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The Influence of Job Happiness and Leadership Style on Lecturer Performance with Job Satisfaction as an Intervening Variable at Perintis Indonesia University

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Abstract: This study aims to analyze the influence of job happiness and leadership style on lecturer performance with job satisfaction as an intervening variable at Perintis Indonesia University. The research employed a quantitative explanatory design using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method. A total of 100 lecturers were selected as respondents through purposive sampling. The results reveal that job happiness has a negative and significant effect on job satisfaction, but does not significantly affect lecturer performance, either directly or indirectly through job satisfaction. Leadership style, on the other hand, has a positive and significant effect on both job satisfaction and lecturer performance, indicating that effective leadership plays a crucial role in enhancing academic performance. Meanwhile, job satisfaction does not significantly influence lecturer performance, nor does it mediate the relationship between job happiness and lecturer performance or between leadership style and lecturer performance. These findings highlight that lecturer performance at Perintis Indonesia University is strongly shaped by leadership style rather than by job happiness or job satisfaction. The study contributes to organizational behavior literature by showing the central role of leadership in academic performance, while also emphasizing the limited role of job happiness and satisfaction in this context.

Keywords: Job Happiness, Leadership Style, Job Satisfaction, Lecturer Performance, SEM-PLS.

INTRODUCTION

The performance of lecturers in higher education institutions plays a central role in ensuring academic quality, research productivity, and community service, which are the three pillars of university excellence. In the context of private universities such as Perintis Indonesia University, lecturer performance is not only influenced by academic competence but also by psychological, organizational, and leadership factors that shape their daily work environment.

Therefore, understanding the antecedents of lecturer performance is essential for sustaining institutional growth and competitiveness.

One important factor is job happiness, which reflects the extent to which lecturers experience positive feelings and enthusiasm in carrying out their tasks. According to Judge and Klinger (2021), employees who are happy in their work environment are more motivated, engaged, and productive. In the academic context, lecturers who feel happy are more likely to demonstrate high levels of creativity, commitment to teaching, and dedication to research activities.

Another crucial determinant is the leadership style adopted by university leaders. Leadership style significantly shapes organizational culture and directly influences employees' attitudes and behaviors. Yukl (2020) emphasizes that transformational and participative leadership styles tend to foster trust, empowerment, and organizational commitment, which in turn improve employee performance. In universities, leaders who encourage participation, innovation, and open communication are more likely to inspire lecturers to perform at their best.

Beyond these direct effects, job satisfaction plays an important mediating role. Robbins and Judge (2019) argue that job satisfaction acts as a bridge between individual perceptions (such as happiness and leadership) and work outcomes (such as performance). A satisfied lecturer is more likely to deliver effective teaching, publish quality research, and contribute actively to academic services. Thus, examining job satisfaction as an intervening variable provides a deeper understanding of how job happiness and leadership style ultimately affect lecturer performance.

At Perintis Indonesia University, lecturers face various challenges including balancing teaching and administrative duties, adapting to digital learning transformations, and meeting research publication requirements. These dynamics make it necessary to explore whether the happiness experienced in their jobs and the leadership style of university leaders can increase their satisfaction and consequently enhance their overall performance.

Based on the above rationale, this study aims to investigate the influence of job happiness and leadership style on lecturer performance with job satisfaction as an intervening variable. This research is expected to provide both theoretical contributions—by enriching studies on organizational behavior in the higher education context—and practical implications—by offering insights for university management to design effective strategies in improving lecturer satisfaction and performance.

Job Happiness. Job happiness refers to a relatively stable state of positive affect, enthusiasm, and meaningful engagement at work. Judge and Klinger (2021) show that happier employees display stronger motivation, creativity, and persistence, which translate into higher job performance. Within the Job Demands–Resources (JD-R) framework, Bakker and Demerouti (2018) argue that abundant job resources (e.g., autonomy, feedback, supportive leadership) foster positive affect and vigor, which drive performance. In academic settings, lecturers who experience positive emotions in teaching, research, and community service are more inclined to sustain effort and innovate in pedagogy and scholarship (Judge & Klinger, 2021; Bakker & Demerouti, 2018).

