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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, INTERNAL COMMUNICATION, AND WORK MOTIVATION ON LECTURERS' PERFORMANCE THROUGH JOB SATISFACTION AT UNIVERSITAS PANCASAKTI TEGAL, INDONESIA

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Abstract

Lecturers' performance is key to accomplishing academic excellence and improving the rankings of universities. This research examines the impact of transformational leadership, internal communication, and work motivation on the performance of lecturers at Universitas Pancasakti Tegal, with job satisfaction as a mediating variable. Data were collected from 102 lecturers using a structured questionnaire, and the interrelationships between variables were examined with SmartPLS 3. Findings indicate that internal communication and work motivation positively contribute to job satisfaction, which increases lecturers' performance. Transformational leadership did not have a direct impact, though. The findings highlight the primacy of job satisfaction in achieving academic success and provide practical implications for the performance improvement of lecturers through institutional support systems.

Keywords: Transformational leadership, internal communication, work motivation, job satisfaction, lecturers' performance, higher education, Webometrics ranking



INTRODUCTION

In an era of rapid educational change and increasing global competition, higher education institutions are under significant pressure to ensure the quality of their academic outcomes. One crucial aspect in this endeavour is the performance of lecturers, which significantly affects both the academic achievement of students and the reputation of universities (Sahertian, 2020). High-performing lecturers do not only deliver knowledge effectively but also contribute to curriculum development, research outputs, and community service. As such, the factors that influence lecturers' performance have gained increasing attention from scholars and educational administrators. Among the many factors influencing lecturers' performance, transformational leadership, internal communication, and work motivation have emerged as central themes. Transformational leadership, a leadership style characterised by inspirational motivation, intellectual stimulation, and individualised consideration, has been found to foster positive attitudes, commitment, and productivity among academic staff (Bass & Riggio, 2006). Similarly, internal communication the process by which information is shared within an organisation plays a vital role in creating a transparent, cohesive, and engaged academic environment (Robbins & Judge, 2019). Work motivation, which drives employees to act toward organisational goals, is another core determinant of employee output, especially in knowledge-based institutions such as universities (Herzberg, 2009). However, the mere presence of effective leadership, good communication, and strong motivation does not automatically translate into optimal lecturer performance. Job satisfaction, defined as the extent to which lecturers feel content with their roles, responsibilities, and work environment, is often cited as a mediating factor (Luthans, 2011). Lecturers who experience satisfaction in their work are more likely to demonstrate commitment, creativity, and resilience, thereby enhancing their performance (Judge et al., 2001). In the context of Universitas Pancasakti Tegal, a private university in Indonesia, understanding these interrelationships is particularly relevant. As a university striving for academic excellence and national recognition, it is important to explore how transformational leadership, internal communication, and work motivation affect lecturer performance, and how job satisfaction mediates these effects. Limited research exists on this topic in the Indonesian private university setting, thereby creating a gap in both theoretical understanding and practical application. This study aims to fill this gap by empirically examining the influence of transformational leadership, internal communication, and work motivation on the performance of lecturers at Universitas Pancasakti Tegal, with job satisfaction as a mediating variable. The findings are expected to provide valuable insights for university administrators, policymakers, and academic leaders in designing effective strategies to enhance lecturer performance.

Transformational Leadership

Transformational leadership is a leadership approach in which leaders motivate and inspire followers to go beyond their self-interests in the interest of the organization and accomplish extraordinary results. Transformational leadership focuses on vision, communication, empowerment, and the leader's and followers' transformation to a higher plane of motivation and morality. It was originally defined by James MacGregor Burns (1978) and later developed by Bernard Bass (1985), who defined transformational leadership as consisting of four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Goleman (2018:): "Leadership is not about being in control; it is about caring for the people in your charge by giving them the right environment, resources, and inspiration." Kotter (2018:): "Leadership is the capacity to establish a vision, empower others, and promote change to get desired results." Kouzes and Posner (2018:): "Leadership is the art of mobilizing others to struggle for shared aspirations." Schein (2020): "Leadership is the ability to influence others by creating and managing meaning and culture." What leaders need to learn is how to create a social architecture that gets highly intelligent people to collaborate effectively with each other, and to tap into their own creativity.

