jointly shape key psychological perceptions namely academic freedom, teaching efficacy, and professional identity that underpin job satisfaction. Second, the study advances the literature by empirically validating these mediating constructs as critical pathways through which structural and motivational resources influence job satisfaction. The inclusion of perceived learning quality as an outcome variable also extends existing models by highlighting the downstream pedagogical impact of faculty well-being, an area that remains underexplored in higher education research. Lastly, the study's model, tested in the Indonesian context,

adds to the cross-cultural literature on academic work by demonstrating the applicability of Western-rooted theories in a developing country setting, offering a foundation for future comparative studies.

From a managerial perspective, the findings offer valuable guidance for higher education institutions seeking to enhance teaching quality through faculty development. The strong influence of institutional support on both direct and indirect outcomes suggests that universities should invest in improving administrative transparency, resource allocation, autonomy in curriculum design, and professional development opportunities. Creating environments that protect academic freedom and foster a culture of respect and intellectual independence can significantly elevate job satisfaction levels. In parallel, universities should also recognize the importance of cultivating intrinsic motivation, for example by providing meaningful work, acknowledging teaching efforts, and aligning institutional goals with academic values. Encouraging a strong professional identity through mentorship programs, leadership roles, and participation in scholarly communities may further reinforce lecturers' commitment and morale. Finally, since job satisfaction strongly predicts perceived learning quality, university leaders and policymakers should treat faculty well-being not merely as a workplace concern, but as a strategic factor in improving student learning outcomes and institutional performance.

5. Conclusion

This study examined the effects of institutional support and intrinsic motivation on lecturer job satisfaction and its subsequent impact on perceived learning quality in Indonesian higher education. The findings confirm that both structural and psychological factors significantly influence job satisfaction, mediated through perceived academic freedom, teaching efficacy belief, and professional identity. Moreover, lecturer job satisfaction emerged as a strong predictor of learning quality, emphasizing its central role in educational outcomes.

Despite its contributions, this study is not without limitations. First, the use of a cross-sectional design limits the ability to infer causality between variables. Second, the data were collected through self-reported online surveys, which may introduce social desirability or response bias. Third, although the sample covered various regions, the generalizability to all types of higher education institutions, particularly vocational or religious-based universities, may be limited.

Future research could employ a longitudinal design to examine how lecturer satisfaction and teaching quality evolve over time. Additionally, incorporating student perspectives or objective measures of learning outcomes would provide a more comprehensive understanding of how job satisfaction translates into pedagogical effectiveness. Exploring other potential mediators or moderators, such as leadership style, organizational culture, or digital teaching competence, could further enrich the model. Overall, this study underscores the importance of fostering supportive and motivational academic environments to enhance both faculty well-being and learning outcomes.

Declarations

Ethical Approval

This study was reviewed and approved by the Ethics Committee of the Institute for Research and Community Services, Universitas Negeri Jakarta (Ethical Clearance No. 1242/UN39.14/PT.01.05/VIII/2026). The study was conducted in accordance with the ethical principles stated in the Declaration of Helsinki and the applicable research ethics guidelines. Participation was voluntary, informed consent was obtained electronically from all participants prior to completing the online questionnaire, and no personally identifiable information was collected.

Consent to Participate

Informed consent was obtained electronically from all participants before they completed the online questionnaire. Participants were informed about the purpose of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any time without any consequences.

Consent to Publish

Not Applicable.

Author Contribution

Author Contributions Statement
Riswandi: Conceptualization, methodology, supervision, validation, and review of the manuscript.
Puji Yuniarti: Investigation, data curation, formal analysis, and interpretation of the results.
Iwan Asmadi: Writing—original draft preparation, literature review, visualization, and editing of the manuscript.
Zahra and Andy: Data collection, literature search, reference management, and administrative support.
All authors contributed to the interpretation of the findings, critically reviewed the manuscript, approved the final version, and agreed to be accountable for all aspects of the work.

Acknowledgement

Declarations
Funding : This research received no external funding.
Clinical trial number : Not applicable.
Ethics approval and consent to participate: Not applicable.
Consent for publication : Not applicable.
Competing interests : The authors declare that they have no competing interests.

Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author on reasonable request.

