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Developing a Lecturer Performance Model Through Resistance to Disciplinary Policy: Evidence from Private Higher Education Institutions in Indonesia

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A B S T R A C T

This study develops and validates a lecturer performance model by examining the mediating role of Resistance to Disciplinary Policy in the relationships between University Management, Transformational Leadership, Compensation, and Lecturer Performance. A quantitative survey was conducted involving 292 lecturers from seven private higher education institutions in West Kalimantan, Indonesia. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that university management, transformational leadership, and compensation significantly reduce resistance to disciplinary policy, while resistance significantly decreases lecturer performance. Resistance to disciplinary policy also significantly mediates the relationships between organizational factors and lecturer performance. The findings provide a comprehensive framework for improving lecturer performance by strengthening institutional governance, leadership, compensation, and policy acceptance.

INTRODUCTION

Higher education institutions are increasingly expected to demonstrate accountability, institutional effectiveness, and academic excellence in response to growing demands for quality assurance and global competitiveness. Consequently, lecturers have become the central drivers of institutional performance because their teaching, research, community service, and academic governance directly determine university quality and sustainability (Altbach et al., 2019; Rini et al., 2025). In Indonesia, higher education governance has undergone substantial reforms through quality assurance systems, institutional accreditation, and digital performance management. One of the most significant initiatives is the implementation of the Lecturer Workload Report (Beban Kerja Dosen—BKD) through the Integrated Human Resource Information System (SISTER), which aims to strengthen transparency, accountability, and the evaluation of lecturers' academic responsibilities. While these reforms are intended to improve institutional governance, their successful implementation depends largely on lecturers' acceptance of organizational policies rather than on administrative systems alone.

This challenge is particularly evident in private higher education institutions in West Kalimantan. Compared with universities in major metropolitan areas, many institutions in this region continue to face limited financial resources, uneven digital infrastructure, restricted research collaboration, and geographical constraints. These organizational conditions may influence lecturers' perceptions of institutional policies and their willingness to comply with disciplinary regulations. Empirical evidence also indicates persistent implementation problems. Among the seven private higher education institutions included in this study, 85 of 292 lecturers (29.1%) failed to submit their Lecturer Workload Reports before the official deadline. Similar non-compliance was reported by LLDIKTI Region XI, suggesting that implementation problems extend beyond technical issues and may reflect organizational resistance toward institutional policies. Preliminary Focus Group Discussions with university leaders and lecturers further identified inconsistent policy implementation, ineffective communication, perceived procedural unfairness, and dissatisfaction with compensation as major factors influencing lecturers' responses to disciplinary policies.

Previous studies have consistently demonstrated that university management, transformational leadership, and compensation significantly influence lecturer performance (Cole, 2004; Dwi Cahyo et al., 2024; Nelly et al., 2024). However, most studies examine these variables as direct determinants of performance, assuming that improvements in managerial practices automatically produce better organizational outcomes. Such an approach provides limited explanation of the psychological processes through which organizational policies are accepted and translated into individual performance. Another limitation concerns the role of organizational resistance. Although resistance to change has been widely investigated, previous research has predominantly treated resistance as either an outcome of organizational change or a dependent variable influenced by managerial practices (Amarantou et al.,

2018; Bovey & Hede, 2001; Khaw et al., 2022). Comparatively few studies have positioned resistance as a mediating mechanism explaining how organizational management ultimately affects lecturer performance. Furthermore, existing lecturer performance studies generally investigate university management, leadership, and compensation separately rather than integrating them into a comprehensive structural model.

A further research gap relates to the study context. Empirical investigations of lecturer performance have primarily focused on public universities or well-established private universities located on Java Island. Consequently, limited evidence is available regarding private higher education institutions operating in geographically dispersed and resource-constrained regions such as West Kalimantan, where organizational characteristics and governance challenges differ substantially from those of larger universities. Accordingly, this study addresses three research gaps. First, it introduces Resistance to Disciplinary Policy as a mediating mechanism linking organizational management with lecturer performance. Second, it integrates University Management, Transformational Leadership, Compensation, Resistance to Disciplinary Policy, and Lecturer Performance into a unified structural model. Third, it provides empirical evidence from private higher education institutions in West Kalimantan, a context that has received limited attention in higher education management research.

