DIE : Jurnal Ilmu Ekonomi dan Manajemen
DOI: https://doi.org/10.30996/die.v15i2
Website: http://jurnal.untag-sby.ac.id/index.php/die/index

The Role of Employee Engagement in Enhancing Perceived Organizational Performance

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Received: May, 2026; Accepted: June, 2026; Published: July, 2026
Permalink/DOI: https://doi.org/10.30996/die.v15i2

Abstract

Organizational performance in higher education institutions is not only determined by formal indicators such as accreditation and productivity, but also by employees' perceptions of organizational effectiveness. These perceptions are influenced by various psychological factors and work experiences, including Work-Life Balance and Employee Well-Being. However, the relationship between these factors and Perceived Organizational Performance does not always occur directly, but can be mediated by Employee Engagement. This study aims to analyze the influence of Work-Life Balance and Employee Well-Being on Perceived Organizational Performance, with Employee Engagement as a mediating variable among female lecturers at private universities in Bali Province. This study employs a quantitative approach with a correlational method. The sample consists of 80 respondents selected using stratified random sampling. Data were collected through questionnaires using a Likert scale, and analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results show that Work-Life Balance and Employee Well-Being have a positive and significant effect on Employee Engagement and Perceived Organizational Performance. In addition, Employee Engagement also has a positive and significant effect on Perceived Organizational Performance and is able to mediate the relationship between Work-Life Balance and Employee Well-Being on Perceived Organizational Performance. These findings indicate that improving Work-Life Balance and Employee Well-Being can strengthen Employee Engagement, which in turn enhances positive perceptions of organizational performance. Therefore, higher education institutions need to develop policies that support Work-Life Balance and Employee Well-Being in order to improve Employee Engagement and overall organizational performance.

Keywords: Work-Life Balance, Employee Well-Being, Employee Engagement, Perceived Organizational Performance.
JEL Classification: M12, M54, I23

ISSN. 0216-6488 (Print), 2775-7935 (Online)

INTRODUCTION

Higher education institutions play a strategic role in human resource development and the advancement of knowledge through the implementation of the three pillars of higher education, namely education, research, and community service. In fulfilling these functions, the organizational performance of higher education institutions is largely determined by the contribution of human resources, particularly lecturers as key actors in academic activities. Traditionally, organizational performance in higher education has been assessed using formal indicators such as institutional accreditation, governance quality, and scientific publication productivity. Institutional accreditation, for instance, serves as an important indicator because it reflects the extent to which an institution meets the national standards of higher education established by the National Accreditation Board for Higher Education (BAN-PT) (Prasetyo & Jabar, 2020). Nevertheless, such administrative measures do not fully capture employees' internal perceptions of organizational effectiveness and success.

From the perspective of modern organizational management, organizational performance should not be evaluated solely on the basis of objective indicators but also through employees' perceptions of the institution's ability to achieve its strategic objectives. The concept of Perceived Organizational Performance (POP) emphasizes the importance of employees' perceptions in assessing organizational effectiveness, as such perceptions may influence work attitudes, organizational commitment, and employee behavior (Schnake & Dumler, 2003; Riza et al., 2025). Previous studies have indicated that employees' perceptions of organizational performance are often influenced by psychological conditions and work experiences, including organizational support, the quality of workplace relationships, and employee well-being (Kristanto & Susanto, 2022). This suggests the existence of a gap between formal organizational performance indicators and employees' internal perceptions of organizational performance.

One important factor that may influence employees' perceptions of organizational performance is Work-Life Balance, which refers to an individual's ability to manage and balance work-related demands with personal and family responsibilities. In the higher education context, lecturers face complex professional demands, including teaching, research, scientific publication, and various administrative responsibilities. These substantial demands may create conflicts between work and personal roles, potentially affecting lecturers' perceptions of the institutions in which they work. Noor and Maad (2018) found that Work-Life Balance positively influences work-related attitudes and employees' perceptions of their organizations, as a healthy balance between work and personal life can enhance job satisfaction and employee involvement. Similarly, Putra and Dewi (2023) found that lecturers' Work-Life Balance plays an important role in shaping positive perceptions of the academic environment and organizational performance in higher education institutions.