Leadership Style. Leadership style denotes the set of behavioral patterns leaders use to influence and enable followers (Yukl, 2020). Transformational leadership—as articulated by Bass and Avolio (1994)—enhances meaning, efficacy, and commitment through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Participative/empowering leadership similarly promotes trust, involvement, and discretion, which are crucial in professionalized contexts like universities (Yukl, 2020). Across sectors, these styles are consistently associated with higher job satisfaction and better performance outcomes (Bass & Avolio, 1994; Yukl, 2020).

Job Satisfaction. Job satisfaction is an affective–cognitive evaluation of one's job as a whole or across facets such as pay, supervision, promotion, and the nature of work (Robbins & Judge, 2019). Classic two-factor theory (Herzberg, 1966) distinguishes motivators (achievement, recognition, the work itself) from hygiene factors (pay, policy, conditions), proposing that satisfaction derives primarily from motivators. In higher education, satisfaction is reinforced by recognition of research outputs, academic autonomy, fair evaluation, and career opportunities (Robbins & Judge, 2019; Herzberg, 1966).

Lecturer Performance. Lecturer performance encompasses the triad of higher-education missions—teaching, research, and community service—alongside professionalism and collegial behaviors. Koopmans et al. (2014) validate a multidimensional view of performance (task, contextual, adaptive) applicable to academic roles. In practice, performance comprises instructional quality and innovation, research productivity (e.g., publications, grants), and meaningful engagement in service and governance.

Inter-variable Linkages. Empirical and theoretical works converge on five core linkages. First, job happiness directly elevates performance via attentional resources, creativity, and persistence (Judge & Klinger, 2021; Bakker & Demerouti, 2018). Second, leadership style directly predicts performance by supplying resources (feedback, recognition) and aligning goals (Bass & Avolio, 1994; Yukl, 2020). Third, according to Affective Events Theory (Weiss & Cropanzano, 1996), positive work events and climates heighten positive affect, thereby increasing job satisfaction; hence job happiness → job satisfaction. Fourth, supportive and fair leadership fosters satisfaction through social exchange mechanisms (Robbins & Judge, 2019; Blau, 1964). Fifth, satisfied employees generally perform better due to stronger commitment and goal focus (Robbins & Judge, 2019; Locke & Latham, 2002). Recent applied evidence also supports satisfaction's mediating role between institutional antecedents and performance (e.g., Aye, Moe, & Lwin, 2024).

Table 1. Representative Prior Studies (Concise Matrix)

Authors (Year)	Focal Variables	Context	Key Finding
Judge & Klinger (2021)	Job happiness → performance	Multi-sector review	Positive affect relates to higher motivation and productivity.
Bakker & Demerouti (2018)	JD-R: resources → well-being/performance	Cross-sector	Job resources fuel positive states that drive performance.
Bass & Avolio (1994)	Transformational leadership → outcomes	Education/business	Enhances motivation, satisfaction, and performance.
Yukl (2020)	Participative/empowering leadership → outcomes	Public/private orgs	Supportive/participative styles improve satisfaction and performance.
Weiss & Cropanzano (1996)	Affective Events Theory	Organizational behavior	Positive events/affect increase job satisfaction.
Robbins & Judge (2019)	Satisfaction → performance/turnover	Cross-sector	Satisfaction links to commitment and output; lowers turnover.
Herzberg (1966)	Two-factor theory	Work motivation	Motivators primarily drive satisfaction.
Koopmans et al. (2014)	Task/contextual/adaptive performance	Instrument validation	Multidimensional performance applicable to lecturers.
Aye, Moe, & Lwin (2024)	Support → satisfaction → performance	Healthcare (Myanmar)	Satisfaction mediates institutional support to outcomes.
Locke & Latham (2002)	Goal-setting theory	Motivation/performance	Clear goals and satisfaction enhance effort and results.