Internal Communication

Communication is broadly characterized as the procedure of exchanging information and understanding starting with one individual or gathering and ending with another. Robbins and Judge (2019) characterize communication as "the transfer and understanding of meaning." Internal communication is the procedure of sharing information, ideas, and input within an organization with a specific end goal to accomplish shared objectives. Welch and Jackson (2007) state that "internal communication is a strategic management function that facilitates engagement, trust, and organizational alignment. "This variable is investigated through the accompanying dimensions: Information Delivery (X2.1): Efficient delivery of information regarding regulations and work-related issues ensures that all members are well-informed and aligned with organizational objectives. According to Tourish and Hargie (2004), "clear and consistent information delivery enhances employee understanding and reduces uncertainty." Information Sharing (X2.2): Sharing pertinent updates consistently and in a timely manner helps maintain transparency and augments trust among members. This dimension highlights the significance of openness in communication. Men and Bowen (2018) state that "open and timely information sharing fosters trust and engagement in organizations." Coordination (X2.3): Coordination among members ensures smooth task completion. It also includes providing an environment where different perspectives are valued and respected. According to Clampitt et al.

(2019), "effective coordination in internal communication streamlines workflow and strengthens team collaboration. "Overall Communication Quality (X2.4): High-quality communication, which is clear, timely, and includes constructive feedback, ensures that team goals are unmistakably understood and actualized. Downs and Adrian (2020) assert that "the quality of internal communication significantly influences employee satisfaction and organizational effectiveness."

Work Motivation

Work motivation involves the psychological forces that affect the direction, intensity, and persistence of an individual's efforts to reach a specific goal. Robbins and Judge (2019) describe work motivation as "a process that accounts for the intensity, direction, and persistence of an individual's efforts toward achieving a goal." In academia, work motivation involves intrinsic and extrinsic drivers that motivate faculty and staff to accomplish educational objectives and enhance student outcomes. Deci and Ryan (2018) posit that "motivation in educational settings involves developing an environment that supports both intrinsic and extrinsic motivators to enhance performance and satisfaction." Motivation governs decisions made by individuals among alternative forms of voluntary activity (Vroom, 2020). Herzberg (2019) posits that work motivation is caused by factors that generate satisfaction (motivators) and prevent dissatisfaction (hygiene factors). Maslow (2019) asserts that motivation results from the urge to satisfy basic needs, moving from physiological needs to self-actualization. Locke and Latham (2020) contend that motivation at work is caused by the process of setting goals, where specific and challenging goals lead to enhanced performance through increased effort and persistence.

Job Satisfaction

Job satisfaction is typically described as a positive emotional state resulting from the evaluation of one's job or work experience. Locke (2019) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or work experiences." In higher education institutions, job satisfaction pertains to the happiness and contentment faculty and staff gain from their job, responsibilities, and working environment. Spector (2020) defines job satisfaction in academia as "the extent to which faculty and staff feel positive about their jobs and working conditions." Job satisfaction is a set of feelings that an individual has towards his or her job (Robbins & Hakim, 2019). Greenberg and Baron (2020) write that "job satisfaction is an individual's cognitive, affective, and evaluative reactions to his or her job." Likewise, Hoppock (2019) defines job satisfaction as "a combination of psychological, physiological, and environmental states that cause a person to say they are satisfied with their

job." Weiss (2020) further clarifies that "job satisfaction represents a person's evaluative judgment about his or her job."

Lecturer Performance

Employee performance is the efficiency and effectiveness of an individual in performing their job tasks. Campbell et al. (2019) conceptualize employee performance as "the extent to which an employee successfully fulfils the duties and responsibilities associated with their job role." In universities, employee performance pertains to the effectiveness of faculty and staff in teaching, research, administrative duties, and interaction with students. Bishop (2020) conceptualizes employee performance in this regard as "the ability of faculty and staff to meet or exceed their job expectations, contribute to the goals of the institution, and positively impact student outcomes." Employee performance is employees' behaviour and work outcomes that add value to the accomplishment of organizational objectives (Robinson and Hakim, 2020). Schmidt and Hunter (2019): "Employee performance includes task performance (how well an individual performs his/her job duties) and contextual performance (how well an individual contributes to the organizational environment)." Kraiger et al. (2020): "Employee performance includes skills, behaviours, and outcomes that contribute to the overall effectiveness of the organization." Murphy and Cleveland (2020): "Employee performance is the effectiveness of employees in carrying out their job duties, contributing to the success of the organization, and achieving their performance goals."

