Analysis of the Implementation of Job Satisfaction on Employee Performance: A Case Study of Undergraduate Accounting Lecturers

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ABSTRACT

This study aims to analyze the effect of job satisfaction on lecturer performance in the Bachelor of Accounting Program at Pamulang University. In the increasingly competitive global era, lecturers play a critical role in maintaining the quality of higher education. The study employs a quantitative approach using descriptive and correlational methods. The population consists of 170 lecturers, with 63 respondents selected using the Slovin formula and a 10% margin of error. A closed-ended questionnaire using a 5-point Likert scale was used as the research instrument. The validity and reliability tests confirmed that all questionnaire items were valid and reliable. The results of simple linear regression analysis indicate that job satisfaction has a positive and significant effect on lecturer performance, with a regression coefficient of 0.488 and a correlation coefficient of 0.599. The model explains 35.8 percent of the variability in lecturer performance. Key factors influencing job satisfaction include compensation, interpersonal relationships, and supervision. This research provides strategic recommendations for Pamulang University to improve lecturer welfare and productivity in support of educational quality.

INTRODUCTION

In the context of intensifying global competition, higher education institutions are increasingly required to ensure high levels of academic performance to remain sustainable and competitive. Human resources, particularly academic staff, constitute a strategic asset that determines institutional quality, reputation, and long-term viability (Altbach, Reisberg, & Rumbley, 2019). Lecturers play a pivotal role in fulfilling the Tri Dharma of Higher Education teaching, research, and community service and their performance directly influences learning outcomes, research productivity, and societal engagement.

Prior research consistently indicates that job satisfaction is a critical psychological factor shaping employee attitudes and behaviors, including motivation, commitment, and performance (Robbins & Judge, 2023). Within higher education, lecturer job satisfaction has been associated with teaching effectiveness, research output, and institutional loyalty. Meta-analytic evidence further confirms a positive and meaningful relationship between job satisfaction and job performance across occupational contexts (Ssesanga & Garrett, 2005) Despite this

growing body of literature, empirical findings remain context-dependent, suggesting that institutional, cultural, and organizational settings may moderate this relationship.

Private universities in developing countries face unique structural challenges, including high teaching loads, limited financial resources, and increasing performance expectations. In Indonesia, private higher education institutions play a substantial role in expanding access to tertiary education; however, this expansion often places considerable pressure on academic staff. Universitas Pamulang, one of the largest Private Universities in Indonesia, is known for its commitment to affordable education, which simultaneously creates demands related to workload distribution, compensation structures, and career development opportunities for lecturers.

The Undergraduate Accounting Study Program at Universitas Pamulang represents a particularly relevant setting for examining these issues due to its large student population and reliance on a substantial number of permanent lecturers. Preliminary observations suggest a discrepancy between lecturers' expectations regarding compensation and professional development and the intensity of academic workload. Such conditions raise concerns about long-term job satisfaction and its potential consequences for lecturer performance and educational quality.

Although studies on job satisfaction and performance are well established in organizational research, empirical investigations focusing on lecturers in Indonesian private universities remain limited. Existing studies often examine public institutions or treat academic staff as a homogeneous group, thereby overlooking discipline-specific and institutional contexts. This study addresses this gap by empirically examining the effect of job satisfaction on lecturer performance within the Undergraduate Accounting Study Program at Universitas Pamulang.

The contribution of this study is threefold. First, it extends the literature on job satisfaction–performance relationships by providing empirical evidence from a private higher education context in a developing country. Second, it offers discipline-specific insights by focusing on accounting lecturers, whose performance demands are shaped by both academic and professional standards. Third, it provides practical implications for university management by identifying job satisfaction as a strategic lever for enhancing lecturer performance and sustaining educational quality.

Accordingly, this study aims to examine whether job satisfaction significantly influences lecturer performance in the Undergraduate Accounting Study Program at Universitas Pamulang. The findings are expected to inform human resource management policies and contribute to the broader discourse on sustainable academic workforce management in higher education institutions.