In addition to Work-Life Balance, Employee Well-Being is another important factor in shaping employees' perceptions of their organizations. Employee Well-Being refers to employees' overall state of well-being, encompassing physical, psychological, social, and financial dimensions

experienced within the workplace. Employees with higher levels of well-being tend to demonstrate more positive work attitudes, stronger organizational commitment, and more favorable perceptions of their organizations (Asmuni & Santoso, 2020). In higher education institutions, lecturers' well-being is closely associated with factors such as academic workload, financial security, organizational support, and opportunities for career development. Bakker and Demerouti (2017) emphasize that employee well-being is an important factor in fostering work engagement and developing positive perceptions of the organization.

However, the relationships among Work-Life Balance, Employee Well-Being, and Perceived Organizational Performance may not always occur directly. The human resource management literature suggests that Employee Engagement may function as a psychological mechanism that mediates these relationships. Employee Engagement refers to the degree of employees' emotional, cognitive, and behavioral attachment to their work and organization (Bakker & Albrecht, 2022). Setiawan and Hidayat (2021) demonstrated that employee engagement can strengthen the relationship between various human resource management practices and perceived organizational performance. Therefore, examining Employee Engagement as a mediating mechanism may provide a more comprehensive understanding of how employees' work experiences and well-being contribute to their perceptions of organizational performance.

Accordingly, this study aims to examine the effects of Work-Life Balance and Employee Well-Being on Perceived Organizational Performance, with Employee Engagement serving as a mediating variable among lecturers at private universities in Bali Province. Theoretically, this study is expected to contribute to the existing literature by providing further insight into the psychological and work-related factors that shape perceptions of organizational performance in the higher education sector. Practically, the findings are expected to provide valuable recommendations for higher education managers in developing policies and practices that promote Work-Life Balance, enhance Employee Well-Being, and strengthen lecturers' Employee Engagement, thereby contributing to more positive perceptions of organizational performance.

METHOD

This study employed a quantitative approach using a correlational research design to examine the relationships and effects among Work-Life Balance, Employee Well-Being, Employee Engagement, and Perceived Organizational Performance among lecturers at private higher education institutions. The study was conducted at private universities in Bali Province, specifically in Denpasar City, focusing on institutions with institutional accreditation ratings ranging from "Very Good" to "Excellent." The selected institutions were Universitas Mahasaraswati Denpasar, Universitas Pendidikan Nasional, and Universitas Bali Internasional.

The study population comprised all permanent lecturers employed at private universities in Denpasar City. The sample was selected using a stratified random sampling technique. Based on the sample size calculation using Slovin's formula, a total of 80 respondents were obtained, which was considered representative of the

ISSN. 0216-6488 (Print), 2775-7935 (Online)

study population. Data were collected through a survey using a structured questionnaire developed based on the theoretical indicators of each research variable. All variables were measured using a five-point Likert scale to quantitatively assess respondents' perceptions of Work-Life Balance, Employee Well-Being, Employee Engagement, and Perceived Organizational Performance.

The data consisted of primary and secondary data. Primary data were obtained directly from respondents through the completion of the questionnaire, while secondary data were obtained from institutional documents, official university reports, and relevant scientific literature. The data were subsequently analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) to examine both the direct and indirect relationships among the variables in the proposed research model, including the mediating role of Employee Engagement. The analysis involved several stages, including instrument validity and reliability testing, evaluation of the outer model to assess the adequacy of the measurement indicators, and evaluation of the inner model to assess the structural relationships and test the proposed research hypotheses.

RESULTS AND DISCUSSION

Research Results

Convergent Validity

Table 1. Outer Loadings

Indicator	Employee Engagement	Employee Well-Being	Perceived Organizational Performance	Work-Life Balance
EPE1	0.637	–	–	–
EPE2	0.766	–	–	–
EPE3	0.782	–	–	–
EPE4	0.765	–	–	–
EWB1	–	0.738	–	–
EWB2	–	0.659	–	–
EWB3	–	0.771	–	–
EWB4	–	0.802	–	–
POP1	–	–	0.702	–
POP2	–	–	0.785	–
POP3	–	–	0.723	–
POP4	–	–	0.651	–
WLB1	–	–	–	0.848
WLB2	–	–	–	0.739
WLB3	–	–	–	0.681
WLB4	–	–	–	0.708

Source: Processed data, 2026.

Based on the outer model assessment, all indicators measuring Work-Life Balance, Employee Well-Being, Employee Engagement, and Perceived Organizational Performance meet the criteria for convergent validity and are therefore suitable for subsequent analysis. In addition to examining the outer loadings, convergent validity was further assessed using the Average Variance Extracted (AVE).