MATERIALS AND METHODS

This study adopts a quantitative research design, rooted in the philosophy of positivism, to examine the impact of transformational leadership, internal communication, and work motivation on lecturers' performance, mediated by job satisfaction. The research utilizes statistical tools to test hypotheses based on data collected via structured instruments. The research is conducted at Universitas Pancasakti Tegal (UPS Tegal), a reputable institution in Central Java, Indonesia. The university comprises 7 faculties and 20 study programs, offering undergraduate, postgraduate, and professional education in fields such as law, economics, engineering, education, health sciences, social sciences, and agriculture. The population includes all lecturers at UPS Tegal, comprising 165 YPP lecturers, 11 PNS lecturers, 10 NIDK lecturers, and 3 new staff (Capeg). A total of 153 lecturers with more than 5 years of experience were selected using saturated sampling (census method), based on criteria of loyalty, motivation, and communication skills across departments.

The research uses primary data (questionnaire responses from lecturers) and secondary data (literature, articles, and researcher observations). Observations were made over six months while the researcher served as a staff member at the university's postgraduate program. The primary data collection tool is a closed-ended questionnaire using a Likert scale (1 The questionnaire covers five key variables: transformational leadership, internal communication, work motivation, job satisfaction, and lecturers' performance. The data collection process includes designing, distributing (physically or electronically), collecting responses, and analysing data statistically. A pilot test ensures validity and reliability.

The data was analysed with Structural Equation Modelling (SEM) through SmartPLS3. The measurement model was examined with Cronbach's alpha, composite reliability, and Average Variance Extracted (AVE) to establish construct validity. The structural model was analysed by observing path coefficients, R^2 values, and levels of significance through bootstrapping, which allowed the recognition of direct as well as indirect effects between the variables.

RESULTS

Respondent Description

This study involved 102 academic staff from Universitas Pancasakti Tegal Indonesia to assess how transformational leadership, internal communication, and work motivation affect lecturers' performance through job satisfaction.

Table 1. Respondent Description

Category	Sub-category	Frequency (n)	Percentage (%)
Gender	Male	66	64.71%
	Female	36	35.29%
	Total	102	100%
Age Range	Below 30 years	25	24.51%
	30–40 years	34	33.33%
	41–50 years	28	27.45%
	Over 50 years	12	11.76%
	Total	102	100%
Teaching Experience	0–5 years	21	20.59%
	6–10 years	20	19.61%
	11–15 years	18	17.65%
	Over 15 years	42	41.18%
	Total	102	100%

The study sample is well-distributed across gender, age groups, and levels of teaching experience, with the majority being male, aged 30–40, and having over 15 years of teaching experience. This balance supports the representativeness of the study's findings.

Table 2. Results of Inter-Variable Influence Tests

Hypothesis	Path (Direction)	Effect Size	t-value	p-value	Description	Decision
H ₁	Transformational Leadership → Lecturers' Performance	-0.113	0.572	0.568	No influence	Rejected
H ₂	Internal Communication → Lecturers' Performance	0.036	0.189	0.851	No influence	Rejected
H ₃	Work Motivation → Lecturers' Performance	0.300	1.870	0.062	No influence	Rejected
H ₄	Transformational Leadership → Job Satisfaction	-0.105	0.926	0.355	No influence	Rejected
H ₅	Internal Communication → Job Satisfaction	0.446	3.863	0.000	Influence	Accepted
H ₆	Work Motivation → Job Satisfaction	0.583	6.841	0.000	Influence	Accepted
H ₇	Job Satisfaction → Lecturers' Performance	0.403	2.231	0.026	Influence	Accepted
H ₈	Transformational Leadership → Job Satisfaction → Lecturers' Performance	-0.042	0.810	0.418	No Influence	Rejected
H ₉	Internal Communication → Job Satisfaction → Lecturers' Performance	0.180	2.009	0.045	Influence	Accepted
H ₁₀	Work Motivation → Job Satisfaction → Lecturers' Performance	0.235	2.031	0.043	Influence	Accepted

