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Specific Determinants of Work Motivation, Competence, Organizational Climate, Job Satisfaction and Individual Performance: A Study among Lecturers

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Abstract This research was designed to test and analyse empirically the effect of work motivation, competence, and organizational climate on job satisfaction and lecturer performance. Survey method was used to collect data by cross-section. Simple random sampling was used with the total sample of 185 lecturers. Structural Equation Model in AMOS ver. 22 proved that work motivation has positive and significant effect on job satisfaction. Competence, organizational climate and job satisfaction have positive and significant effect on lecturer performance. Work motivation has negative and significant effect on lecturer performance. Job satisfaction was not the mediating variable to explain the effect of work motivation, competence and organizational climate on lecturer performance. The limitation of this research was on the sample size of lecturers only and performed at private colleges, so limited the generalization of research findings. The originality of this research provided basic configuration of modelling development by Structural Equation Model and conceptual model that proved the effect of work motivation, competence and organizational climate on high performance of lecturer inserting job satisfaction as mediation effect of the influence between variables that were executed separately in previous researches. Job satisfaction is not as the mediating effects to improve lecturer performance.

Keywords: motivation, competence, organizational climate, job satisfaction, lecturer's performance

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1. Background to Research

Lecturer is the most strategic component of education to create quality in education, its active participation and role give great contribution in achieving the goal of education nationally. For that reason, improving the lecturer performance at colleges, especially private colleges is a fundamental necessity. Performance is affected by how a person's response to a condition that affects their job [1]. The roles of lecturer are multidimensional: as educator, teacher, leader, facilitator, motivator and researcher [2]. Lecturer is responsible to the teaching-learning process. Therefore, in the effort of increasing the quality of higher education, lecturer plays the key role and position in the whole educational process, particularly at higher education [3]. The lecturer has three principal tasks, namely in the field of education, research and community service. The principal tasks aims to embody the organization of learning in accordance with the principles of professionalism in fulfilling the equality for every citizen to obtain quality education.

The importance of role and function of lecturer makes the necessity of motivation, competence, organizational

climate and job satisfaction in creating qualified performance. Lecturer performance is one factor causing the success of College as reflected in work achievement in accordance with Tridharma Perguruan Tinggi (Education and training, research technology transfers, and community service). The expectations theory (Vroom) explains that a person is motivated to achieve a high level of effort and he believes that these efforts led him to better performance. Furthermore, in the process of giving effect on employee performance, then the motivation includes three things: expectations, instrumentality, and valence [4].

Work motivation of the lecturers of private higher education in Jayapura is still low as shown by the level of attendance and completion of assigned principal duties in Tridharma is still not as expected. Lecturer motivation does not yet meet the expected standards as mandated by the Legislation of Republic of Indonesia No. 14 of 2005 [5] about teachers and lecturers. Reality of the legislation that the lecturers of private higher education in Jayapura do not yet carry out their duties properly as mandated by legislation and it resulted with low performance. It is in accordance with the evidence that there is not any study program in private higher education having got an "A" accreditation from National Accreditation Agency for Higher Education (BAN-PT). The condition can be

described as a representation of the low motivation and competence as well as job satisfaction of the lecturer so that resulting the low performance of the lecturers.

Many researches on the causality between work motivation and individual performance had been conducted, but the findings were still indicating the occurrence of gaps. The research findings provided evidence that lecturer motivation proved be able to improve the lecturer performance [6]. There is a mismatch, that the work motivation of faith and muamalah has significant effect on lecturer performance, while the work motivation of worship has not significant effect on the lecturer performance [7]. Both findings of the researchers got a rebuttal that work motivation has negative and insignificant effect on lecturer performance [8].

Lecturer performance can be improved by creating competence in performing duties. Competence is seen as the ability in carrying out duties and responsibilities [9]. The empirical facts show that the competence has a positive and significant effect on individual performance [10]. Different results indicated that the employee competence did not significantly affect the employee performance [11].