LITERATURE REVIEW
Job Satisfaction
Job satisfaction refers to a pleasurable or positive emotional state resulting from an individual's appraisal of their job or job experiences (Colquitt, LePine, & Wesson, 2021). It reflects employees' affective and cognitive evaluations of various aspects of their work, including responsibilities, rewards, relationships, and work conditions. Employees with high job satisfaction tend to experience positive emotions toward their work, whereas low job satisfaction is associated with negative emotional responses, disengagement, and withdrawal behaviors.

Within the field of organizational behavior, job satisfaction is classified as a core individual mechanism that links organizational and group-level factors to individual outcomes (Colquitt, LePine, & Wesson, 2021). Organizational mechanisms such as culture, structure, and human resource policies shape the work environment, while group mechanisms

including leadership style and team dynamics influence employees' daily interactions. These factors operate through individual mechanisms, such job satisfaction, motivation, stress, and trust to produce outcomes such as job performance and organizational commitment. Consequently, job satisfaction does not function as an isolated construct but emerges from the interaction of organizational, social, and individual factors.

The value–percept theory of job satisfaction posits that individuals evaluate their job satisfaction based on discrepancies between what they value and what they actually receive from their job (Locke, 1976). Satisfaction arises when job outcomes meet or exceed personal values, whereas dissatisfaction occurs when outcomes fall short of expectations. Empirical research has consistently identified key facets influencing job satisfaction, including pay, promotion opportunities, supervision quality, co-worker relationships, and the nature of the work itself (Robbins & Judge, 2023). Among these facets, satisfaction with the work itself has been shown to exert the strongest influence on overall job satisfaction, as employees spend a substantial portion of their time engaging directly with job tasks rather than contemplating compensation or promotion outcomes.

Job characteristics theory further explains how intrinsic job attributes shape job satisfaction (Hackman & Oldham, 1976). Core job dimensions such as autonomy and feedback enhance employees' sense of responsibility and knowledge of results, leading to higher internal motivation and satisfaction. Autonomy provides employees with discretion in scheduling and decision-making, while feedback offers direct information about performance effectiveness. In academic contexts, where professional autonomy and intellectual engagement are highly valued, these characteristics play a particularly significant role in shaping lecturers' job satisfaction.

In higher education institutions, lecturer job satisfaction is closely linked to workload balance, compensation fairness, career development opportunities, and collegial relationships (Ssesanga & Garrett, 2005). When these factors align with lecturers' expectations and professional values, job satisfaction increases, fostering stronger motivation and commitment to institutional goals.

Employee Performance
Employee performance refers to the extent to which an individual successfully fulfills job-related tasks and contributes to organizational objectives, both directly and indirectly (Colquitt, LePine, & Wesson, 2021). Performance is not limited to final outcomes but encompasses behaviors, processes, and effort demonstrated during task execution. According to Colquitt *et al.* (2021), employee performance consists of three primary dimensions: task performance, citizenship behavior, and counterproductive work behavior.

Task performance represents core job activities that directly contribute to organizational goals. In academic settings, task performance includes teaching effectiveness, research productivity, and fulfillment of academic responsibilities. Task performance may be routine, adaptive, or creative, reflecting employees' ability to perform standardized tasks, respond to changing conditions, and generate innovative solutions. Modern organizations increasingly emphasize adaptive and creative performance to remain competitive in dynamic environments.

Citizenship behavior refers to discretionary behaviors that are not formally required but support the social and psychological environment of the organization. These behaviors include helping colleagues, demonstrating organizational loyalty, and supporting institutional initiatives. In higher education, citizenship behavior among lecturers contributes to collaborative teaching, mentoring, and a positive academic climate, which collectively enhance institutional effectiveness.

Conversely, counterproductive work behavior encompasses actions that harm the organization or its members, such as absenteeism, withdrawal, or misuse of organizational resources. Research suggests that counterproductive behaviors are often associated with low job satisfaction, high stress, and perceived organizational injustice rather than a lack of ability (Colquitt, LePine, & Wesson, 2021). Therefore, managing employee performance requires not only performance evaluation but also attention to psychological and contextual factors influencing behavior.

Within the organizational behavior framework, employee performance is a key individual outcome influenced by individual mechanisms such as job satisfaction, motivation, and stress, as well as by organizational and group-level conditions (Colquitt, LePine, & Wesson, 2021). This perspective highlights the need for a holistic approach to performance management that integrates human resource policies, leadership practices, and supportive work environments.