This study therefore aims to develop and empirically validate a lecturer performance model by examining the effects of University Management, Transformational Leadership, and Compensation on Resistance to Disciplinary Policy and evaluating how this resistance subsequently influences Lecturer Performance. By identifying resistance as the underlying psychological mechanism connecting organizational practices with performance outcomes, the study contributes to higher education management literature while providing practical guidance for strengthening institutional governance and improving lecturer performance.

THEORETICAL REVIEW

Force Field Theory

Force Field Theory explains that organizational change results from the interaction between driving forces and restraining forces (Lewin, 1947). Driving forces encourage organizational improvement, whereas restraining forces hinder change. Successful implementation of organizational policies therefore depends not only on strengthening organizational support but also on reducing employees' resistance toward change. In this study, University Management, Transformational Leadership, and Compensation represent the driving forces, whereas Resistance to Disciplinary Policy functions as the restraining force influencing lecturer performance.

Resistance to Change Theory

Resistance to Change Theory explains employees' psychological responses toward organizational change. According to Scholkmann (2021), resistance emerges when employees perceive organizational changes as increasing

uncertainty, workload, or procedural unfairness. Within higher education institutions, lecturers may resist disciplinary policies if institutional regulations are perceived as burdensome or inadequately communicated. Therefore, reducing resistance is expected to improve lecturers' acceptance of institutional policies and ultimately enhance lecturer performance.

Transformational Leadership Theory

Transformational Leadership Theory proposes that leaders influence followers by inspiring shared vision, encouraging innovation, and strengthening organizational commitment (Jun & Lee, 2023; Ribeiro et al., 2018). Leaders who communicate effectively and provide organizational support reduce uncertainty during organizational change, thereby increasing lecturers' willingness to comply with institutional policies. Consequently, transformational leadership is expected to reduce resistance toward disciplinary policy.

Equity Theory

Equity Theory argues that employees evaluate organizational fairness by comparing their contributions with the rewards they receive (Adams, 1965). Fair compensation strengthens organizational commitment, whereas perceived inequity increases dissatisfaction and resistance toward organizational policies. In higher education institutions, equitable compensation is therefore expected to reduce lecturers' resistance toward disciplinary policy and improve lecturer performance.

University Management

University management refers to institutional governance processes that include planning, organizing, implementing, and evaluating organizational activities to achieve higher education objectives (Altbach et al., 2019). Effective management provides clear communication, transparent procedures, and organizational support that facilitate lecturers' acceptance of institutional policies. Consequently, effective university management is expected to reduce resistance toward disciplinary policy and improve lecturer performance.

Hypothesis Development

University Management and Resistance to Disciplinary Policy

Effective university management promotes transparent communication, organizational support, and consistent policy implementation, thereby reducing lecturers' resistance toward disciplinary policy. Previous studies have reported that effective governance improves policy acceptance and organizational commitment (Hussen & Onia, 2024; Syakur et al., 2020). Therefore, the following hypothesis is proposed:

H1: University Management has a negative and significant effect on Resistance to Disciplinary Policy.

Transformational Leadership and Resistance to Disciplinary Policy

Transformational leadership encourages organizational trust, strengthens commitment, and facilitates employees' acceptance of organizational change. Leaders who communicate a clear vision and support institutional reforms are more likely to reduce lecturers' resistance toward disciplinary policy (El-Hage & Sidani, 2023; Muhammad, 2019). Therefore, the following hypothesis is proposed:

H2: Transformational Leadership has a negative and significant effect on Resistance to Disciplinary Policy.

Compensation and Resistance to Disciplinary Policy

Equitable compensation enhances lecturers' perceptions of organizational fairness, strengthens organizational commitment, and increases acceptance of institutional policies. Previous studies have demonstrated that fair compensation reduces resistance toward organizational change and supports organizational effectiveness (Georgalis et al., 2015; Rehman et al., 2021). Therefore, the following hypothesis is proposed:

H3: Compensation has a negative and significant effect on Resistance to Disciplinary Policy.