Good organizational climate affects the productivity and job satisfaction as well as individual performance at works [12]. The organizational climate in educational institutions, based on the fact, indicated that the lecturers in private Higher Education in Jayapura is insufficient in creating and maintaining a good working atmosphere, less harmonious cooperation among the lecturers, the relationship among the leader and the assistances shows a gap in which each works for an interest on their own field and poor communication among the lecturers.

The fact above was caused by the organization conflict or group conflict that each group tends to stand by its own opinion and not focus on improving the organizational performance. The above phenomena will affect working pattern and working morale of the lecturers. In other words, motivation of the lecturers and employees decreased and in turn arose less healthy organizational climate. The consequence, the performance to be the goal of organization could not be reached. The empirical evidence shows that there is significant effect between organizational climate on individual performance and job satisfaction [13]. There is a gap in analysing the effect of organizational climate on job satisfaction, that organizational climate does not show significant effect on employees satisfaction [14,15].

The fact denotes that job satisfaction of lecturers is very low because of the inability of private higher education in Jayapura city to compensate accordingly. The lecturers are required to execute the *Tridharma* of higher education and the chief of Foundation as the owner of the college did not give full attention towards the welfare of lecturers, resulted in a high level of lecturer absenteeism with low financial support to do research and community service. There are even lecturers who have dual professions: as a lecturer and performing other economic activities. These conditions result in low performance of the lecturers.

Job satisfaction has a negative and insignificant effect on employees' performance [16]. The finding refused by other researchers that job satisfaction has positive and significant effect on manager performance [17]. The gap of other researches indicated that the organizational

climate has insignificant effect on the managers' performance based on the perspective of internal process [18]. Based on empirical facts and research gaps of earlier researchers, then it can be stated that lecturers performance is influenced by many factors, among others are motivation, organizational climate, competency and lecturer job satisfaction, so this research is directed to fill the space of the gaps in analysing lecturers performance by using by job satisfaction as a mediating variable in analysing the effect of motivation, competence, organizational climate on lecturers performance.

2. Literature Review

2.1. Work Motivation

Motivation is contained inside and outside of man to achieve his expectations in a manner requires passion, encouragement or incitement to take action [4]. The given motivation to workers can be in the form of material and non-material incentive. The material incentives can be in the form of granting materials such as money, while the non-material incentives would be in the form of proper placement, the Charter Award, star of service, and fair treatment [19]. Work motivation plays an important role within and outside of the workers to feel compelled, aroused and excited in running their activity. The motivation is needed to encourage and give support in running an activity to achieve a goal [20].

The expectation theory explains that the power of a tendency to act in a certain way depending on the strength of a hope that it will be followed by a specific output and on the attractiveness of the output for the individual [21]. Measurements of work motivation in this research include granting appropriate compensation, achievement of success, desire to participate, desire to get the growth and maintain a working relationship [22].

2.2. Competence

Competence is expressed as an underlying characteristic's of the individual which is on causally related to criterion-referenced or superior and effective performance in a job or situation [23,24]. Competence is divided into threshold competencies as the main characteristics a person must own to carry out his work. It is not however used to distinguish a high performance to an average performance. Then the differentiating competencies that distinguish individuals of high performance to low performance [24]. Assessment on competence level is required to be able to know the expected performance level for the good or average categories.

Determination of required competence threshold will certainly be made as the basis for the process of selection, planning succession, evaluation of performance and lecturers development. There are four competencies must be owned by a lecturer in performing tasks of *Tridharma Perguruan Tinggi*. The four competencies include pedagogy, professional, personality, and social. These competencies become the indicators which show a lecturer performance. Lecturer performance measurement in this research is explained in the competence of professionalism, knowledge, personality, technology and social [25,26,27].

