



THE MEDIATING ROLE OF JOB SATISFACTION AND PROFESSIONAL COMMITMENT IN ENHANCING THE PERFORMANCE OF FEMALE LECTURERS

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Abstract

The role of female lecturers in education is very important and has a significant impact, female lecturers bring a unique gender perspective to learning and research, which is often underrepresented. The performance of female lecturers is an interesting topic to discuss because it involves various factors related to academic productivity, gender challenges, and social roles. This study aims to convince the impact of family social support and encouragement on happiness and reliable commitment and its implications on the ability of female lecturers in large schools in Riau Province. Using a survey method with an illustration of 220 female lecturers who are married with a proportional random sampling technique, information is combined using a questionnaire and analyzed using SEM analysis equipment. The results of the study convince that family social support and encouragement have an important influence on happiness and reliable commitment and have important implications for the ability of female lecturers.

Keywords: family social support; work motivation; job satisfaction; professional commitment; female lecturer performance

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INTRODUCTION

Female lecturers play a key role in the world of education as an effort to educate the nation. They not only contribute to the development of science, but also advance gender equality and inclusivity in the academic environment. Their involvement in all aspects of education enriches the education system. The role of female lecturers in the world of education is very important and has a significant impact on advancing the quality of education. Female lecturers serve as role models for students, showing that they can succeed in academics, professionally, and in their personal lives. Female lecturers also inspire students in terms of leadership, knowledge, and hard work. They show that expertise and professionalism are not limited by gender. Female

lecturers bring unique gender perspectives to learning and research, which are often underrepresented. This can include more attention to topics related to gender equality, gender-based violence, and social and economic issues that impact women. Female lecturers contribute to research that leads to a deeper understanding of issues that affect women, such as in producing superior performance, women's work professionals and gender equality. This is because many women have to divide their time between professional and household responsibilities, which can affect their productivity and recognition of their work (Merdekawaty et al., 2022), as a result this imbalance exacerbates gender inequality in professional recognition and career promotion in academia. (Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, 2012); (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005); (Undang-Undang Republik Indonesia Nomor 39 Tahun 1999 Tentang Hak Asasi Manusia, 1999)

Lecturer performance is very important in the world of higher education because lecturers play a central role in academic development, student achievement, and the advancement of science. Good performance from lecturers not only impacts learning outcomes, but also the reputation of the institution and contribution to the wider community (Wahyudi, 2020). Good lecturer performance ensures high quality teaching (Husnul et al., 2024). Competent lecturers are able to deliver learning with real, interesting, and easy-to-understand methods, resulting in encouraging student academic success (Ika Rahmawati, 2023). Lecturers who excel are able to guide students in understanding complex concepts, develop critical thinking skills, and prepare them for challenges in the world of work or continue their education to a higher level (Sitompul et al., 2018). Lecturer performance in research is very important for the development of science. Lecturers who actively conduct research produce new findings that can enrich science, both at the national and international levels. These scientific innovations and contributions have an impact on technological, social, and economic progress (Retnowati et al., 2018). Lecturers act as a bridge between academic theory and practical application in the real world, through teaching and research, they can transfer the latest knowledge to students, which ultimately benefits the development of industry and society (Pertiwi et al., 2024). Through effective teaching, innovative research, and community service, lecturers play a crucial role in shaping the future of students, developing science, and institutional performance. Strong support for the development of lecturer performance will have a broad impact on the progress of the world of education and the welfare of society as a whole. (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005); (Peraturan Pemerintah Republik Indonesia Tentang Dosen Nomor 37 Tahun 2009 Tentang Dosen, 2009); (Peraturan Menteri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia No. 20 Tahun 2017, 2017); (Keputusan Direktur Jendral Pendidikan Tinggi No 12/E/KPT/2021 Tentang Surat Edaran Pemenuhan Kewajiban Khusus Dosen Pada PO BKD 2021, 2021).

The phenomenon of female lecturer performance is an interesting topic to discuss because it involves various factors related to academic productivity, gender challenges, and social roles. Female lecturers in academic environments often face various dynamics that can affect their performance, both positively and negatively. Several studies have shown that female lecturers tend to have lower research productivity than male lecturers, especially in the early stages of their careers (Merdekawaty et al., 2022). This is due to several factors such as family responsibilities, gender bias in access to resources, and more limited collaboration networks. Female lecturers often face challenges in balancing the demands of an academic career and domestic responsibilities, especially for those who have children or family members who need special attention (Ayukusumah, 2019). This can have an impact on their academic performance, especially in terms of the time available to conduct research or engage in other academic activities. (Fatma, 2020); (Karniawati, 2013); (Indiworo & Wahyuhastuti, 2018); (Novita & Sundari, 2021).