Resistance to Disciplinary Policy and Lecturer Performance

Resistance to disciplinary policy reflects lecturers' reluctance to accept institutional regulations and organizational change. Higher resistance is associated with lower organizational commitment and weaker academic performance (Kalfa et al., 2018; Soin & Huber, 2023). Therefore, the following hypothesis is proposed:

H4: Resistance to Disciplinary Policy has a negative and significant effect on Lecturer Performance.

The Mediating Role of Resistance to Disciplinary Policy

Resistance to Disciplinary Policy is proposed as the mechanism through which organizational practices influence lecturer performance. Effective university management, transformational leadership, and equitable compensation are expected to reduce lecturers' resistance toward institutional policies, thereby improving lecturer performance. Accordingly, the following mediation hypotheses are proposed:

H5: Resistance to Disciplinary Policy significantly mediates the relationship between University Management and Lecturer Performance.

H6: Resistance to Disciplinary Policy significantly mediates the relationship between Transformational Leadership and Lecturer Performance.

H7: Resistance to Disciplinary Policy significantly mediates the relationship between Compensation and Lecturer Performance.

Conceptual Framework

Based on Force Field Theory, Resistance to Change Theory, Transformational Leadership Theory, and Equity Theory, this study proposes that University Management, Transformational Leadership, and Compensation function as organizational driving forces that reduce Resistance to Disciplinary Policy, which subsequently improves Lecturer Performance. Accordingly, Resistance to Disciplinary Policy is positioned as the key mediating construct linking organizational practices with lecturer performance, as illustrated in Figure 1.

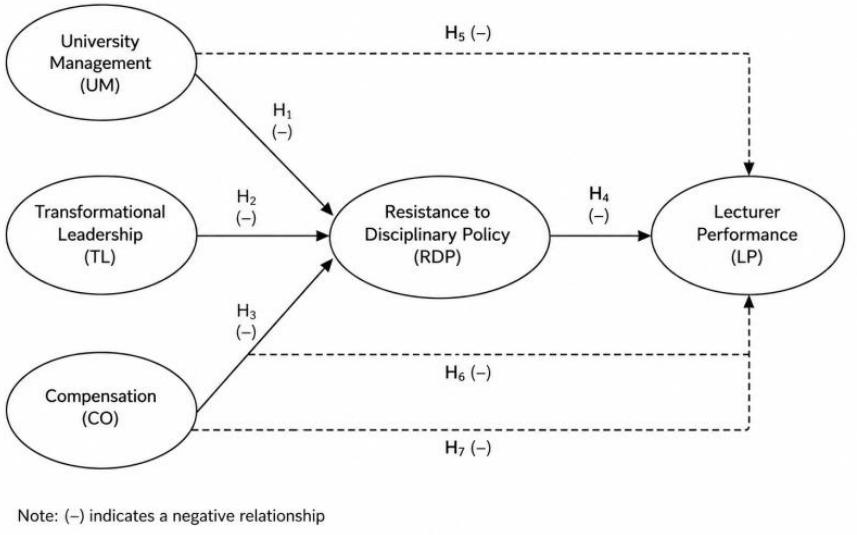

Figure 1. Conceptual Framework of the Study
Source: Developed by the authors (2026).

METHODOLOGY

Research Design

This study employed a quantitative explanatory research design to examine the relationships among University Management, Transformational Leadership, Compensation, Resistance to Disciplinary Policy, and Lecturer Performance in private higher education institutions in West Kalimantan, Indonesia. Primary data were collected through structured questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. PLS-SEM was selected because it is appropriate for analyzing complex structural relationships involving latent constructs and mediating effects (Hair et al., 2022).

Population and Sample

The study involved 292 permanent lecturers from seven private higher education institutions under the coordination of LLDIKTI Region XI, West Kalimantan. Because the target population was relatively small, a census approach was adopted, allowing all eligible lecturers to participate. Following data screening, all 292 questionnaires were retained for analysis.