Job Satisfaction and Employee Performance

The relationship between job satisfaction and employee performance has been extensively examined in organizational research. To connect the two, a method or approach is used to evaluate how well an employee performs their duties (Ekawati & Nasution, 2025, p. 171). One of these is where, Meta-analytic studies confirm a positive and significant association between job satisfaction and job performance, indicating that satisfied employees tend to perform better than their dissatisfied counterparts (Robbins & Judge, 2023). In higher education, lecturer job satisfaction has been linked to improved teaching quality, stronger research engagement, and higher organizational commitment.

Empirical evidence from various organizational contexts consistently supports the positive effect of job satisfaction on employee performance (Purnama, Hidayat,

& Angreni, 2021; Lantara, 2018; Angela, Eddy, Sari, & Oktavianti, 2020; Wijayanti & Sari, 2023). These findings suggest that employees who experience satisfaction derived from compensation, autonomy, interpersonal relationships, and meaningful work are more likely to demonstrate higher levels of performance.

Despite the robustness of this relationship, studies focusing on private universities in Indonesia, particularly at the program or discipline level, remain limited. Moreover, lecturers face unique performance demands that combine professional autonomy with institutional accountability. This study addresses this gap by examining the effect of job satisfaction on lecturer performance in the Undergraduate Accounting Study Program at Universitas Pamulang, thereby providing context-specific empirical evidence to enrich the higher education management literature.

MATERIALS & METHODS
Research Design
This study employed a quantitative research design with a descriptive and correlational approach to examine the effect of job satisfaction on employee performance. A quantitative approach was selected to enable statistical testing of relationships between variables and to provide empirical evidence regarding the magnitude and direction of the effect. The correlational design allows for the assessment of associations between job satisfaction and lecturer performance without manipulating the study variables.

Population and Sample
The population of this study consisted of all permanent lecturers affiliated with the Undergraduate Accounting Study Program at Universitas Pamulang. Based on institutional records, the total population comprised 170 lecturers. A random sampling technique was applied to ensure that each member of the population had an equal chance of being selected, thereby enhancing the representativeness of the sample.

The minimum sample size was determined using Slovin's formula with a margin of error of 10%. Based on this calculation, a minimum of 63 respondents was required. This sample size was considered sufficient to conduct statistical analysis and draw meaningful inferences regarding the relationship between job satisfaction and lecturer performance.

Research Instruments

Data were collected using a structured, self-administered questionnaire with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of two main constructs; Job Satisfaction, measured through indicators commonly used in organizational behavior research, including satisfaction with pay, promotion opportunities, supervision, coworker relationships, and the nature of the work itself, and Employee Performance, measured based on lecturers' perceived achievement of work targets, contributions to the Tri Dharma of Higher Education (teaching, research, and community service), and performance-related behaviors as perceived by themselves in relation to institutional expectations. The use of a Likert scale enabled the quantification of respondents' perceptions and facilitated subsequent statistical analysis.

Data Collection Procedure

Data collection was conducted through both offline and online methods to maximize response rates. Printed questionnaires were distributed directly to lecturers present on campus, while an online version of the questionnaire was administered using Google Forms and distributed via official institutional email channels. This mixed-mode approach ensured accessibility and efficiency in reaching respondents with varying schedules and availability.

Data Analysis Techniques

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistical analysis was first conducted to summarize respondents' demographic characteristics and to describe the levels of job satisfaction and employee performance.

Instrument validity and reliability were assessed prior to hypothesis testing. Validity was evaluated using item–total correlation analysis, while reliability was examined using Cronbach's alpha to ensure internal consistency of the measurement scales.

To test the research hypothesis, regression analysis was employed to examine the effect of job satisfaction on employee performance. This analytical technique allows for the estimation of the extent to which job satisfaction explains variance in lecturer performance and provides empirical evidence regarding the strength and significance of the proposed relationship.

Ethical Considerations

Participation in this study was voluntary, and respondents were informed that their responses would be treated confidentially and used solely for research purposes. Anonymity was ensured to minimize response bias and encourage honest participation.