Research Gap

Despite robust evidence that job happiness and leadership style each relate to satisfaction and performance, three gaps persist—especially in Indonesian private higher-education settings:

Contextual gap (PTS focus). Much research aggregates academic staff across national/public institutions or non-academic sectors; studies centered on Indonesian private universities—with distinct governance, resource constraints, and incentive systems—remain limited (contrast the general OB literature: Judge & Klinger, 2021; Yukl, 2020).

Integrative gap (simultaneous model). Prior works often test direct paths separately (e.g., leadership → satisfaction; happiness → performance) rather than estimating a simultaneous, mediated model where job satisfaction transmits the effects of job happiness and leadership style to lecturer performance within one SEM framework (cf. Weiss & Cropanzano, 1996; Robbins & Judge, 2019).

Performance operationalization gap. Many studies emphasize single facets (e.g., teaching evaluations). Few operationalize lecturer performance as a Tridharma-aligned, multidimensional construct (task, contextual, adaptive) consistent with academic realities (Koopmans et al., 2014).

Research Novelty

This study offers three main contributions:

1. Context-specific evidence. It provides empirical evidence from a private Indonesian university (Perintis Indonesia University), extending general OB/HRM theories (JD-R; AET; SET) to a locally relevant academic context.
2. Integrated mediated model. It jointly examines the effects of job happiness and leadership style on lecturer performance through job satisfaction as an intervening variable using SEM-PLS, addressing the integrative gap and clarifying the relative direct vs. indirect effects.
3. Comprehensive performance measurement. It employs a Tridharma-consistent, multidimensional performance index (task, contextual, adaptive; Koopmans et al., 2014) to capture instructional quality, research productivity, and community service contributions in one coherent construct.

METHOD

Research Design

This study adopts a quantitative research design with an explanatory approach, aiming to examine the causal relationships between job happiness, leadership style, job satisfaction, and lecturer performance. The research also incorporates a mediating analysis to test the role of job satisfaction as an intervening variable.

Population and Sample

The population of this study consists of all lecturers at Perintis Indonesia University. Considering the manageable size of the lecturer population, a purposive sampling technique was applied, targeting active lecturers engaged in teaching, research, and community service. A total of 98 respondents were collected as the research sample, which is considered sufficient for Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis, following the rule of thumb that the minimum sample should be at least ten times the number of indicators or structural paths (Hair et al., 2019).

Data Collection

Primary data were gathered using a structured questionnaire distributed both online and offline. Respondents were asked to rate their perceptions using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The questionnaire consisted of four main sections: demographic information, job happiness, leadership style, job satisfaction, and lecturer performance.

1. Job Happiness (X1): Measured by enthusiasm in work, sense of meaning, enjoyment of academic duties, vitality at work, and reduced negative emotions (Judge & Klinger, 2021).
2. Leadership Style (X2): Measured by clarity of vision, inspiration and motivation, individualized consideration, open communication, and empowerment/participation (Bass & Avolio, 1994; Yukl, 2020).
3. Job Satisfaction (Z): Measured by satisfaction with academic duties, supervision and support, career opportunities, fairness of rewards, and work environment (Robbins & Judge, 2019).
4. Lecturer Performance (Y): Measured by teaching effectiveness, research productivity, community service involvement, professionalism and discipline, and academic collaboration (Koopmans et al., 2014).