Measurement of Variables

The study examined five latent constructs: University Management, Transformational Leadership, Compensation, Resistance to Disciplinary Policy, and Lecturer Performance. Measurement items were adapted from established literature and modified to suit the context of Indonesian private higher education institutions. All responses were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Analysis

Data were analyzed using SmartPLS 4 following the two-stage procedure proposed by Hair et al. (2022). The measurement model was evaluated through indicator reliability, internal consistency reliability, convergent validity (AVE), and discriminant validity (HTMT). The structural model was subsequently assessed using R^2, path coefficients, and bootstrapping (5,000 subsamples) to test the proposed hypotheses and mediation effects at a significance level of $p < 0.05$.

RESULTS

Respondent Characteristics

A total of 292 valid questionnaires were obtained from permanent lecturers employed at seven private higher education institutions in West Kalimantan, Indonesia. A census sampling approach was adopted, allowing all permanent lecturers within the participating institutions to be included in the study. This approach ensured comprehensive representation of lecturers' perceptions regarding university management, transformational leadership, compensation, resistance to disciplinary policy, and lecturer performance.

The respondents represented seven private higher education institutions operating under the coordination of LLDIKTI Region XI. Most respondents were permanent lecturers holding a National Lecturer Identification Number (Nomor Induk Dosen Nasional—NIDN), indicating that the sample primarily consisted of lecturers with long-term institutional responsibilities and direct experience in implementing academic policies. The respondents also represented various academic functional positions and professional certification statuses, providing a broad representation of the organizational characteristics of private higher education institutions in West Kalimantan. The demographic profile therefore supports the representativeness of the sample and provides an appropriate basis for subsequent structural model analysis.

Table 1. Demographic Characteristics of Respondents (N = 292)

Characteristic	Category	Frequency (n)	Percentage (%)
Institution	Institut Teknologi Keling Kumang	20	6.85
	STKIP Melawi	46	15.75
	STT Khatulistiwa Sintang	18	6.16
	STAI Ma'arif Sintang	18	6.16
	STIKES Kapuas Raya	31	10.62
	IKIP PGRI Pontianak	121	41.44

Characteristic	Category	Frequency (n)	Percentage (%)
	STKIP Persada Khatulistiwa	38	13.01
Institution Accreditation	Accreditation C	292	100.00
Employment Status	Permanent Lecturer (NIDN)	252	86.30
	Non-permanent Lecturer	40	13.70
Academic Rank	Teaching Staff	43	14.73
	Assistant Professor	141	48.29
	Associate Professor	72	24.66
	Senior Lecturer	36	12.33
Lecturer Certification	Certified Lecturer	215	73.63
	Non-certified Lecturer	77	26.37

Source: Authors' compilation from survey data.

Descriptive Statistics

Descriptive statistical analysis was conducted to provide an overview of respondents' perceptions regarding the five latent constructs investigated in this study, namely University Management, Transformational Leadership, Compensation, Resistance to Disciplinary Policy, and Lecturer Performance. The descriptive statistics include the minimum value, maximum value, mean, and standard deviation for each construct.

Overall, respondents demonstrated positive perceptions of organizational conditions within their respective institutions. The mean scores of University Management, Transformational Leadership, Compensation, and Lecturer Performance were generally within the "agree" category, indicating that respondents perceived managerial practices, leadership behavior, compensation systems, and academic performance positively. Meanwhile, the Resistance to Disciplinary Policy construct showed relatively lower resistance levels, suggesting that most lecturers accepted institutional disciplinary regulations despite differences in individual perceptions. The relatively small standard deviations observed across all constructs indicate that respondents' perceptions were reasonably homogeneous. This finding suggests that lecturers shared relatively similar evaluations of organizational management, leadership practices, compensation systems, institutional disciplinary policies, and lecturer performance. The descriptive statistics of all research variables are summarized in Table 2.