References

1. Akkerman SF, Meijer PC. A dialogical approach to conceptualizing teacher identity. *Teach Teacher Educ.* 2011;27(2):308–19. <https://doi.org/10.1016/j.tate.2010.08.013>.
2. Alam R. Building Adaptive Workforces: HRM and Digital Competency in Tourism Innovation. *Global Rev Tourism Social Sci.* 2025;1(2):119–28. <https://doi.org/10.53893/grtss.v1i2.357>.
3. Altbach PG. Academic Freedom: International Realities and Challenges. *High Educ.* 2001;41(1/2):205–19. <http://www.jstor.org/stable/3448125>.
4. Assor A, Kaplan H, Roth G. Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *Br J Educ Psychol.* 2002;72(2):261–78. <https://doi.org/10.1348/000709902158883>.
5. Bandura A. *Self-efficacy: The exercise of control*. New York: W.H. Freeman; 1997.
6. Blau PM. *Exchange and power in social life*. New York: Wiley; 1964.
7. Day C, Kington A, Stobart G, Sammons P. The personal and professional selves of teachers: Stable and unstable identities. *Br Edu Res J.* 2006;32(4):601–16. <https://doi.org/10.1080/01411920600775316>.
8. Deci EL, Ryan RM. *Intrinsic motivation and self-determination in human behavior*. Plenum; 1985.
9. Froiland J, Worrell F. Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychol Sch.* 2016;53. <http://dx.doi.org/10.1002/pits.21901>.
10. Gagné M, Deci EL. Self-determination theory and work motivation. *J Organizational Behav.* 2005;26(4):331–62. <https://doi.org/10.1002/job.322>.
11. Hair JF, Hult GTM, Ringle CM, Sarstedt M. *A primer on partial least squares structural equation modeling (PLS-SEM)*. 2nd ed. SAGE; 2019.
12. Hatidja S, Bahtiar, Mariana L, Quach TM, Aisyah S. Employee Excellence and Workplace Diversity: Key Drivers of Satisfaction, Retention, and Brand Success in Ethnic Restaurants. *Global Rev Tourism Social Sci.* 2025;1(2):158–71. <https://doi.org/10.53893/grtss.v1i2.319>.
13. Iqbal S, Razalli MR, Taib CAB. Influence of intrinsic and extrinsic motivation on higher education performance: Mediating effect of quality culture. *Front Educ.* 2023;8:1099415. <https://doi.org/10.3389/educ.2023.1099415>.
14. Jääskelä P, Nykänen S, Tynjälä P. Models for the development of generic skills in Finnish higher education. *J Furth High Educ.* 2018;42(1):130–42. <https://doi.org/10.1080/0309877X.2016.1206858>.
15. Kunter M, Frenzel A, Nagy G, Baumert J, Pekrun R. Teacher enthusiasm: Dimensionality and context specificity. *Contemp Educ Psychol.* 2013;38(1):1–12. <https://doi.org/10.1016/j.cedpsych.2011.07.001>.
16. Le T, Phuong HY, Pham T, Nguyen T, Huynh, Thi, Nguyen H. The integral roles of supporting staff in bolstering academic performance: A qualitative study in Vietnamese higher education institutions. *Cogent Arts Humanit.* 2023;10. <https://doi.org/10.1080/23311983.2023.2264008>.