Average Variance Extracted (AVE)

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Employee Engagement	0.548
Employee Well-Being	0.554
Perceived Organizational Performance	0.514
Work-Life Balance	0.558

Source: Processed data, 2026.

The results of the Average Variance Extracted (AVE) assessment indicate that all constructs in the measurement model meet the recommended criterion for convergent validity. The AVE values range from 0.514 to 0.558, indicating that each construct explains more than half of the variance of its respective indicators. Therefore, all indicators demonstrate adequate convergent validity and are suitable for further analysis.

Discriminant Validity

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Discriminant validity was assessed to ensure that each latent construct is empirically distinct from the other constructs in the model. A construct is considered to demonstrate adequate discriminant validity when the loading of each indicator on its associated construct is higher than its cross-loadings on the other constructs.

Table 3. Discriminant Validity: Cross-Loadings

Indicator	Employee Engagement	Employee Well-Being	Perceived Organizational Performance	Work-Life Balance
EPE1	**0.637**	0.545	0.487	0.369
EPE2	**0.766**	0.586	0.583	0.548
EPE3	**0.782**	0.701	0.707	0.620
EPE4	**0.765**	0.537	0.689	0.661
EWB1	0.588	**0.738**	0.532	0.680
EWB2	0.449	**0.659**	0.495	0.556
EWB3	0.604	**0.771**	0.561	0.433
EWB4	0.709	**0.802**	0.793	0.581
POP1	0.647	0.647	**0.702**	0.512
POP2	0.653	0.712	**0.785**	0.493
POP3	0.558	0.497	**0.723**	0.592
POP4	0.550	0.469	**0.651**	0.668
WLB1	0.658	0.556	0.647	**0.848**
WLB2	0.493	0.546	0.473	**0.739**
WLB3	0.500	0.596	0.561	**0.681**
WLB4	0.582	0.549	0.635	**0.708**

Source: Processed data, 2026.

ISSN. 0216-6488 (Print), 2775-7935 (Online)

The cross-loading results indicate that all indicators have their highest loading on their respective constructs. Accordingly, Work-Life Balance, Employee Well-Being, Employee Engagement, and Perceived Organizational Performance demonstrate adequate discriminant validity. These findings confirm that the constructs are sufficiently distinct from one another and can be retained for subsequent structural model analysis.

Reliability Assessment: Cronbach's Alpha and Composite Reliability

Table 4. Cronbach's Alpha and Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability
Employee Engagement	0.725	0.828
Employee Well-Being	0.733	0.832
Perceived Organizational Performance	0.783	0.808
Work-Life Balance	0.733	0.834

Source: Processed data, 2026.

The reliability assessment based on Cronbach's alpha and composite reliability demonstrates that all constructs meet the recommended reliability criteria. Cronbach's alpha values range from 0.725 to 0.783, while composite reliability values range from 0.808 to 0.834. These results indicate that the measurement instruments have satisfactory internal consistency and are sufficiently reliable for further analysis.

Structural Model Assessment

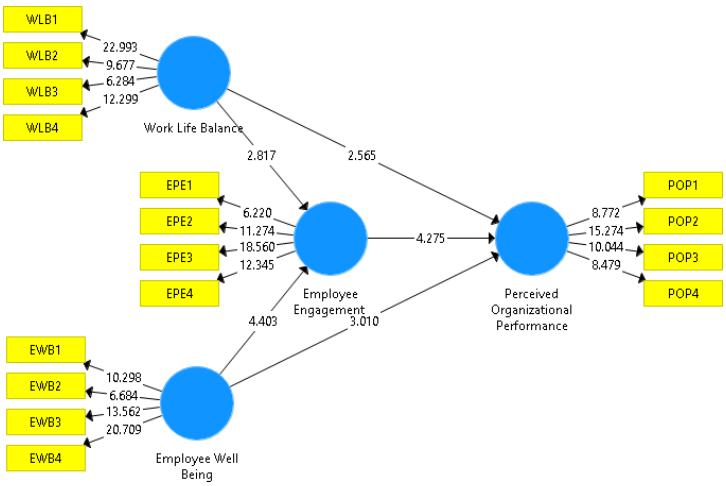

Figure 1. Structural Model

After the outer model was found to meet the required criteria, the analysis proceeded to the inner model or structural model assessment. The structural model was evaluated to examine the relationships among the constructs and assess the explanatory power of the proposed model. The R-square (R^2) value was used to determine the extent to which the exogenous variables explain the variance in the endogenous constructs. The structural model results obtained using SEM-PLS are presented below.