The performance of female lecturers in education and academia is influenced by various factors, including challenges in balancing career and personal life, gender bias, and institutional support. For certain cases such as during the Covid-19 pandemic, the role of female lecturers on the one hand must perform optimally, but on the other hand the family is an important part in maintaining it. However, campus policies still do not favor female lecturers, this is because the representation of female academics who hold strategic positions in higher education is still low (Haekal & Fitri, 2020). Although female lecturers often face additional obstacles compared to their male colleagues, they still contribute significantly to teaching, research, and student development (Indiworo & Wahyuhastuti, 2018). With the support of more inclusive policies and

awareness of gender bias, the performance of female lecturers can be further improved, which will ultimately enrich the academic world as a whole.

Previous research on the performance of female lecturers has provided important insights into various aspects related to female lecturers. However, there are still gaps or research opportunities that can be explored further, such as the phenomenon of dual roles where family is considered important but institutions are also important on the other hand, how to balance them and what motivates female lecturers to continue their careers. Previous research has identified several key factors that contribute to the performance of female lecturers, such as: dual roles, family social support, work motivation, job satisfaction and professional commitment. However, there is still a gap in understanding the extent to which these factors influence the performance of female lecturers, especially in higher education institutions in different contexts and how these factors interact with each other. Previous research predominantly discusses larger higher education institutions such as Universities and Institutes. This study aims to complement previous research by including job satisfaction and professional commitment variables as mediating variables, thus adding novelty to the research model.

The performance of female lecturers plays a role in improving students' academic achievement. Students' academic achievement is determined by the attitude and competence of lecturers (Manwa, 2020). Lecturer performance affects the quality of higher education so that lecturer performance needs to be maintained so that it does not experience a decline in standards. One thing that can affect lecturers' abilities is motivation, the greater the motivation possessed by lecturers, the greater the possibility that their performance can also increase. (Ariefa et al., 2020). Lecturers in Indonesia have a basic obligation to carry out Tri Dharma activities consisting of teaching, research and community service (Lumba, 2020). The happiness of the activity does not have a positive and important effect on OCB, which has an impact on the ability of lecturers in Higher Education; Motivation has a positive and important effect on OCB, which has an impact on the ability of lecturers in Higher Education. This motivation is more towards co-workers, while family motivation has not been discussed much. Motivation is a variable that has an influence on OCB and in improving lecturer performance, it needs to be used as a factor to continue to motivate lecturers so that OCB, which is behavior outside of obligations as a lecturer, can increase creativity and innovation (Rosita, 2020). However, this also once again still concerns encouragement towards coworkers, while family encouragement is still minimal. Lecturer performance is mediated by a commitment to shared goals, the strength of lecturer intention in a commitment to shared goals is marked by the creation of value, namely increasing the perception of goals, trust in institutions and perceptions of the future so that it can strengthen the organization or institution (Abdillah, 2021).

Family social support in current research as a psychological or material resource provided through social relationships that can reduce stress. Furthermore, support can come from the work or family domain. The terms "work support" and "family support" are used throughout the paper to refer to support that comes from the work and family domains, respectively (French et al., 2018); (Muthia et al., 2024). Social support received and given affect stress levels, life satisfaction, and family satisfaction (Melguizo-Garín et al., 2022). Attributes of perceived family support (instrumental, informational, emotional) differ in each age group (Park et al., 2021). Social support as a measure of informal social control across spatial contexts (Opoku-Ware et al., 2022). The social support a person receives varies over time and is not static providing a genuine commitment to succeed (Liu et al., 2023).

Further related to the work motivation of lecturers, it is important for university administrators to improve the intrinsic work motivation of lecturers, which affects future education policies (Zhao, 2024). There is a high correlation between intrinsic motivation and satisfaction for college lecturers that has been shown in previous studies. Regarding extrinsic motivation, extrinsic regulation (material) was found to have a positive effect on satisfaction, intrinsic motivation was negatively correlated with the desire to change jobs (Pham, 2021); (Siburian, 2024); (Cahyadi, 2024). Motivation and performance are crucial factors related to the success of universities and student achievement. Four factors that positively affect lecturer performance include wages and other benefits, training and development, work environment, and work motivation. Thus, this study is the

basis for making appropriate policies that contribute to improving lecturer motivation and performance (Huyen, 2021).