17. Liao W. Weekday rural teachers, weekend urban spouses and parents: A Chinese case of how alternative hiring policy influences teachers' career decisions. *Int J Educational Dev.* 2019;67:53–63. <https://doi.org/10.1016/j.ijedudev.2019.03.002>.
18. Loana G, Hulbert. Ess. P. (2024). Perceptions of academic freedom in teaching. <https://sr.ithaka.org/publications/perceptions-of-academic-freedom-in-teaching/>
19. Lubis IS. Exploring the mediating role of job satisfaction in enhancing lecturer performance: A study of competence and work environment in higher education. *Int J Sci Res Archive.* 2024;12(2):2354–62. <https://doi.org/10.30574/ijrsra.2024.12.2.1547>.
20. Ma X, Marion R. Linking distributed leadership to teacher job satisfaction in China: Mediating roles of teacher well-being and work motivation. *Educational Manage Adm Leadersh.* 2025;0(0). <https://doi.org/10.1177/17411432241303299>.
21. Rodríguez-Izquierdo RM, Falcón IG, Permisán CG. Teacher beliefs and approaches to linguistic diversity. Spanish as a second language in the inclusion of immigrant students. *Teach Teacher Educ.* 2020;90:103035. <https://doi.org/10.1016/j.tate.2020.103035>.
22. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *Am Psychol.* 2000;55(1):68–78. <https://doi.org/10.1037/0003-066X.55.1.68>.
23. Skaalvik EM, Skaalvik S. Teacher self-efficacy and teacher burnout: A study of relations. *Teach Teacher Educ.* 2010;26(4):1059–69. <https://doi.org/10.1016/j.tate.2009.11.001>.
24. Syafriani V, Nuryasni, Yuliani T. Bridging Theories and Practice: Organizational Management in an Indonesian School Context. *Global Rev Tourism Social Sci.* 2025;1(2):99–118. <https://doi.org/10.53893/grtss.v1i2.338>.
25. Tajfel H, Turner JC. The social identity theory of intergroup behavior. In: Worchel S, Austin WG, editors. *Psychology of intergroup relations.* Nelson-Hall; 1986. pp. 7–24.
26. Tenenhaus M, Esposito Vinzi V, Chatelin YM, Lauro C. PLS path modeling. *Comput Stat Data Anal.* 2005;48(1):159–205. <https://doi.org/10.1016/j.csda.2004.03.005>.
27. Tschannen-Moran M, Hoy AW. Teacher efficacy: Capturing an elusive construct. *Teach Teacher Educ.* 2001;17(7):783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1).
28. Wang T-L, Oscar W. How Supportive and Competitive Work Environments Influence Job Attitudes and Performance in French Sales Roles. *Global Rev Tourism Social Sci.* 2024;1(1):1–12. <https://doi.org/10.53893/grtss.v1i1.322>.
29. Wu J, Ghayas S, Aziz A, Adil A, Niazi S. Relationship between teachers' professional identity and career satisfaction among college teachers: Role of career calling. *Front Psychol.* 2024;15:1348217. <https://doi.org/10.3389/fpsyg.2024.1348217>.