RESULT

Descriptive Analysis of the Sample

This study examines the effect of job satisfaction on employee performance among undergraduate accounting lecturers at Universitas Pamulang. The population consisted of 170 lecturers from the Undergraduate Accounting Program. Using the Slovin formula with a margin of error of 10%, a sample size of 63 respondents was determined and deemed sufficient for statistical analysis. Primary data were collected through a structured questionnaire distributed both online via Google Forms and offline. The analysis focuses on evaluating the influence of job satisfaction as the independent variable on employee performance as the dependent variable. The following is the Descriptive Statistic table:

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL_X	63	24	50	39.33	5.215
TOTAL_Y	63	14	40	34.33	4.246
Valid N (listwise)	63				

Source: SPSS, 25

The descriptive statistics indicate that the study involved 63 valid respondents with no missing data, suggesting a complete and reliable dataset for analysis. For TOTAL_X, the scores range from 24 to 50 with a mean of 39.33 and a standard deviation of 5.215, showing that respondents generally report relatively high levels of X with moderate variability among individuals. For TOTAL_Y, scores range from 14 to 40 with a mean of 34.33 and a standard deviation of 4.246, indicating that Y is also rated at a high level and is slightly more homogeneous than X. Overall, both variables demonstrate high average scores and reasonable dispersion, suggesting that the respondents tend to have favorable perceptions while the data remain sufficiently varied to support further statistical analysis.

Data Quality Assessment
Validity Test
Instrument validity was assessed using item–total correlation analysis by comparing the calculated correlation coefficients (r-count) with the critical value (r-table). Following Ghozali (2021), The degree of freedom was calculated as $n - 2$, resulting in df = 61. At a significance level of 5%, the critical r-value was 0.250. The following are the results of the Job Satisfaction and Lecturer Performance Validity Test.

Table 2. Results of the Job Satisfaction Validity Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P01 Job Satisfaction	35.8730	21.338	.596	.833
P02 Job Satisfaction	36.0794	21.816	.458	.850
P03 Job Satisfaction	35.4603	21.414	.725	.822
P04 Job Satisfaction	35.4603	22.252	.596	.833
P05 Job Satisfaction	34.9048	23.959	.502	.842
P06 Job Satisfaction	35.2698	22.749	.382	.856
P07 Job Satisfaction	35.4286	22.442	.584	.835
P08 Job Satisfaction	35.3968	22.179	.668	.828
P09 Job Satisfaction	35.0317	22.999	.618	.834
P10 Job Satisfaction	35.0952	22.765	.555	.837

Source: SPSS, 25.

Table 3. Results of the Lecturer Performance Validity Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1 Lecturer Performance	30.1270	14.371	.768	.930
P2 Lecturer Performance	29.7778	14.272	.766	.930
P3 Lecturer Performance	30.2540	13.999	.771	.929
P4 Lecturer Performance	30.2222	14.305	.744	.931
P5 Lecturer Performance	30.0000	13.613	.767	.930
P6 Lecturer Performance	30.0476	13.111	.866	.922
P7 Lecturer Performance	29.9524	13.982	.771	.929
P8 Lecturer Performance	29.9524	13.788	.780	.929

Source: SPSS, 25

The validity test involved 18 measurement items across two constructs: Job Satisfaction and Employee Performance. The results indicate that all items for both variables exhibited corrected item–total correlation values exceeding the threshold value, confirming that all indicators were valid and suitable for further analysis.

Reliability Test

Reliability was evaluated using Cronbach's Alpha coefficient. According to Ghozali (2021), A construct is considered reliable if its Cronbach's Alpha value exceeds 0.70. The following are the results of the Job Satisfaction and Lecturer Performance Reliability Tests:

Table 4. Results of the Job Satisfaction Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	10

Source: SPSS, 25.

Table 5. Results of the Lecturer Performance Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.937	8

Source: SPSS, 25.

The reliability results show that the Job Satisfaction variable achieved a Cronbach's Alpha value of 0.851, while Employee Performance reached 0.937. These values indicate excellent internal consistency, confirming that the measurement instruments are reliable and capable of producing consistent results.