2.3. Organizational Climate

The climate is a representation that illustrates the atmosphere and what is real in the individual felt that is associated with the Organization so as to enable the individual to react in various ways against the organization. The climate of the organization is an important factor that determines the life of an organization. Organizational climate is the nature of the working environment or the psychological environment in the organization are perceived by the workers or the members of the organization and is considered may affect attitudes and behaviour of workers against his work [28].

In outline there are two kinds of environment where lecturers work: physical and non-physical environment, both are developed at higher education to meet the needs of lecturers. Development of the physical environment refers to the educational institution, while non-physical environment is developed in balanced with the physical environment, such as development of ideas, information, or social environment, especially the academic climate that encourages intellectual development [25].

An exciting work atmosphere can motivate employees to do more for organization. Good organizational climate as shown by working at a good place, clean and healthy can increase employee job satisfaction compared to working in inadequate environment [29]. Measuring the competence of lecturers in this research includes communication, working mechanism, organizational support, relationships between lecturers and work discipline [28,30].

2.4. Job Satisfaction

Job satisfaction is basically something individual in characteristic; each individual has varying levels of satisfaction in accordance with the prevailing system of values on him. The higher the level of assessment individual perceived on activity and in conformity with his wishes the higher satisfaction of individuals on that activity. Thus, satisfaction is evaluation which describes one's feeling of happy or unhappy, satisfied or dissatisfied with the work. Job satisfaction is general attitude towards one's work, which shows the difference between the numbers of awards the worker received and the numbers they should receive [31]. There are five factors that be able to affect job satisfaction: need fulfilment, discrepancy, value attainment, equity depositional [32].

Job satisfaction is a feeling of individual towards a job or position at work [33]. Job satisfaction is impact or result of effectiveness and success at work. Low satisfaction on organization is shown by the declining of work execution, attendance, and morale. At individual level, job dissatisfaction relates to a great desire to resign, increase of work stress and emergence of a wide range of psychological and physical problems [34]. Indicators used in clarifying job satisfaction include the job responsibility, recognition, opportunity of making achievement, opportunity of promotion, and pleasurable feelings [35,36].

2.5. Lecturers Performance

Theoretically, factors affecting the achievement of performance are ability and motivation. It is in accordance with the opinion of McClelland stating that "human

performance" is a determinant of ability and motivation, where ability is the determination of knowledge and skill [37], while motivation generates from attitude in dealing with the situation. Performance is record of achievement generated from the function of a particular job or activity for a certain period of work [38]. The performance is a measurement of what is done and what is not done by employee [36].

Performance control can be done through dimensions of physiological, psychological, social and economic, as well as the dimension of balance [26]. Lecturer performance is seen from the *Tridharma Perguruan Tinggi* through community service and implementation of educational outcome development and research that can be used by community and giving service to community or other activities that support the implementation of the common tasks of Government and development. Measurement of lecturer performance in this research is demonstrated through education and teaching, research, community service and ancillary activities [39,40].

3. Research Method

This study uses the approach of positivism, the data were in numbers analysed by using statistics to test the hypothesis or to answer the research question and to prediction that a particular variable affects the other variable [41]. The information retrieved is the explanation of occurrence of the relationships between these variables, so this research included as the explanatory research. The population in this research was lecturers at Private Higher Schools at Jayapura on *Kopertis Wil. XIV* in Papua and West Papua which amounted to 462 people. The sample withdrawal technique was proportionate random sampling. Based on Slovin formulation the sample obtained was 214 with a rate of questionnaires return 40.04% or 185 lecturers.

4. Result

Table of index of suitability model with a cut-off value indicates the value of Chi-Square = 194,054 with a value of degree of freedom (df) = 181 and the probability 0.240. The result of Chi-Square indicates that the zero hypothesis stating the model similar to empirical data is accepted which means the final model is fit or in compliance with the results of observation so as to allow to do the structural relations analysis and hypothesis testing.