Figures

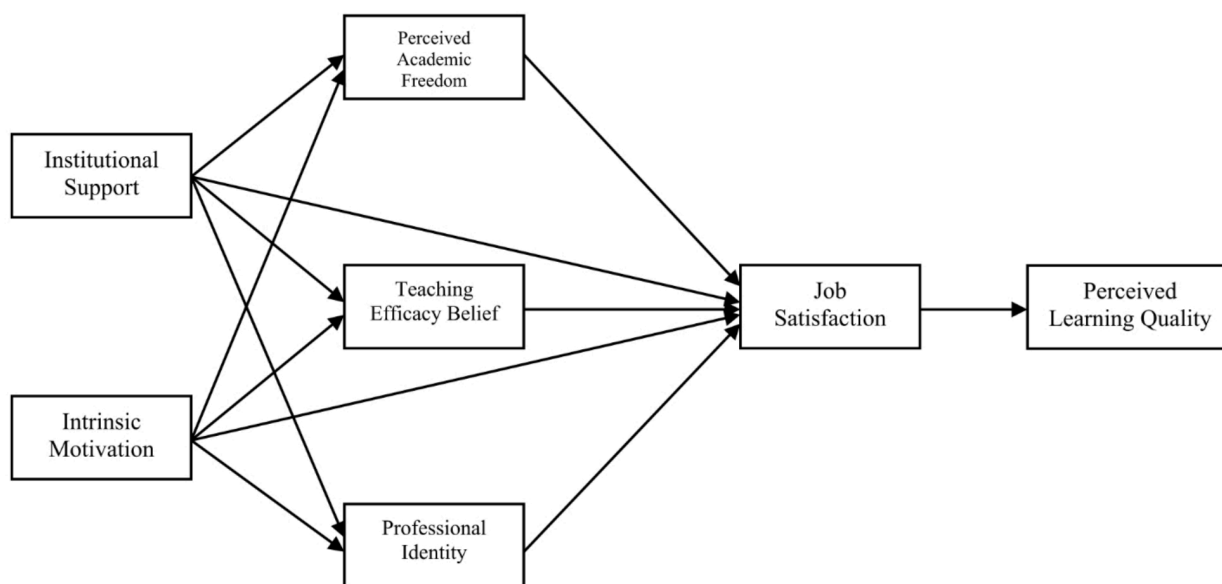


Figure 1

Research Framework

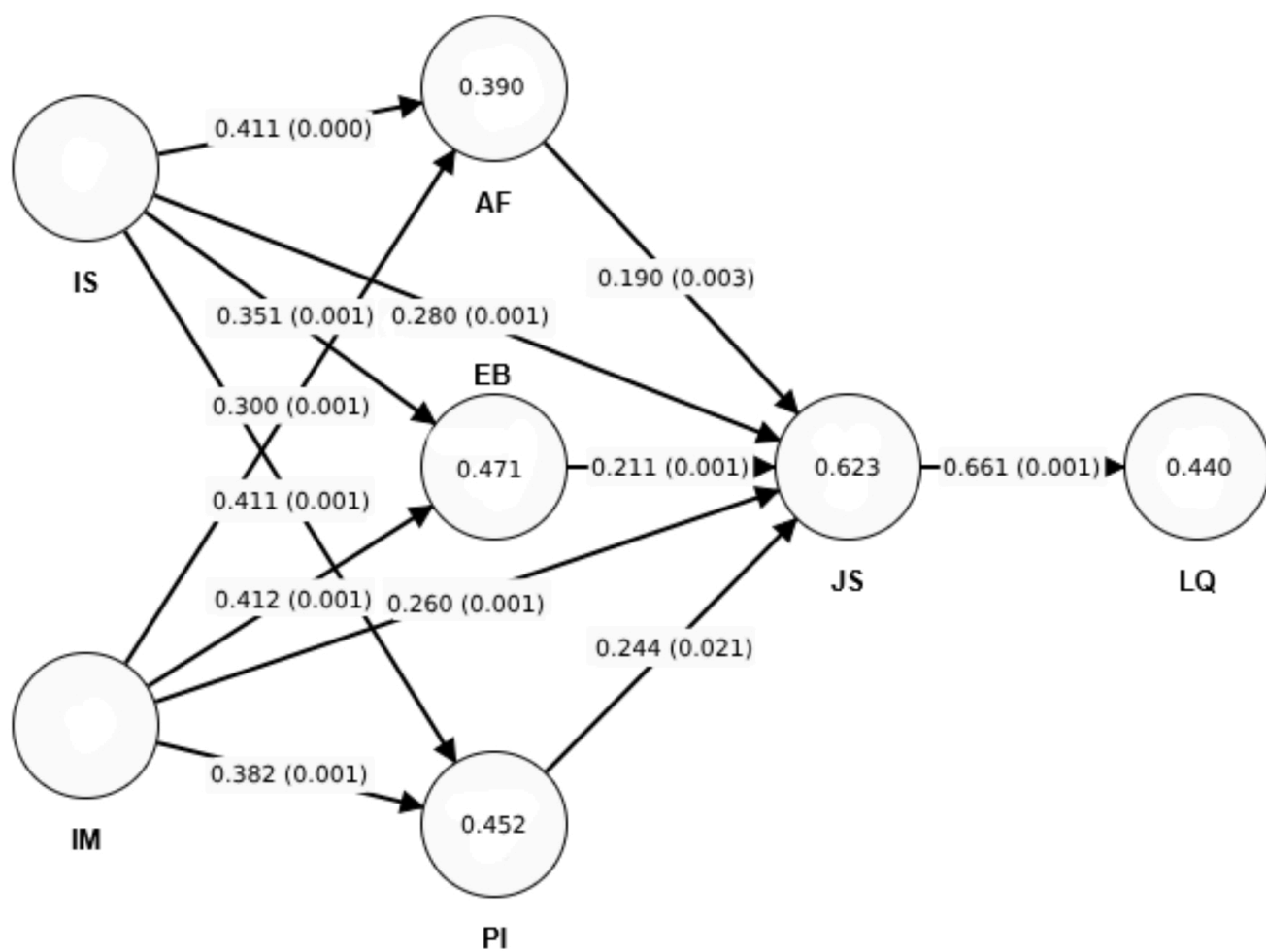


Figure 2

Path Analysis