R-Square

Table 5. R-Square Values

Endogenous Variable	R-Square	Adjusted R-Square
Employee Engagement	0.699	0.691
Perceived Organizational Performance	0.789	0.781

Source: Processed data, 2026.

The results of the R-square assessment indicate that Employee Engagement has an R^2 value of 0.699 and an adjusted R^2 value of 0.691. This indicates that 69.9% of the variance in Employee Engagement can be explained by the independent variables included in the research model, while the remaining 30.1% is explained by factors outside the model. Meanwhile, Perceived Organizational Performance has an R^2 value of 0.789 and an adjusted R^2 value of 0.781. This indicates that 78.9% of the variance in Perceived Organizational Performance is explained by the constructs included in the model, while the remaining 21.1% is attributable to other factors not examined in this study. Overall, these R^2 values indicate that the proposed structural model has substantial explanatory power in accounting for variations in the endogenous constructs.

Hypothesis Testing

Table 6. Path Coefficients and Hypothesis Testing

Relationship	Original Sample (O)	Sample Mean (M)	STDEV	T-Statistics	P-Values
Employee Engagement → Perceived Organizational Performance	0.418	0.424	0.098	4.275	0.000
Employee Well-Being → Employee Engagement	0.539	0.539	0.122	4.403	0.000
Employee Well-Being → Perceived Organizational Performance	0.303	0.301	0.101	3.010	0.003
Work-Life Balance → Employee Engagement	0.352	0.358	0.125	2.817	0.005
Work-Life Balance → Perceived Organizational Performance	0.241	0.237	0.094	2.565	0.011

Source: Processed data, 2026.

The hypothesis testing results based on the bootstrapping procedure in SEM-PLS indicate that all proposed direct relationships among the constructs are statistically significant.

1. **Effect of Work-Life Balance on Employee Engagement**
   The hypothesis testing results show that Work-Life Balance has a positive and significant effect on Employee Engagement, with a path coefficient of 0.352, a t-statistic of 2.817, and a p-value of 0.005. Since the t-statistic exceeds 1.96 and the p-value is below 0.05, the relationship is statistically significant. Therefore, the hypothesis proposing that Work-Life Balance positively affects Employee Engagement is supported.

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2. **Effect of Work-Life Balance on Perceived Organizational Performance**
   The results indicate that Work-Life Balance has a positive and significant effect on Perceived Organizational Performance, with a path coefficient of 0.241, a t-statistic of 2.565, and a p-value of 0.011. The t-statistic exceeds the critical value of 1.96, while the p-value is below 0.05, indicating a statistically significant relationship. Therefore, the hypothesis proposing that Work-Life Balance affects Perceived Organizational Performance is supported.
3. **Effect of Employee Well-Being on Employee Engagement**
   The bootstrapping results indicate that Employee Well-Being has a positive and significant effect on Employee Engagement. The path coefficient is 0.539, with a t-statistic of 4.403 and a p-value of 0.000. Because the t-statistic is substantially higher than 1.96 and the p-value is below 0.05, the relationship is statistically significant. Thus, the hypothesis proposing that Employee Well-Being positively affects Employee Engagement is supported.
4. **Effect of Employee Well-Being on Perceived Organizational Performance**
   The results show that Employee Well-Being has a positive and significant effect on Perceived Organizational Performance, with a path coefficient of 0.303, a t-statistic of 3.010, and a p-value of 0.003. The t-statistic exceeds 1.96 and the p-value is below 0.05, confirming that the relationship is statistically significant. Therefore, the hypothesis proposing that Employee Well-Being affects Perceived Organizational Performance is supported.
5. **Effect of Employee Engagement on Perceived Organizational Performance**
   The bootstrapping results indicate that Employee Engagement has a positive and significant effect on Perceived Organizational Performance. The path coefficient is 0.418, with a t-statistic of 4.275 and a p-value of 0.000. Since the t-statistic exceeds 1.96 and the p-value is below 0.05, the relationship is statistically significant. Therefore, the hypothesis proposing that Employee Engagement positively affects Perceived Organizational Performance is supported.

Specific Indirect Effects

Table 7. Results of Indirect Effect Testing

Indirect Relationship	Original Sample (O)	Sample Mean (M)	STDEV	T-Statistics	P-Values
Employee Well-Being → Employee Engagement → Perceived Organizational Performance	0.225	0.230	0.080	2.828	0.005
Work-Life Balance → Employee Engagement → Perceived Organizational Performance	0.147	0.151	0.065	2.275	0.023

Source: Processed data, 2026.