Classical Assumption Tests
Normality Test

Table 6. One-Sample Kolmogorov-Smirnov Test

| One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		63
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.40122946
Most Extreme Differences	Absolute	.080
	Positive	.065
	Negative	-.080
Test Statistic		.080
Asymp. Sig. (2-tailed)		.170[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS, 25.

It can be concluded from the above table that the normality of regression residuals was tested using the One-Sample Kolmogorov–Smirnov test. The results show a significance value of 0.170, which exceeds the 0.05 threshold. This indicates that the residuals are normally distributed, satisfying the normality assumption required for regression analysis.

Heteroscedasticity Test

Heteroscedasticity was examined using a scatterplot analysis of standardized residuals against predicted values. The following is the picture of the Heteroscedasticity test:

Scatterplot

Dependent Variable: Total_Y

Source: SPSS, 25
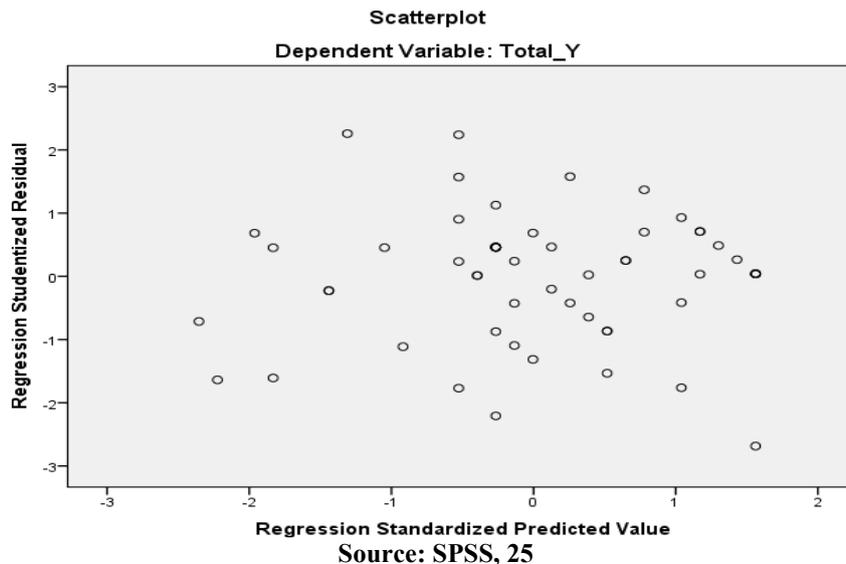
Picture 1: Heteroscedasticity Test

The scatterplot reveals that the residuals are randomly dispersed around the zero line without forming a specific pattern. This suggests the absence of heteroscedasticity, indicating that the assumption of homoscedasticity is fulfilled and the regression model is statistically sound.

Simple Linear Regression Analysis

A simple linear regression analysis was conducted to assess the effect of job satisfaction on lecturer performance. It can be shown from the following table:

Tabel 7. Simple Linear Regression Analysis

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.157	3.313		4.575	.000
	Job Satisfaction	.488	.084	.599	5.838	.000
a. Dependent Variable: Kinerja Dosen						

Source: SPSS, 25

The regression equation is expressed as follows:

$Y = 15.157 + 0.488 \, X + e$

Y=15.157+0.488X+e

The regression results indicate that job satisfaction has a positive and significant effect on employee performance. The regression coefficient ($\beta = 0.488$) implies that a one-unit increase in job satisfaction leads to a 0.488-unit increase in lecturer performance, assuming other factors remain constant.

The t-statistic value of 5.838 with a significance level of 0.000 (< 0.05) confirms that the effect of job satisfaction on employee performance is statistically significant.

Coefficient of Determination

The correlation analysis reveals a positive and significant relationship between job satisfaction and employee performance, with a Pearson correlation coefficient of 0.599 (p < 0.05). This indicates a moderate-to-strong association between the two variables. It can be shown from the following table:

Table 8. Coefficient Correlation Test.