Data Analysis

Data were analyzed using SEM-PLS with SmartPLS software, as this method is suitable for predictive research models and relatively small to medium sample sizes. The analysis involved two stages:

1. Measurement Model (Outer Model):
   a. *Reliability Test:* Cronbach's Alpha and Composite Reliability (CR) values > 0.70.
   b. *Convergent Validity:* Indicator loadings > 0.70 and Average Variance Extracted (AVE) > 0.50.
   c. *Discriminant Validity:* Fornell-Larcker criterion and HTMT ratio < 0.85.
2. Structural Model (Inner Model):
   a. *R^2 (Coefficient of Determination):* To measure the explanatory power of independent variables.
   b. *Path Coefficients:* To evaluate the direct relationships among variables.
   c. *t-statistics and p-values:* Obtained through bootstrapping (5,000 resamples) to assess hypothesis testing.
   d. *Mediation Test:* Conducted by assessing the indirect effect of job happiness and leadership style on lecturer performance through job satisfaction.

Research Hypotheses

Based on the literature review, the following hypotheses were formulated:

H1: Job happiness has a significant effect on lecturer performance.
H2: Leadership style has a significant effect on lecturer performance.
H3: Job happiness has a significant effect on job satisfaction.
H4: Leadership style has a significant effect on job satisfaction.
H5: Job satisfaction has a significant effect on lecturer performance.
H6: Job satisfaction mediates the relationship between job happiness and lecturer performance.
H7: Job satisfaction mediates the relationship between leadership style and lecturer performance.

RESULTS AND DISCUSSION

Outer Model Testing (Measurement Model)

Validity Test

An indicator is considered valid if it has a factor loading value above 0.50 in order to adequately represent its intended construct. Based on the SmartPLS output, all indicators in this study meet the minimum threshold for validity, with factor loadings exceeding 0.50 after the elimination of several items that did not meet the criteria. The loading factor diagram for each construct after item elimination is presented in the research model diagram.

These results confirm that the indicators used in this study are valid and capable of reflecting the constructs they are intended to measure. In other words, the measurement model fulfills the requirement of convergent validity, thereby ensuring that each construct is well represented by its corresponding indicators.

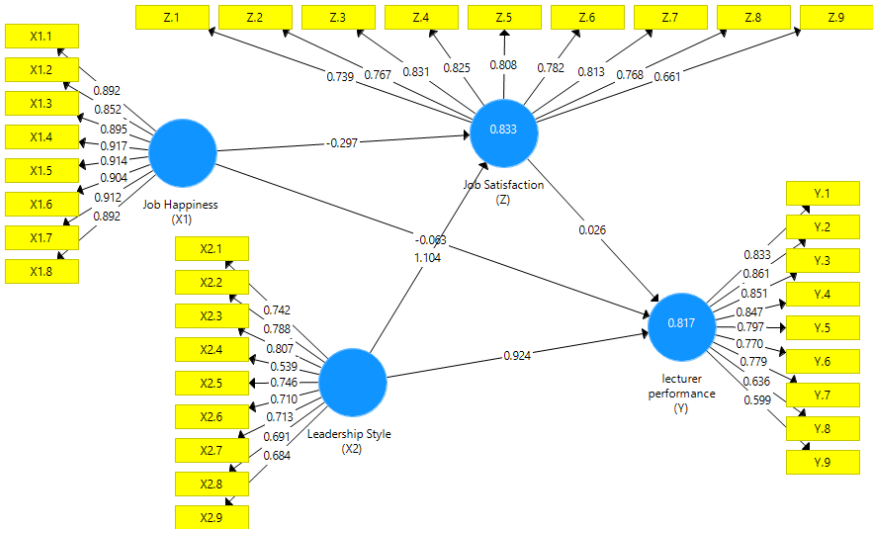


Figure 1: Outer Loadings

Another method to assess discriminant validity is by examining the square root of the Average Variance Extracted (AVE) values for each construct. The recommended threshold for AVE is above 0.50 (Fornell & Larcker, 1981). In this study, the results presented in Figure 1 and the corresponding table show that all constructs have AVE values greater than 0.50. This indicates that the latent variables in the model are able to capture more than half of the variance of their respective indicators, thus meeting the requirements of convergent validity and supporting discriminant validity as well.