The indirect effect analysis indicates that Work-Life Balance significantly affects Perceived Organizational Performance through Employee Engagement. The SmartPLS bootstrapping results show an indirect path coefficient of 0.147, with a t-statistic of 2.275 and a p-value of 0.023. Since the t-statistic exceeds 1.96 and the p-value is below 0.05, the indirect effect is statistically significant. Therefore,

Employee Engagement significantly mediates the relationship between Work-Life Balance and Perceived Organizational Performance.

Similarly, the results indicate that Employee Well-Being has a significant indirect effect on Perceived Organizational Performance through Employee Engagement. The indirect path coefficient is 0.225, with a t-statistic of 2.828 and a p-value of 0.005. The t-statistic exceeds the critical value of 1.96 and the p-value is below 0.05, indicating a statistically significant indirect effect. Thus, Employee Engagement significantly mediates the relationship between Employee Well-Being and Perceived Organizational Performance.

Discussion

Effect of Work-Life Balance on Perceived Organizational Performance

The findings demonstrate that Work-Life Balance has a positive and significant effect on Perceived Organizational Performance. This indicates that the better the balance between work and personal life among female lecturers, the more positively they perceive their organization's performance. Theoretically, Work-Life Balance can reduce role conflict and enhance job satisfaction, which subsequently influences individuals' evaluations of their organizations. When organizations provide adequate support for employees to balance their professional and personal responsibilities, employees are more likely to develop favorable perceptions of organizational performance (Haar et al., 2021).

This balance is particularly important for female lecturers because they may simultaneously navigate multiple professional and personal roles. Therefore, organizational policies that provide flexibility and support for work-life integration may strengthen positive perceptions of organizational performance. This finding is consistent with Wolor et al. (2022), who reported that Work-Life Balance contributes to improved perceptions of organizational performance through mechanisms such as job satisfaction and organizational commitment.

Effect of Employee Well-Being on Perceived Organizational Performance

The findings show that Employee Well-Being has a positive and significant effect on Perceived Organizational Performance. This finding indicates that higher levels of well-being among female lecturers are associated with more positive perceptions of organizational performance. Employee Well-Being encompasses physical, psychological, and social dimensions that shape employees' experiences in the workplace. Employees who experience better well-being are more likely to demonstrate positive attitudes, greater work motivation, and stronger commitment to their organizations, which may contribute to more favorable perceptions of organizational performance.

In the context of higher education, lecturers' well-being is particularly important because their individual experiences and organizational commitment can influence the achievement of institutional objectives. A supportive organizational environment can strengthen employees' commitment and encourage their contribution to organizational sustainability. Goca et al. (2020) demonstrate that

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organizational competency and organizational commitment play important roles in supporting organizational sustainability, highlighting the importance of employee-related factors in achieving sustainable organizational outcomes. Therefore, lecturers who perceive that their well-being is adequately supported by their institution are more likely to experience positive working conditions and evaluate organizational performance more favorably. These findings reinforce the view that employee-related conditions and organizational commitment are important elements in strengthening organizational performance and sustainability.

Effect of Employee Engagement on Perceived Organizational Performance

The findings indicate that Employee Engagement has a positive and significant effect on Perceived Organizational Performance. This means that the stronger lecturers' engagement with their organization, the more favorable their perceptions of organizational performance. Employee Engagement reflects employees' emotional, cognitive, and behavioral involvement in their work and organization. Highly engaged employees tend to demonstrate greater dedication, enthusiasm, and commitment to their roles.

Saks (2022) identifies Employee Engagement as an important factor contributing to organizational effectiveness. Within higher education, highly engaged lecturers are more likely to actively participate in academic activities and demonstrate a strong sense of responsibility toward their institutions. These behaviors can contribute to more positive perceptions of organizational performance. This finding is further supported by Bakker and Albrecht (2022), who emphasize the significant contribution of Employee Engagement to organizational performance.

Effect of Work-Life Balance on Employee Engagement

The results demonstrate that Work-Life Balance has a positive and significant effect on Employee Engagement. This finding suggests that a healthy balance between professional and personal life can strengthen lecturers' engagement with their organizations. Theoretically, Work-Life Balance enables individuals to manage competing role demands more effectively, thereby reducing stress and preserving psychological and physical energy for work-related activities. These conditions can encourage employees to become more engaged in their work.