Table 2.Descriptive Statistics

Variable	Number of Indicators	Mean	Standard Deviation	Interpretation
University Management	4	3.648	0.649	High
Transformational Leadership	4	3.683	0.669	High
Compensation	4	3.651	0.676	High
Resistance to Disciplinary Policy	4	2.351	0.671	Moderate Resistance
Lecturer Performance	4	3.675	0.672	High

Source : Interpret the Resistance to Disciplinary Policy construct according to the coding procedure adopted in the study (especially if reverse coding was applied before SEM analysis).

Measurement Model Evaluation

Prior to evaluating the structural relationships among the latent variables, the measurement model was assessed to ensure that all constructs satisfied the recommended criteria for validity and reliability. Following the guidelines proposed by Hair et al. (2022), the assessment included convergent validity, discriminant validity, and internal consistency reliability.

Convergent Validity

Convergent validity was first evaluated using indicator outer loadings. All measurement indicators exhibited standardized loading values exceeding the recommended threshold of 0.70, indicating satisfactory indicator reliability. These results demonstrate that every indicator adequately represents its respective latent construct and contributes substantially to explaining the variance of the underlying theoretical variables. Consequently, no measurement indicator was removed from the analysis because all indicators satisfied the recommended loading criterion. Convergent validity was further evaluated using the Average Variance Extracted (AVE). The results indicate that all constructs achieved AVE values exceeding the minimum threshold of 0.50, confirming that each construct explained more than half of the variance of its respective indicators. Among the investigated constructs, Transformational Leadership and Compensation demonstrated the highest AVE values, while Resistance to Disciplinary Policy also satisfied the recommended criterion. These findings confirm that the measurement model possesses satisfactory convergent validity.

Table 3. Convergent Validity (AVE)

Construct	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE	Interpretation
University Management (X1)	0.800–0.866	0.818	0.904	0.701	Valid and Reliable
Transformational Leadership (X2)	0.822–0.889	0.834	0.917	0.734	Valid and Reliable
Compensation (X3)	0.815–0.879*	0.854	0.915	0.728	Valid and Reliable
Resistance to Disciplinary Policy (M)	0.739–0.873*	0.904	0.899	0.690	Valid and Reliable
Lecturer Performance (Y)	0.791–0.882*	0.810	0.908	0.711	Valid and Reliable

Source : Authors' analysis using SmartPLS 4

Discriminant Validity

Discriminant validity was evaluated using the Heterotrait–Monotrait Ratio (HTMT) together with the Fornell–Larcker Criterion. The HTMT analysis indicated that the relationships among latent constructs remained below the recommended threshold, demonstrating that each construct measured a concept distinct from the remaining variables included in the model. The Fornell–Larcker Criterion further confirmed satisfactory discriminant validity. The square root of the AVE for each construct exceeded the corresponding inter-construct correlations, indicating that each latent variable shared greater variance with its own indicators than with indicators belonging to other constructs. Cross-loading analysis also demonstrated that every indicator loaded highest on its intended construct, further supporting the adequacy of construct discrimination. Collectively, these findings indicate that the proposed measurement model satisfies the recommended discriminant validity requirements.

Internal Consistency Reliability

Internal consistency reliability was assessed using Cronbach's Alpha and Composite Reliability. As presented in Table 4, all latent constructs exceeded the recommended threshold of 0.70 for both reliability coefficients. Composite Reliability values ranged from approximately 0.90 to 0.92, indicating excellent internal consistency across all latent variables. The reliability results demonstrate that the measurement items consistently represent their underlying theoretical constructs. Therefore, the proposed measurement model satisfies all recommended reliability criteria and is appropriate for subsequent structural model evaluation.