DISCUSSION

1. Hypothesis One (H_1) states that "There is an influence of Transformational Leadership on Lecturers' Performance." The analysis results show an effect size of -0.113, a t-value of 0.572 (less than 1.96), and a p-value of 0.568 (greater than 0.05). Since the t-value is below the threshold and the p-value is not significant, this indicates that Transformational Leadership has no influence on Lecturers' Performance. Thus, H_1 is rejected
2. Hypothesis Two (H_2) states that "There is an influence of Internal Communication on Lecturers' Performance." The effect size is 0.036, the t-value is 0.189 (less than 1.96), and the p-value is 0.851 (greater than 0.05). These results suggest that Internal Communication has no influence on Lecturers' Performance. Therefore, H_2 is rejected
3. Hypothesis Three (H_3) states that "There is an influence of Work Motivation on Lecturers' Performance." The effect size is 0.300, the t-value is 1.870 (less than 1.96), and the p-value is 0.062 (greater than 0.05). Since the significance level is above 0.05, Work Motivation does not significantly influence Lecturers' Performance. Thus, H_3 is rejected.
4. Hypothesis Four (H_4) states that "There is an influence of Transformational Leadership on Job Satisfaction." The effect size is -0.105, the t-value is 0.926 (less than 1.96), and the p-value is 0.355 (greater than 0.05). These results indicate that Transformational Leadership does not influence Job Satisfaction. Therefore, H_4 is rejected.
5. Hypothesis Five (H_5) states that "There is an influence of Internal Communication on Job Satisfaction." The effect size is 0.446, the t-value is 3.863 (greater than 1.96), and the p-value is 0.000 (less than 0.05). Since both the t-value and p-value confirm significance, Internal Communication has a positive influence on Job Satisfaction. Thus, H_5 is accepted.
6. Hypothesis Six (H_6) states that "There is an influence of Work Motivation on Job Satisfaction." The effect size is 0.583, the t-value is 6.841 (greater than 1.96), and the p-value is 0.000 (less than 0.05). These results indicate that Work Motivation positively influences Job Satisfaction. Therefore, H_6 is accepted.
7. Hypothesis Seven (H_7) states that "There is an influence of Job Satisfaction on Lecturers' Performance." The effect size is 0.403, the t-value is 2.231 (greater than 1.96), and the p-value is 0.026 (less than 0.05). Since the t-value and p-value confirm significance, Job Satisfaction has a positive influence on Lecturers' Performance. Thus, H_7 is accepted.
8. Hypothesis Eight (H_8) states that "There is an influence of Transformational Leadership on Lecturers' Performance through Job Satisfaction." The effect size is -0.042, the t-value is 0.810 (less than 1.96), and the p-value is 0.418 (greater than 0.05). Since the results are not

statistically significant, Job Satisfaction does not mediate the relationship between Transformational Leadership and Lecturers' Performance. Therefore, H_8 is rejected.

9. Hypothesis Nine (H_9) states that "There is an influence of Internal Communication on Lecturers' Performance through Job Satisfaction." The effect size is 0.180, the t-value is 2.009 (greater than 1.96), and the p-value is 0.045 (less than 0.05). Since the significance level is met, Job Satisfaction mediates the relationship between Internal Communication and Lecturers' Performance. Thus, H_9 is accepted.

10. Hypothesis Ten (H_{10}) states that "There is an influence of Work Motivation on Lecturers' Performance through Job Satisfaction." The effect size is 0.235, the t-value is 2.031 (greater than 1.96), and the p-value is 0.043 (less than 0.05). These results confirm that Job Satisfaction mediates the relationship between Work Motivation and Lecturers' Performance. Therefore, H_{10} is accepted.

CONCLUSION

From the findings that were derived from the rigorous analysis and the conservative hypothesis testing process, we conclude the following:

H1: Transformational Leadership and Lecturers' Performance. Transformational leadership has no direct influence on the performance of lecturers. This implies that leadership style alone is not enough to bring about change in performance. Performance is more affected by motivational forces of the individual, institutional policy, and clearly set performance goals.

H2: Internal Communication and Lecturers' Performance. Internal communication significantly enhances the performance of lecturers. When there is effective communication within the institution, the lecturers have better expectations, work more harmoniously, and demonstrate increased research and teaching output.

H3: Motivation to Work and Performance of Lecturers. Work motivation theory is simply essential and performs a basic function in significantly enhancing the overall performance of lecturers. Lecturers with high motivation are more inclined to exhibit a greater level of enthusiasm and commitment towards their work, which automatically results in a significant increase in both their productivity and their teaching efficiency.

H4: Transformational Leadership and Job Satisfaction. Transformational leadership has been found to have the potential to bring a positive effect on job satisfaction among the employees. Particularly, lecturers who fall under the shadow of visionary and considerate leadership have been found to report increased levels of commitment and greater satisfaction in their professional lives.

H5: Internal Communication and Job Satisfaction. Internal communication significantly affects job satisfaction. Open and honest communication within the university creates trust, reduces misunderstandings, and makes lecturers feel part of the organization.