Correlations		Kinerja Dosen	Kepuasan Kerja
Pearson Correlation	Lecturer Performance	1.000	.599
	Job Satisfaction	.599	1.000
Sig. (1-tailed)	Lecturer Performance	.	.000
	Job Satisfaction	.000	.
N	Lecturer Performance	63	63
	Job Satisfaction	63	63

Source: SPSS, 25

Table 9. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599[a]	.358	.348	3.42900
a. Predictors: (Constant), TOTAL_X				

Source: SPSS, 25

Furthermore, the coefficient of determination (R^2) value of 0.358 suggests that job satisfaction explains 35.8% of the variance in employee performance, while the remaining 64.2% is influenced by other factors not included in the model. The adjusted R^2 value of 0.348 indicates that the model maintains a good explanatory power after adjustment.

DISCUSSION

The findings of this study support the theoretical framework proposed by Colquitt, LePine, and Wesson (2021), who emphasize that job satisfaction is a key determinant of job performance and organizational commitment. In the context of organizational behavior, job satisfaction contributes to positive work attitudes, higher engagement, and improved performance outcomes.

Within the academic environment, a lecturer's job satisfaction is influenced by factors such as role clarity, institutional support, fairness in performance evaluation, and the quality of interpersonal relationships. Lecturers who perceive strong organizational support are more likely to demonstrate higher levels of dedication, responsibility, and performance.

The results imply important managerial implications for higher education institutions, particularly Universitas Pamulang. Enhancing lecturer performance requires policies that directly address job satisfaction, including transparent performance-based incentives, participative decision-making, professional development opportunities, and the promotion of a supportive and collaborative work environment.

These findings are consistent with previous studies. Wijayanti and Sari (2023) found that job satisfaction significantly affects employee performance in educational institutions, while Rahmawati and Suharto (2020) reported that higher job satisfaction leads to improved teaching effectiveness and work motivation.

Overall, this study contributes both theoretically and practically to human resource management in higher education by providing empirical evidence that job satisfaction plays a critical role in improving lecturer performance. The findings may serve as a strategic reference for university leaders in designing sustainable performance improvement policies through employee well-being and satisfaction initiatives.

CONCLUSION

This study provides empirical evidence of a significant and positive relationship between job satisfaction and employee performance among undergraduate accounting lecturers at Universitas Pamulang. The results of the simple linear regression analysis confirm that higher levels of job satisfaction lead to improved lecturer performance.

The findings indicate that job satisfaction accounts for 35.8 percent of the variance in lecturer performance, while the remaining proportion is explained by other factors such as work motivation, discipline, and the work environment. Among the dimensions of job satisfaction, compensation and collegial relationships emerged as influential factors. Although compensation levels are perceived as relatively better compared to similar institutions, they are still considered insufficient to fully meet lecturers' expectations. In addition, increased administrative and academic workloads resulting from regulatory changes have contributed to higher stress levels, which may negatively affect job satisfaction if not properly managed.

Overall, the study confirms that job satisfaction plays a critical role in enhancing lecturer performance in higher education institutions and reinforces existing organizational behavior theories that emphasize the importance of employee well-being in driving performance outcomes.

Practical Implications

The findings of this study offer several practical implications for higher education management, particularly for Universitas Pamulang.

First, universities should regularly evaluate and adjust compensation schemes to ensure fairness and competitiveness, as financial rewards remain a central determinant of job satisfaction. Second, workload management should be improved by reducing excessive administrative burdens through the adoption of digital administrative systems or the delegation of non-academic tasks to support staff. These measures would allow lecturers to focus more effectively on their core academic responsibilities.

Third, institutions are encouraged to strengthen professional development initiatives by providing greater access to training programs, workshops, and clear career development pathways. Such initiatives can enhance lecturers' motivation, competencies, and long-term commitment to the institution. Finally, creating a supportive and healthy work environment that promotes collaboration and work–life balance is essential to minimizing job-related stress and sustaining high performance.

Recommendations for Institutional Policy

Based on the results, several strategic recommendations are proposed for university management:

Implement equitable and proportional compensation policies aimed at improving lecturers' overall welfare.

Enhance operational efficiency by strengthening technology-based administrative systems to support academic productivity.

Reinforce human resource development programs focused on improving teaching quality, research productivity, and community engagement.

Foster a positive and productive organizational culture that enables lecturers to perform optimally without compromising work–life balance.

By implementing these recommendations, Universitas Pamulang is expected to improve lecturer performance and, indirectly, enhance the overall quality of higher education delivery.

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