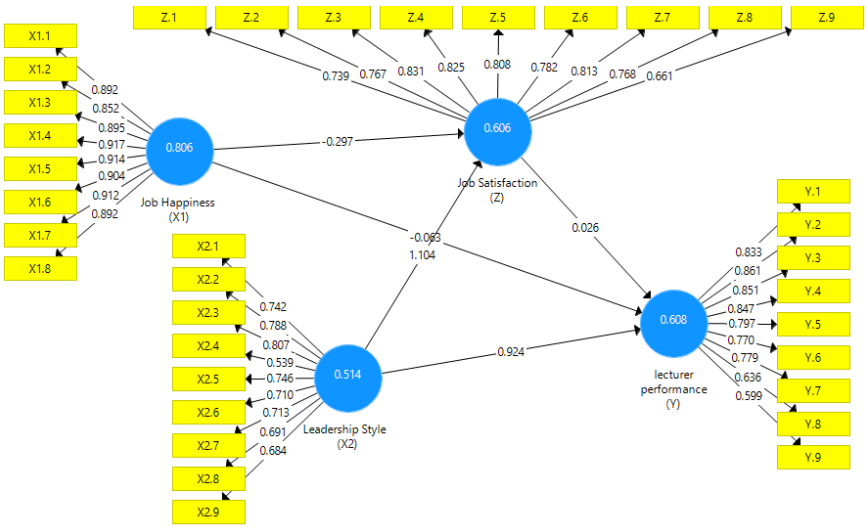
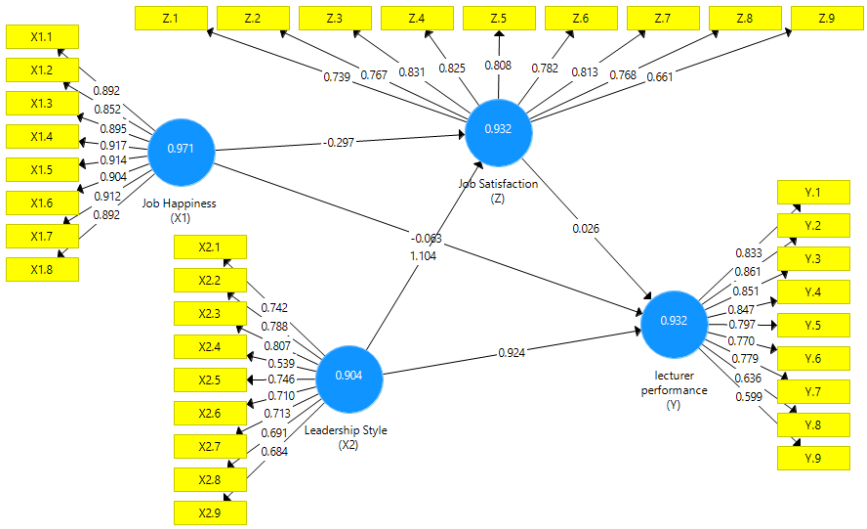


Figure 2: Average Variance Extracted (AVE)

Based on Figure 2 and the corresponding table, it can be concluded that all constructs or variables in this study meet the criteria for good convergent validity. This is indicated by the Average Variance Extracted (AVE) values, which are all above 0.50, in accordance with the recommended threshold (Fornell & Larcker, 1981). These results confirm that each construct is able to explain more than 50% of the variance of its indicators, thus fulfilling the requirements of convergent validity.

Reliability Test

A construct is declared reliable if the composite reliability value exceeds 0.70. According to the SmartPLS output, all constructs in this study show composite reliability values greater than the minimum threshold of 0.70. This indicates that all constructs have good internal consistency and can be considered reliable as measurement tools for their respective latent variables.