Table 1. Comparison between Index of suitability model with Cut-off Value

Fitting indexes	Index of suitability Model	Appropriate criteria
<i>Chi-square</i> (df=181)	194.054	< 213.391
<i>Probability</i>	0,24	≥ 0,05
<i>RMSEA</i>	0,02	≤ 0,08
<i>CMIN/DF</i>	1,07	≤ 2,00
<i>GFI</i>	0,93	≥ 0,90
<i>AGFI</i>	0,88	≥ 0,90
<i>CFI</i>	1,00	≥ 0,95
<i>TLI</i>	0,99	≥ 0,95

Refer to the principle of parsimony [42], that if there is one or two criteria for goodness of fit which has fulfilled the expected value, then the model can already be said good or the development of hypothesis model is conceptually and theoretically supported by empirical data.

Table 2. Descriptive statistics for the research instrument

Construct	Mean	SD	Person Correlation	λ	λ^2	Prob.
suitability of compensation	3,74	0,99	0,89	0,88	0,78	***
achievement of success	3,75	0,96	0,89	0,92	0,85	***
desire for achievement	3,78	0,88	0,86	0,82	0,67	***
desire for growth	3,52	0,79	0,90	0,76	0,58	***
fostering a working relationship	3,36	0,93	0,79	0,59	0,35	***
professionalism	3,95	0,61	0,75	0,65	0,42	***
knowledge	3,84	0,83	0,81	0,72	0,52	***
personality	3,85	0,66	0,71	0,58	0,34	***
technology	3,74	0,80	0,80	0,72	0,52	***
social	4,06	0,61	0,75	0,72	0,51	***
communications	3,83	0,81	0,80	0,76	0,58	***
work mechanism	3,75	0,81	0,85	0,81	0,65	***
organizational support	3,78	0,73	0,84	0,72	0,52	***
relationship of fellow lecturers	3,67	0,78	0,78	0,71	0,50	***
work discipline	3,74	0,68	0,78	0,73	0,53	***
job responsibilities	4,11	0,77	0,74	0,63	0,39	***
Recognition	3,83	0,87	0,85	0,77	0,59	***
Opportunity for achievement	3,93	0,80	0,86	0,85	0,72	***
opportunity to promote	3,72	0,83	0,83	0,75	0,56	***
pleasant feeling	4,02	0,71	0,72	0,66	0,43	***
education	3,84	0,85	0,80	0,64	0,41	***
research	4,21	0,65	0,72	0,60	0,36	***
community service	4,05	0,66	0,76	0,68	0,46	***
supporting activities	4,23	0,58	0,74	0,66	0,43	***

*) Cut Off Value $\lambda \geq 0,55$ [43].

4.1. Work Motivation on Job Satisfaction

The results of confirmatory factor analysis showed the important factor or a work motivational variables reflect the dominant is an indicator of the success achieved with the loading factor value of 0.924, meaning that lecturers in her every day at work feel that their representation in the work lies in the desire to achieve success, so with the condition then the work motivation of contributing 92.40% in variable reflecting the work motivation.

The effect of work motivation on job satisfaction can be proved by the values of *standardized regression weight estimate* amounted 0.167 on negative direction. The coefficient of negative-marked influence means that low work motivation tends to lower job satisfaction of employees. In addition it can be proved by the value of critical ratio = -1.833 > 2.00 and the probability values of 0,067 < $\alpha = 0,05$. The result proved that work motivation has negative and insignificant effect on job satisfaction of

lecturers, meaning that low work motivation of lecturers has no real effect on the decrease of lecturer job satisfaction.

The insignificance influence of motivation work towards job satisfaction due to the low quality of relationship among the academicians and resulted in low awareness of lecturers to responsible for everything regarding the completion of their work as a lecturer. The results of this research supports the previous findings that provided evidence that work motivation has no significant effect on individual performance. It is explained that the higher the work motivation the lower the job satisfaction felt by individual [44]. Rebuttal to the evidence is that work motivation has significant effect on job satisfaction [45,46,47].