Table 4. Construct Reliability

Construct	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE	Interpretation
University Management (X1)	0.800–0.866	0.818	0.904	0.701	Valid and Reliable
Transformational Leadership (X2)	0.822–0.889	0.834	0.917	0.734	Valid and Reliable
Compensation (X3)	0.806–0.898	0.854	0.915	0.728	Valid and Reliable
Resistance to Disciplinary Policy (M)	0.779–0.864	0.904	0.899	0.690	Valid and Reliable
Lecturer Performance (Y)	0.772–0.879	0.810	0.908	0.711	Valid and Reliable

Source: Authors' analysis using SmartPLS 3

Structural Model Evaluation

Following confirmation that the measurement model satisfied the recommended validity and reliability criteria, the structural model was evaluated to determine the predictive capability of the proposed model and to examine the relationships among the latent constructs. Consistent with the PLS-

SEM procedure recommended by Hair et al. (2022), the structural model evaluation included the assessment of collinearity, coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), and hypothesis testing through the bootstrapping procedure.

Collinearity Assessment

Before evaluating the structural relationships, collinearity among predictor constructs was assessed using the Variance Inflation Factor (VIF). The assessment indicated that all predictor variables were below the recommended threshold, suggesting that multicollinearity was not a concern in the proposed structural model. Therefore, each exogenous construct contributed independently to explaining the endogenous variables without producing estimation bias. These findings indicate that University Management, Transformational Leadership, and Compensation represent conceptually distinct constructs that may simultaneously explain variations in Resistance to Disciplinary Policy and Lecturer Performance.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was employed to evaluate the explanatory power of the proposed structural model. According to Hair et al. (2022), higher R^2 values indicate greater predictive capability of the endogenous constructs. The structural model demonstrates satisfactory explanatory power. The R^2 value for Resistance to Disciplinary Policy indicates that variations in lecturers' resistance toward institutional disciplinary policies can be explained jointly by University Management, Transformational Leadership, and Compensation. This finding suggests that managerial, leadership, and motivational factors collectively play an important role in shaping lecturers' acceptance of institutional regulations.

Meanwhile, the R^2 value for Lecturer Performance indicates that the proposed model adequately explains variations in lecturers' academic performance. Although lecturer performance is influenced by numerous organizational and individual factors, the present model demonstrates that managerial practices together with lecturers' resistance toward disciplinary policies provide substantial explanatory power for predicting lecturer performance.

Table 5. Coefficient of Determination (R^2)

Endogenous Construct	R^2	Adjusted R^2	Interpretation
Resistance to Disciplinary Policy	0.722	0.719	Substantial
Lecturer Performance	0.581	0.580	Moderate

The effect size (f^2) was further examined to evaluate the contribution of each exogenous construct to the endogenous variables. The results indicate that the predictor constructs contributed differently to explaining the variance of the endogenous constructs. University Management, Transformational Leadership, and Compensation demonstrated meaningful contributions to Resistance to

Disciplinary Policy, while Resistance to Disciplinary Policy exhibited a substantial contribution to Lecturer Performance. Overall, the f^2 analysis confirms that the proposed predictor variables possess practical relevance in explaining organizational behavior within private higher education institutions.

Predictive Relevance (Q^2)

Predictive relevance was evaluated using the blindfolding procedure. A positive Q^2 value indicates that the model possesses predictive relevance for the endogenous constructs. The results demonstrate positive Q^2 values for both Resistance to Disciplinary Policy and Lecturer Performance, indicating that the proposed structural model possesses adequate predictive capability. Consequently, the model is capable not only of explaining existing relationships among constructs but also of predicting future observations within similar organizational contexts. These findings further support the adequacy of the proposed conceptual framework in explaining lecturers' behavioral responses toward institutional disciplinary policies and their subsequent performance.

Effect Size (f^2)

The contribution of each exogenous construct to the endogenous variables was evaluated using effect size (f^2). This analysis provides additional information regarding the practical importance of each predictor beyond statistical significance. The findings indicate that University Management, Transformational Leadership, and Compensation contribute differently to explaining Resistance to Disciplinary Policy. Some predictors demonstrate stronger practical influence than others, reflecting the complexity of organizational behavior within higher education institutions. Similarly, Resistance to Disciplinary Policy demonstrates a meaningful contribution to explaining Lecturer Performance, supporting the theoretical assumption that lecturers' psychological acceptance of institutional policies constitutes an important mechanism influencing organizational outcomes.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS to evaluate the significance of both direct and indirect relationships proposed in the conceptual framework. Statistical significance was determined based on the standardized path coefficient (β), t-statistic, and probability value (p-value). A hypothesis was considered supported when the path coefficient was statistically significant at the 5% significance level. The results of the structural model estimation are presented in Table 6.