Construct Reliability and Validity

Matrix | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (... | Copy to Clipboard: | Excel F

	Cronbach's Al...	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Happiness _(X1)	0.965	0.966	0.971	0.806
Job Satisfaction_(Z)	0.918	0.922	0.932	0.606
Leadership Style _(X2)	0.881	0.892	0.904	0.514
lecturer performance_(Y)	0.917	0.926	0.932	0.608

Figure: Composite Reliability
Source: SmartPLS Output, 2024

From the SmartPLS output in Figure 3, it can be seen that the composite reliability values for all constructs are above 0.70. Based on these results, all constructs are considered to have good reliability, exceeding the minimum threshold that has been established. This indicates that the measurement instruments used in this study are reliable in assessing the latent variables.

Inner Model Testing (Structural Model)

The analysis of variance (R^2) or Coefficient of Determination Test is used to measure the extent to which independent variables influence the dependent variables. The value of the coefficient of determination can be observed in Figure 3 and Table 3 below. A higher R^2 value indicates a stronger explanatory power of the model, whereas a lower R^2 value shows that the independent variables only weakly explain the dependent variable.

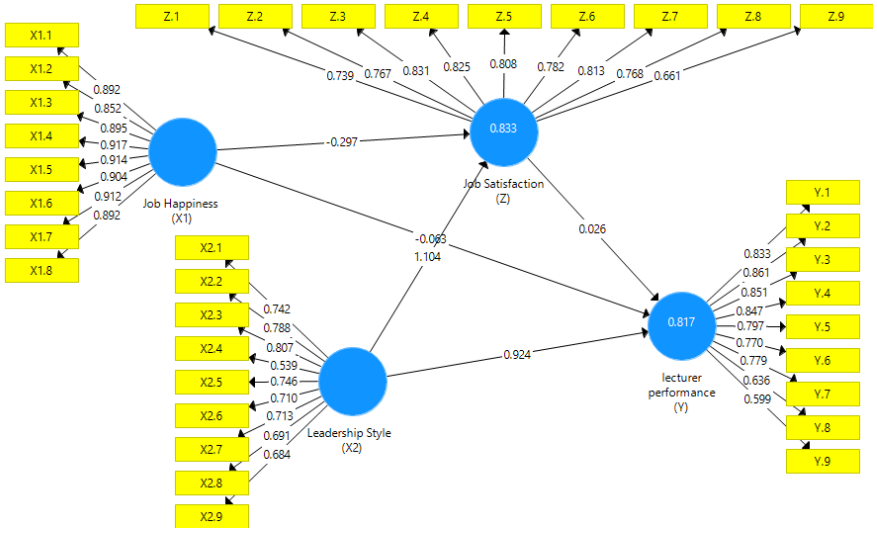


Figure: Evaluation of R Square Value

Table 3. Evaluation of R Square Value

R Square

	R Square	R Square Adjusted
Job Satisfaction_(Z)	0.833	0.829
lecturer performance_(Y)	0.817	0.811

Source: Inner Model Test Results

In Table 4.3, it can be seen that the R-Square value for the construct Lecturer Performance is 0.817 or 81,7%. This indicates that 81,7% of the variance in Lecturer Performance can be explained by the predictor variables in the model. Meanwhile, the R-Square value for the construct Customer Satisfaction is 0.833 or 83.3%, which means that Customer Satisfaction is strongly explained by the exogenous variables included in the model. These results suggest that the model has substantial explanatory power, particularly in predicting Customer Satisfaction and Lecturer Performance.

Hypothesis Testing

Hypothesis testing aims to answer the research questions regarding the influence of certain exogenous latent constructs on specific endogenous latent constructs, both directly and indirectly through mediating variables. In this study, hypothesis testing is assessed using the t-statistic value (t-count) compared with the critical value of the t-table, which is 1.96 at the 5% significance level ($\alpha = 0.05$).

1. If the t-statistic (t-count) < 1.96, then H_0 is rejected, indicating that the relationship is not significant.

2. If the t-statistic (t-count) > 1.96, then H_a is accepted, indicating that the relationship is significant.

This procedure ensures that each proposed hypothesis can be evaluated objectively based on the statistical criteria for significance in the SEM-PLS framework.