4.2. Competence on Job Satisfaction

Confirmatory factor analysis shows that the important or dominant factor reflecting the competence variable is knowledge competence with the value of loading factor 0.724. It means that lecturers have the ability in carrying out the tasks and functions as lecturers gained from the experience and process of teaching and learning that based on the fact the knowledge competence gives contribution as much as 72.40% in explaining the lecturer competence.

The effect of competence on job satisfaction can be evidenced by the values of *standardized regression weight estimate* of 0.701 with the positive direction. The positive-marked coefficient means that the high competence of lecturers tends to increase job satisfaction. In addition it can be evidenced by the value of the critical ratio = 7.325 > 2.00 and probability values of 0,000 < $\alpha = 0,05$. The test results proved that competence has positive and significant effect on job satisfaction. Competence has significant effect on job satisfaction because the lecturers have sufficient competence in carrying out the process of teaching and learning and other *Tridharma*. It is caused by the knowledge they get on experience and this condition gives them opportunity to show their work achievements.

The result of this study supports the theory of self-efficacy that individual ability to organize and perform a chain of activity required to gain the established achievement will be tested. This theory explains that in general individual tend to avoid tasks and situations that he supposed beyond his ability, but he feels confident be able to carry out and complete the duties [48]. This is consistent with the previous findings that competence has real effect on the increase of job satisfaction, that the higher a person's competence, the higher the level of satisfaction they have in carrying out their work [46].

4.3. Organizational Climate on Job Satisfaction

Confirmatory factor analysis shows that an important or dominant factor in organizational climate was indicated on the indicator of a good working mechanism with the loading factor value of 0.809. It means that lecturers have done series of workings in the discharge of his duties so that a good working mechanism contributes 80.90% in explaining the organizational climate. The effect of organizational climate on job satisfaction can be proved by the component values of 0.233 with positive direction. This good organizational climate tends to improve job satisfaction. In addition it can be evidenced by the value

of the critical ratio = $2.428 > 2.00$ and probability values of $0,015 < \alpha = 0,05$.

The results proved that the organizational climate has a positive and significant effect on job satisfaction due to the good work performed on the basis of procedural regulation and internal legislation resulting in opportunities to thrive in the lecturer works and ultimately improve job satisfaction. The result of this study supports the equity theory, that awards of organization must be distributed in accordance with the individual contributions [49]. This study support the findings of previous researchers that the organizational climate has a positive and significant effect on job satisfaction [13,46,50]. This study refutes the findings of previous researchers, that organizational climate does not provide any real effect on job satisfaction [14,15].

4.4. Work Motivation on Lecturer Performance

An important factor in work motivation reflecting the work motivation variable is dominant indicator to achieve success. Loading factor value of 0.924 explains that the lecturers can indicate their existence through achievement of success in carrying out duties, so in that condition work motivation is contributing 92,40%. The value of *standardized regression weight estimate* is -0,290 with negative directions having the sense that low work motivation tends to decrease lecturer performance. In addition it can be proved by the value of the critical ratio = $-2.495 > 2.00$ and probability values of $0,003 < \alpha = 0,05$.

The results proved that work motivation has negative and significant effect on lecturer performance due to lack of encouragement to lecturers to enhance a good quality of relationship between lecturers and leader caused by lecturers' other activity outside of their profession as a lecturer that they do not have enough time to build a good relationship with a other lecturer and ultimately result in high wishes of lecturers to do community service, because by doing this activities they have would have enough time to work on other jobs outside of his profession. This study supports the findings of previous researchers that work motivation has significant effect on individual performance [6,7,45]. The results of some of these research findings got objections from some other researchers, that the work motivation has no significant effect on individual performance [8,44].