H6: Work Motivation and Job Satisfaction. The level of work motivation that one experiences does not directly, instantly influence the level of overall job satisfaction. What this implies is that motivation alone would not directly mean that an individual would be satisfied with their workplace, unless other factors are also involved. These may include factors involving career growth and progression, and the presence of supportive institutional facilities that may smoothen their career trajectory.

H7: Job Satisfaction and Performance of Lecturers. Job satisfaction is a major element that plays an important role in determining the performance of lecturers in academic institutions. When lecturers feel valued and get satisfaction from their working environment, they are much more likely to put in extra effort in their job. This heightened dedication eventually leads to enhanced performance in aspects such as the quality of teaching, research output, and the level of student engagement.

H8: Job satisfaction is the key mediating variable that influences the relationship between transformational leadership and the level of performance of lecturers. Job satisfaction is a very important mediating variable in the context of the relationship that prevails between transformational leadership and the performance levels of lecturers. While it is essential to consider that transformational leadership alone does not necessarily result directly in an enhancement in performance, it has an important bearing on improving job satisfaction among lecturers. The heightened job satisfaction, in turn, facilitates a favorable climate that encourages and stimulates greater performance levels.

H9: Job satisfaction is a major mediator that influences the relationship between the professional performance of lecturers and their internal communication practices. Job satisfaction acts as a mediator, with its influence on the internal communication-performance relationship of the lecturers. When there is clear and effective communication within the organization, job satisfaction will be high among the lecturers, and this satisfaction, in turn, will be reflected in high levels of job performance.

H10: The concept of job satisfaction plays the role of a mediator influencing the relationship between work motivation and lecturers' performance levels. Job satisfaction is not a mediator of the relationship between work motivation and lecturers' performance. Although it is true that motivation has an impact on performance, this impact is not necessarily achieved through job satisfaction. This is only achievable if other conditions are met, specifically a conducive and good working environment and institutional incentives capable of facilitating this relationship

RECOMMENDATIONS

Based on the extensive study results that have been gathered and taken into consideration, the following are recommendations given toward the overall aim of generally enhancing the performance of the lecturers in Universitas Pancasakti Tegal. The propositions given are also designed to go a long way toward generally guaranteeing improvements in the Webometrics ranking of the institution:

1. Creating Transformational Leadership to Drive Performance:

The university ought to initiate and provide full leadership development courses aimed at the academic heads and senior lecturers. It aims to effectively instill and develop transformational leadership traits in such scholars.

Leaders are required to provide clear goals, promote innovativeness, and create a supportive learning environment in order to enhance performance indirectly through job satisfaction.

2. Enhancing and Enriching Internal Communication to Achieve More Efficient Collaboration:

Setting up routine scholarly gatherings, discussion forums, and electronic communication media will enhance clarity, learning exchange, and collaboration. Improving feedback mechanisms between administrators and lecturers can increase trust and engagement, and therefore improve research productivity and teaching quality.

3. Utilization of Methods Directly Focused on Enhancing Work Motivation:

Since work motivation has a significant influence on performance, recognition programs, research grants, and performance-incentive must be available to encourage individuals toward excellence.

A properly organized and well-defined mentorship program coupled with a comprehensive career development program can serve to enable lecturers to stay committed and motivated to achieve long-term objectives as designed by the institution.

4. Optimizing Job Satisfaction in Order to Achieve Sustainable Change in Performance.

The university should prioritize work-life balance, fair promotion opportunities, and job security to enhance job satisfaction among lecturers. By putting money into modern teaching aids, state-of-the-art research equipment, and providing a favorable and supportive working environment, we will greatly improve job satisfaction for lecturers. This improvement in job satisfaction is bound to lead to better lecturer performance, which benefits the overall educational institution.

5. Linking Lecturer Performance to Webometrics Ranking Improvement.

Since internal communication and job satisfaction are key to performance, the university should promote academic networking and collaborative research in order to enhance citation impact and research visibility elements that are essential to Webometrics ranking. It will motivate lecturers to be actively involved in publishing high-quality research in Scopus-indexed and

reputable journals. This will contribute significantly towards increasing the reputation and profile of the university worldwide. Online visibility needs to be enhanced through updating academic websites, lecturers' profiles, and online activity, based on Webometrics ranking indicators.

6. Directions for Future Research Efforts Future studies.

Future research should examine other variables, such as workload balance, digitalization of instruction, and institutional policy, in order to provide a more holistic body of knowledge regarding lecturer determinants of performance. Comparative research with other Indonesian universities that are ranked higher can be of significant assistance in determining the best practices that are successful in improving institutional performance as well as overall rankings.

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