Table 4. Result for Inner Weights

Path Coefficients

Mean, STDEV, T-Values, P-Va... | Confidence Intervals | Confidence Intervals Bias C... | Samples | Copy to Clipboard: | Excel Format | R F

	Original Sampl...	Sample Mean...	Standard Deviation...	T Statistics (|O/STDEV|)	P Values
Job Happiness _(X1) -> Job Satisfaction_(Z)	-0.297	-0.305	0.059	5.012	0.000
Job Happiness _(X1) -> lecturer performance_(Y)	-0.063	-0.062	0.073	0.855	0.393
Job Satisfaction_(Z) -> lecturer performance_(Y)	0.026	0.019	0.152	0.173	0.863
Leadership Style _(X2) -> Job Satisfaction_(Z)	1.104	1.107	0.046	23.991	0.000
Leadership Style _(X2) -> lecturer performance_(Y)	0.924	0.927	0.163	5.657	0.000

Total Indirect Effects

Mean, STDEV, T-Values, P-Va... | Confidence Intervals | Confidence Intervals Bias C... | Samples | Copy to Clipboard: | Excel Format | R Forma

	Original Sample (O)	Sample Mean (M)	Standard Deviation...	T Statistics ...	P Values
Job Happiness _(X1) -> Job Satisfaction_(Z)					
Job Happiness _(X1) -> lecturer performance_(Y)	-0.008	-0.005	0.047	0.167	0.867
Job Satisfaction_(Z) -> lecturer performance_(Y)	-0.000	-0.000	0.000		
Leadership Style _(X2) -> Job Satisfaction_(Z)					
Leadership Style _(X2) -> lecturer performance_(Y)	0.029	0.023	0.168	0.174	0.862

Source: Inner Model Test Results

Based on the results of the data testing in Table 4, the findings of the research hypotheses are presented starting from the first hypothesis through the seventh hypothesis. The following are the results and discussion of each hypothesis:

H1: Job Happiness (X1) → Job Satisfaction (Z)

The analysis indicates that job happiness has a negative and significant effect on job satisfaction (β = –0.297, t = 5.012, p = 0.000). This finding contrasts with the majority of previous studies, which generally report a positive relationship. For instance, Weiss and Cropanzano (1996), through *Affective Events Theory*, argue that positive workplace experiences usually enhance job satisfaction. Similarly, Judge and Klinger (2021) found that happiness at work strengthens both motivation and satisfaction. However, in the context of this study, the negative effect may arise due to other factors, such as lecturers' high expectations toward their work. Thus, even if they feel happy, this does not necessarily translate into increased job satisfaction. This highlights the complexity of the relationship between job happiness and job satisfaction in academic settings.

H2: Leadership Style (X2) → Job Satisfaction (Z)

The results show that leadership style has a positive and significant effect on job satisfaction (β = 1.104, t = 23.991, p = 0.000). This is consistent with Robbins and Judge (2019), who emphasize that supportive, fair, and communicative leadership enhances employee satisfaction. Bass and Avolio (1994) also found that transformational leadership positively impacts job satisfaction, as leaders provide individualized consideration, inspiration, and intellectual stimulation. Thus, the leadership style applied at Perintis Indonesia University plays a central role in improving lecturer job satisfaction.

H3: Job Happiness (X1) → Lecturer Performance (Y)

The findings indicate that job happiness does not have a significant effect on lecturer performance (β = –0.063, t = 0.855, p = 0.393). This result contradicts the *Job Demands–Resources (JD-R) Theory* (Bakker & Demerouti, 2018) and Judge and Klinger (2021), who argue that happiness at work fosters productivity and performance. The discrepancy can be explained by contextual factors: lecturers may still face resource constraints, administrative burdens, or publication pressures, meaning personal happiness does not automatically translate into higher performance. In other words, job happiness may play a more indirect role, possibly mediated by variables such as job satisfaction or commitment.