4.5. Competence on Lecturer Performance

Confirmatory factor analysis shows that an important factor of the variable competence is knowledge with loading factor of 0.724. It means that lecturer has ability to perform his duties obtained from experience and teaching-learning process and thus contributes 72.40% in explaining the lecturer competence. The value of the *standardized regression weight estimate* 0.465 with positive direction means that high lecturer competence tends to improve the lecturers performance and the evidence is the critical ratio value = $3.333 > 2.00$ and probability value of $0,000 < \alpha = 0,05$. The result proves that lecturer competence has a positive and significant effect on lecturer performance because lecturer has ability and knowledge of computer technology so as to affect his ability to perform supporting activities.

The high competence of lecturer in practical is in fact helpful to make meaningful improvement in creating high competence of the lecturer. The finding of this study supports the previous researchers that competence has significant effect on lecturers performance [10,46]. Those findings are claimed by other researchers that competence has not significant effect on individual performance [11,44].

4.6. Organizational Climate on Lecturer Performance

An important factor reflecting organizational climate variable is the indicator of a good working mechanism with the loading factor value 0.809. In this case, the lecturer had been carrying out work procedures that contribute 80.90% to explain the organizational climate. The effect of organizational climate on lecturer performance can be proved by the values of *standardized regression weight estimate* 0.381 with positive direction, meaning that good organizational climate tends to enhance lecturer performance to a high level. It can also be proved by the value of critical ratio = $3.553 > 2.00$ and probability value $0,000 < \alpha = 0,05$.

A good work system or working procedures performed by lecturer has effect on the high intensity of activities conducted to utilize science in an attempt to contribute to society progress. This study supports the findings of some previous researchers that organizational climate has real effect on individual performance [13,46,51,52]. These results contrast with the findings proving that organizational climate has not significant effect on lecturer performance [53].

4.7. Job Satisfaction on Lecturer Performance

The dominant factor reflecting job satisfaction variable is indicated by opportunity of making achievement with the value of loading factor 0.848. It means that the lecturer obtains satisfaction at work caused by their opportunity to make achievement and so contributes 84.80% in clarifying job satisfaction. The effect of job satisfaction on lecturer performance can be attested by the value of *standardized regression weight estimate* 0.337 with positive direction.

The positive-marked coefficient effect means high job satisfaction tends to improve lecturer performance. Another evidence is the value of critical ratio = $2.602 > 2.00$ and probability value $0,009 < \alpha = 0,05$. The result proves that job satisfaction has positive and significant effect on lecturer performance because the lecturers carry out well their obligations into practice that affect the implementation of the lecturer activities by utilizing science in contributing knowledge to academicians and society. This can be seen from the high intensity of the lecturer in performing community service. Job satisfaction provides a real effect on lecturer performance improvement. Another influential factor is the award and recognition given to the lecturers for their achievements and so giving effect on the high intensity of lecturers to do supporting activities such as active in social activities or religious activities. This study supports of previous researches that adduce the significant effect of job satisfaction on individual performance [17,44,47], and it repudiates the findings

providing evidence that job satisfaction has negative and insignificant effect on employee performance [16].

4.8. Linking Work Motivation, Competence and Organizational Climate on Lecturer Performance: The Mediating Role of Job Satisfaction

The test result of the indirect effect of work motivation variable on lecturer performance mediated by job satisfaction was the p-value $0,001 < \alpha = 0,05$ obtained from the interaction of p-value of work motivation on job satisfaction ($0,067 < \alpha = 0,05$) X job satisfaction on lecturer performance ($0,009 > \alpha = 0,05$). These result explains that job satisfaction has significantly act as a mediator in explaining the effect of work motivation on lecturer performance. However, based on the results of the examination to find out the type of mediation, then work satisfaction variable in the research model is not the mediating variable. It means that work motivation has real effect on lecturer performance, work motivation has insignificant effect on job satisfaction, and job satisfaction has a real effect on lecturer performance so without supported by job satisfaction, work motivation has directly real effect on the improvement of lecturer performance to a higher level.