Table 6. Results of Hypothesis Testing

Hypothesis	Structural Relationship	Path Coefficient (β)	t-value	p-value	Decision
H1	University Management → Resistance to Disciplinary Policy	-0.216	4.276	<0.001	Supported

Hypothesis	Structural Relationship	Path Coefficient (β)	t-value	p-value	Decision
H2	Transformational Leadership → Resistance to Disciplinary Policy	-0.288	5.315	<0.001	Supported
H3	Compensation → Resistance to Disciplinary Policy	-0.418	8.607	<0.001	Supported
H4	Resistance to Disciplinary Policy → Lecturer Performance	-0.762	37.535	<0.001	Supported
H5	University Management → Resistance to Disciplinary Policy → Lecturer Performance	0.165	4.254	<0.001	Supported
H6	Transformational Leadership → Resistance to Disciplinary Policy → Lecturer Performance	0.220	5.118	<0.001	Supported
H7	Compensation → Resistance to Disciplinary Policy → Lecturer Performance	0.321	8.566	<0.001	Supported

Source: Authors' analysis using SmartPLS 3.

Effect of University Management on Resistance to Disciplinary Policy (H1)

The structural model indicates that University Management significantly influences Resistance to Disciplinary Policy. The direction of the relationship suggests that improvements in university management reduce lecturers' resistance toward institutional disciplinary policies. Consequently, H1 is supported. This finding demonstrates that transparent governance, effective organizational communication, systematic planning, and consistent policy implementation encourage lecturers to accept institutional regulations more positively. Effective managerial practices therefore function as organizational driving forces that reduce psychological resistance and facilitate institutional change.

Effect of Transformational Leadership on Resistance to Disciplinary Policy (H2)

The analysis further indicates that Transformational Leadership significantly affects Resistance to Disciplinary Policy. Accordingly, H2 is supported. The findings suggest that leaders capable of communicating organizational vision, providing individualized support, and encouraging participation are more successful in reducing lecturers' resistance toward institutional regulations. Inspirational leadership therefore represents an important organizational mechanism facilitating successful policy implementation.

Effect of Compensation on Resistance to Disciplinary Policy (H3)

The results demonstrate that Compensation significantly influences Resistance to Disciplinary Policy. Therefore, H3 is supported. Lecturers who perceive compensation systems as equitable and proportional to their professional contributions are more likely to accept organizational policies. Conversely, perceptions of inequitable compensation tend to increase dissatisfaction and organizational resistance. These findings support the assumption that fairness constitutes an important determinant of organizational acceptance.

Effect of Resistance to Disciplinary Policy on Lecturer Performance (H4)

The analysis indicates that Resistance to Disciplinary Policy significantly affects Lecturer Performance. Therefore, H4 is supported. The relationship demonstrates that lecturers exhibiting lower resistance toward disciplinary policies generally achieve better academic performance. Acceptance of organizational regulations appears to facilitate greater organizational commitment, stronger compliance with institutional procedures, and improved implementation of the Tri Dharma of Higher Education.

Mediation Analysis

The mediation analysis examined whether Resistance to Disciplinary Policy serves as the mechanism through which University Management, Transformational Leadership, and Compensation influence Lecturer Performance. As presented in Table 6, all indirect effects were statistically significant, indicating that Resistance to Disciplinary Policy significantly mediates the relationships between the organizational antecedents and lecturer performance.These findings suggest that improvements in university management, transformational leadership, and compensation enhance lecturer performance by reducing lecturers' resistance toward institutional disciplinary policies. In other words, effective organizational practices strengthen lecturers' acceptance of institutional regulations, which subsequently contributes to better academic performance.