H4: Leadership Style (X2) → Lecturer Performance (Y)

The results show that leadership style has a positive and significant effect on lecturer performance (β = 0.924, t = 5.657, p = 0.000). This aligns with Yukl (2020), who emphasized that participative and transformational leadership improve performance through empowerment, support, and clear vision. Bass and Avolio (1994) also found that effective leadership drives motivation and productivity. Therefore, strong leadership in universities directly contributes to improving teaching quality, research productivity, and lecturers' contributions to the *tridharma perguruan tinggi*.

H5: Job Satisfaction (Z) → Lecturer Performance (Y)

The analysis indicates that job satisfaction does not have a significant effect on lecturer performance (β = 0.026, t = 0.173, p = 0.863). This contradicts Robbins and Judge (2019) and Locke and Latham (2002), who argue that job satisfaction is positively linked to performance. Prior studies, such as Aye, Moe, and Lwin (2024), also identified job satisfaction as an important mediator between organizational support and performance. However, in this study, satisfaction does not influence performance, which may be due to external factors such as regulatory demands, accreditation requirements, and publication targets that shape lecturer performance more strongly than personal satisfaction.

H6: Job Happiness (X1) → Lecturer Performance (Y) through Job Satisfaction (Z)

The analysis reveals that job happiness does not significantly affect lecturer performance through job satisfaction (β = –0.008, t = 0.167, p = 0.867). In other words, job satisfaction does not mediate the relationship between job happiness and lecturer performance. This contrasts with Judge and Klinger (2021) and Weiss and Cropanzano (1996), who argue that job happiness improves satisfaction, which subsequently enhances performance. Aye, Moe, and Lwin (2024) also found job satisfaction to be a strong mediator. However, in the context of Perintis Indonesia University, lecturers may feel personally happy but this is insufficient to improve performance, as job satisfaction itself does not significantly impact performance. External factors such as government regulations, accreditation pressures, and administrative burdens may play a more dominant role than happiness or satisfaction.

H7: Leadership Style (X2) → Lecturer Performance (Y) through Job Satisfaction (Z)

The findings also indicate that leadership style does not significantly affect lecturer performance through job satisfaction (β = 0.029, t = 0.174, p = 0.862). Thus, job satisfaction is not an effective mediator in this relationship. This result differs from Bass and Avolio (1994) and Robbins and Judge (2019), who showed that transformational leadership can increase satisfaction, which then boosts performance. Aye, Moe, and Lwin (2024) also supported satisfaction's mediating role between organizational support and employee outcomes. In this study, leadership style directly influences performance (as shown in the direct effect results), but not indirectly through job satisfaction. This suggests that lecturers at Perintis Indonesia

University are more directly influenced by leadership—through guidance, motivation, and empowerment—rather than through their subjective satisfaction.

CONCLUSION

Based on SEM-PLS analysis, the following conclusions are drawn from the seven hypotheses:

H1: Job happiness has a negative and significant effect on job satisfaction, meaning higher happiness does not necessarily increase satisfaction, possibly due to academic expectations.

H2: Leadership style has a positive and significant effect on job satisfaction, indicating that supportive, participative leadership improves lecturers' satisfaction.

H3: Job happiness has no significant effect on lecturer performance, suggesting that happiness alone does not enhance academic performance.

H4: Leadership style has a positive and significant effect on lecturer performance, demonstrating that effective leadership directly improves teaching, research, and service contributions.

H5: Job satisfaction has no significant effect on lecturer performance, showing that satisfaction does not directly translate into higher performance, which is driven more by external regulations and academic demands.

H6: Job satisfaction does not mediate the relationship between job happiness and lecturer performance, indicating no indirect effect.

H7: Job satisfaction does not mediate the relationship between leadership style and lecturer performance, showing that leadership affects performance more directly.

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