The research result of indirect effect of competence on lecturer performance through the mediating role of job satisfaction has p-value $0,000 < \alpha = 0,05$ gained from the interaction of p-value competence on job satisfaction ($0,000 < \alpha = 0,05$) X job satisfaction on lecturer performance ($0,009 > \alpha = 0,05$).

Job satisfaction significantly acts as mediating variable in explaining the effect of competence on lecturer performance. However, job satisfaction variable in this research model is not the mediating variable. It means that competence has real effect on lecturer performance, competence has significant effect on job satisfaction, and job satisfaction has real effect on lecturer performance, so without support from job satisfaction, competence has a direct real effect on lecturer performance.

The result of the test of indirect effect of organizational climate on lecturer performance through job satisfaction was the P-Value $0,000 < \alpha = 0,05$ obtained from the interaction of P-Value of organizational climate on job satisfaction ($0,015 < \alpha = 0,05$) X job satisfaction on lecturer performance ($0,009 > \alpha = 0,05$).

The test result makes clear that job satisfaction acts significantly as mediator in explaining the effect of organizational climate on lecturer performance. But, the examination of mediator type shows that job satisfaction variable in research model has no mediating role. It means that organizational climate has real effect on lecturer performance, organizational climate has significant effect on job satisfaction, and job satisfaction has real effect on lecturer performance so that without support of job satisfaction the organization climate has direct and real effect on lecturer performance improvement to a higher level.

5. Conclusions and Recommendations

High work motivation has not been able to increase job satisfaction of lecturers because of the low quality of

working relationships in the academic environment resulting in low awareness for lecturers to responsible for everything regarding the completion of their work as lecturers. High competence are likely to be able to increase job satisfaction due to the lecturers viewed that they have sufficient competence in carrying out the process of teaching and learning and other *Tridharma Perguruan Tinggi* (Education and training, research technology transfers, and community service) because lecturers have the knowledge gained from experience.

Good working procedure of lecturers referring to regulation made by government and institution that affect the height opportunity given to lecturers to thrive at work and duties and so increasing the lecturer satisfaction at work and resulting in a climate of good organization can increase job satisfaction. Lack of encouragement of lecturers to improve good relations between fellow lecturer and with leader caused by the lecturers' time spent on other activities instead of their profession as lecturers that they have no much time to build good relationships with other academicians that resulted in the high desire of the lecturers to perform community service, because by doing these activities they have enough time to work on other job outside of his profession as a lecturer so low work motivations turn out to be able to improve the lecturer performance.

High competence, good organizational climate and high job satisfaction can improve performance because the lecturer has ability and knowledge about technology and the use of good working procedures. High improvement on lecturer performance can be done directly, even without the help of job satisfaction. This study recommends, that a change in attitude, behaviour and paradigms is required to increase working motivation through a very important condition, namely increasing the underlying support to work, that their orientation to work is the achievement of success and improvement of everything given to the lecturer as rewards for their work. Increasing lecturer competency can be done through improvement of lecturer capabilities and the capabilities they gained from experience and process of teaching and learning. Organizational climate improvement is done by making repair to a series of workings used by the lecturers in performing duties, and by making improvements in the process of creating and exchanging messages between lecturers, leader or student in a network of academic relationship in which one depends on others.

Granting sufficient opportunity to lecturers to perform better achievements than before and gained by effort and capabilities, and increasing the appreciation and recognition are efforts made in enhancing the job satisfaction. It is required the changes in attitude, behaviour and paradigm for improvement on lecturer performance through a very important condition for currently performance, namely the creation of activities that utilize science in an attempt to make a contribution for the sake of community advancement, and the creation of supporting activities that support the implementation of basic tasks of lecturer. The future researchers are expected to develop this research results by adding some invalid constructs or unit of analysis in analysing antecedent of individual performance.

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