Kim and Park (2022) explain that Work-Life Balance can enhance Employee Engagement through improved psychological well-being. For female lecturers in particular, organizational support for balancing multiple roles may therefore represent an important mechanism for strengthening their attachment and engagement with the institution.

Effect of Employee Well-Being on Employee Engagement

The findings indicate that Employee Well-Being has a positive and significant effect on Employee Engagement. In other words, higher levels of lecturer well-being are associated with stronger engagement with the organization. Adequate well-being creates more positive psychological conditions and can

enhance employees' motivation to invest their energy and attention in their work. Kwon and Kim (2022) argue that psychological well-being can enhance individuals' intrinsic motivation, thereby encouraging greater work engagement. Similarly, Zhang et al. (2022) demonstrate that Employee Well-Being has a significant positive effect on Employee Engagement. In the higher education context, maintaining lecturers' well-being may strengthen their sense of belonging and reinforce their engagement with their institution.

Effect of Work-Life Balance on Perceived Organizational Performance through Employee Engagement

The findings demonstrate that Employee Engagement significantly mediates the relationship between Work-Life Balance and Perceived Organizational Performance. This indicates that Work-Life Balance affects perceived organizational performance not only directly but also indirectly by strengthening employee engagement. Bakker and Albrecht (2022) explain that Employee Engagement can function as a psychological mechanism linking human resource management practices to organizational performance. In this study, a favorable Work-Life Balance may enhance lecturers' engagement with their institution, which subsequently contributes to more positive perceptions of organizational performance. This finding is also consistent with Kim and Park (2022), who reported that Work-Life Balance contributes to Employee Engagement through improved psychological well-being.

Effect of Employee Well-Being on Perceived Organizational Performance through Employee Engagement

The results demonstrate that Employee Engagement significantly mediates the relationship between Employee Well-Being and Perceived Organizational Performance. This finding suggests that employee well-being contributes to positive perceptions of organizational performance partly by fostering stronger employee engagement. Saks (2022) emphasizes that employee well-being represents an important factor in fostering Employee Engagement, which can subsequently contribute to organizational performance. Similarly, Krekel et al. (2021) highlight the relationship between employee well-being, employee engagement, and organizational performance. In the context of higher education, lecturers who experience greater well-being are more likely to become engaged in their work and develop more favorable perceptions of their institutions. Therefore, Employee Engagement serves as an important mechanism linking Employee Well-Being with Perceived Organizational Performance.

CONCLUSION

Based on the findings, it can be concluded that Work-Life Balance and Employee Well-Being play important roles in enhancing Employee Engagement and Perceived Organizational Performance among female lecturers at private

ISSN. 0216-6488 (Print), 2775-7935 (Online)

higher education institutions in Bali Province. Work-Life Balance was found to significantly enhance lecturers' engagement with their organizations while also contributing to more positive perceptions of organizational performance. Similarly, Employee Well-Being contributes to stronger Employee Engagement and more favorable evaluations of organizational performance. Furthermore, Employee Engagement has a significant positive effect on Perceived Organizational Performance, indicating that higher levels of lecturer engagement are associated with more positive perceptions of organizational performance. The findings also confirm that Employee Engagement serves as a mediating mechanism through which Work-Life Balance and Employee Well-Being influence Perceived Organizational Performance. Thus, improving lecturers' work-life balance and well-being can strengthen their engagement, which ultimately contributes to more positive perceptions of organizational performance.

Private higher education institutions in Bali Province are encouraged to strengthen policies and practices that support lecturers' Work-Life Balance and Employee Well-Being, particularly for female lecturers who may face multiple and competing roles. Such efforts can include the implementation of proportional workload management, flexible work arrangements, and the provision of a conducive and supportive work environment. In addition, enhancing lecturer well-being through adequate workplace facilities, performance recognition, and opportunities for career development should be considered a strategic priority. These initiatives are expected to strengthen Employee Engagement, which in turn can contribute to more positive perceptions of organizational performance.

Future research is encouraged to extend the proposed model by incorporating additional variables, such as leadership, organizational culture, job satisfaction, and Perceived Organizational Support, to obtain a more comprehensive understanding of the factors influencing Perceived Organizational Performance. Future studies may also expand the research setting by involving different types of higher education institutions and conducting comparative analyses based on gender. Such extensions may provide broader empirical insights into the determinants of perceived organizational performance in the higher education sector.

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