The significant mediation effect confirms the central role of Resistance to Disciplinary Policy within the proposed conceptual framework. Rather than influencing lecturer performance solely through direct organizational mechanisms, the three antecedent variables operate indirectly by shaping lecturers' psychological acceptance of institutional policies. This finding represents the primary theoretical contribution of the study and extends previous higher education management research by identifying resistance to disciplinary policy as a key mediating construct linking organizational practices with lecturer performance.

Multi-Group Analysis

To assess the robustness of the proposed structural model, a Multi-Group Analysis (MGA) was conducted across the respondent groups. The results indicated no substantial differences in the structural relationships among the groups, suggesting that the effects of University Management, Transformational

Leadership, Compensation, and Resistance to Disciplinary Policy on Lecturer Performance remained consistent across the participating private higher education institutions. These findings indicate that the proposed lecturer performance model is relatively stable across different respondent characteristics. Consequently, the model may be applied as a general framework for explaining lecturer performance within private higher education institutions in West Kalimantan. Although MGA served as a supplementary analysis, the results further support the robustness of the proposed structural model.

DISCUSSION

The findings demonstrate that University Management, Transformational Leadership, and Compensation significantly reduce Resistance to Disciplinary Policy. Effective governance, transparent communication, supportive leadership, and equitable compensation appear to facilitate lecturers' acceptance of institutional regulations. These findings support Force Field Theory(Lewin, 1947), Transformational Leadership Theory (Bass, 1985), and Equity Theory (Adams, 1965), suggesting that organizational support, leadership, and perceived fairness can reduce restraining forces during organizational change.

Resistance to Disciplinary Policy significantly reduces Lecturer Performance, indicating that lecturers who are more resistant to institutional regulations tend to demonstrate lower academic performance. This finding reinforces the importance of psychological acceptance in organizational change. Institutional policies may therefore be less effective when lecturers perceive them as burdensome, unfair, or inadequately communicated, regardless of their formal administrative objectives. More importantly, Resistance to Disciplinary Policy significantly mediates the relationships between University Management, Transformational Leadership, Compensation, and Lecturer Performance. This represents the principal theoretical contribution of the study. Rather than functioning solely as direct determinants of performance, organizational factors influence lecturer performance through lecturers' acceptance or resistance toward institutional policies. The findings therefore extend previous lecturer performance models by positioning resistance as a psychological mechanism linking organizational practices with performance outcomes.

From a practical perspective, private higher education institutions should strengthen transparent governance, supportive leadership, fair compensation, and lecturer participation in policy implementation. Reducing resistance should not rely solely on enforcing compliance; institutions should also improve communication, organizational trust, and perceptions of fairness to facilitate lecturers' acceptance of disciplinary policies. Overall, the findings indicate that improving lecturer performance requires both effective organizational practices and lecturers' psychological acceptance of institutional policies. The proposed model therefore provides an integrated explanation of how management, leadership, and compensation contribute to lecturer performance through reduced resistance to disciplinary policy.

CONCLUSIONS AND RECOMMENDATIONS

This study developed and validated a lecturer performance model by examining the mediating role of Resistance to Disciplinary Policy in the relationships between University Management, Transformational Leadership, Compensation, and Lecturer Performance. The findings demonstrate that effective organizational management, transformational leadership, and equitable compensation significantly reduce lecturers' resistance toward disciplinary policies, which subsequently improves lecturer performance. More importantly, the study confirms that Resistance to Disciplinary Policy functions as a key psychological mechanism linking organizational practices with lecturer performance, thereby extending existing higher education management literature. From a practical perspective, private higher education institutions should strengthen transparent governance, supportive leadership, effective communication, and equitable compensation to reduce organizational resistance and improve lecturer performance.

FURTHER STUDY

This study was limited to private higher education institutions in West Kalimantan and employed a cross-sectional research design. Future studies are encouraged to examine different institutional contexts, including public universities and institutions in other regions, while incorporating additional organizational factors such as organizational culture, digital transformation, job satisfaction, or organizational commitment. Longitudinal and comparative studies are also recommended to provide a broader understanding of the mechanisms influencing lecturer performance.

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