Also when associated with job satisfaction aimed at providing better service, perceptions of distributive and procedural justice of remuneration and their effects on job satisfaction among staff of Higher Education prove that distributive and procedural justice of remuneration have a significant positive effect on job satisfaction (Ibrahim, 2022). Job satisfaction is important because in an organization employees are most dominant as a determinant of organizational success, this is due to high satisfaction being able to create a pleasant atmosphere so that employees are encouraged to excel in their organization (Fauzi & Juniarti, 2023). Factors affecting job satisfaction of lecturers from private universities in Vietnam have six categories: Nature of Work; Relationship with Coworkers; Salary and Benefits; Promotion, Opportunity, and Recognition; Working Conditions; Policy and Management. Most lecturers are satisfied with their jobs. In addition, there is no difference in satisfaction with demographic issues (Dieu, 2020). How to maintain employee commitment and satisfaction, therefore every organization must have a holistic view of its overall function. There is a strong relationship between work commitment and job satisfaction (Goswami, 2023). Motivation affects job satisfaction of higher education educators (Diaz, 2021). Career satisfaction has an effect on the work performance of lecturers in education. Openness to experience, neuroticism, conscientiousness and agreeableness are significant predictors of job performance (Ogbuanya, 2024).

Professional commitment, it is important to apply it to an educator. Educators demonstrate a strong professional commitment to community development, which embodies the linkages of knowledge and skill acquisition, cultural and language preservation, and selective transformation of values and behavioral orientations among students and parents. Educators are committed to the acquisition of knowledge and skills of students that they believe will result in better socio-economic outcomes for individuals and their families (Ying, 2023). This shows that lecturers have a high commitment to the interests of society. Retaining high-quality educators has become a major challenge direct positive correlation between components of the educator's educational knowledge base and sense of readiness and self-efficacy. In addition, the knowledge gained during educator preparation indirectly contributes to professional commitment, which is mediated by a sense of readiness and self-efficacy (Elyashiv, 2024). This shows that to become a professional lecturer, it is necessary to have a high commitment, this is built from preparation within oneself in the form of encouragement and also from outside oneself. There is a relationship between professional commitment, willingness to teach, and learning satisfaction among college students (Hao, 2024). There is no difference between men and women in empathy. However, empathy is negatively related to commitment to the profession among men and not among women (Nesje, 2023). This suggests that support in the form of empathy for women will be more positive than for men. The emphasis on the frequency of reasons for commitment and interpersonal relationships among professionals, the majority of whom argue with other professionals about teaching, provides a positive and enthusiastic view of achieving goals (Kavitha, 2020).

Furthermore, good family social support and motivation can affect job satisfaction and affect professional commitment (Park et al., 2021); (Liu et al., 2023); (Karniawati, 2013); (Rosita, 2020). In turn, it has an impact on the performance of female lecturers at work (Rosita, 2020). Female lecturers who are happy in their duties as indicated by a sense of satisfaction and have a great professional commitment as indicated by their sincerity in carrying out their duties have implications for their performance in their duties as professional educators (Karniawati, 2013); (Nisa Romadhani et al., 2022). Therefore, good family social support and high motivation contribute significantly to building job satisfaction and professional commitment (Rosita, 2020). The positive relationship between family social support, work motivation, job satisfaction and professional commitment has a positive impact on the ability of female lecturers to improve their performance at work.

METHOD

This study aims to uncover the results of research on the elastic effects of family social support and activity encouragement on the abilities of female lecturers mediated by activity happiness and reliable commitment to large schools in Riau Province. Each marker is measured using a Likert ratio with a span of 1 (strongly disagree) to 5 (strongly agree). The study concept used is descriptive-verification, while the research

methodology used is quantitative. The investigation was attempted by distributing questionnaires and conducting questions and answers with female lecturers. Previously, the questionnaire was tested for validity and reliability tests. The study focused on Large Schools in Riau Province. The respondents selected were 220 female lecturers. The sampling method used in this study was proportional random sampling. The analysis technique used was SEM-PLS (Structural Equation Modeling-Partial Least Squares). Table 1 presents the measurement of variables as follows:

Table 1. Measurement of Variables

Variable	Dimension	Reference
Family social support	Emotional support	(Wallston et al., Wills, and Fegan in Santoso, 2018)
	Instrumental support	
	Motivational and reward support)	
Work motivation	Existence needs	(Widodo, 2015)
	Relationship needs	
	Development needs	
Job satisfaction	The work itself	(Robbins and Judge, 2015)
	Superiors	
	Co-workers	
	Promotion	
	Salary/Wages	
Professional commitment	Loyal to the profession	(Aji, 2020)
	Having values that are in accordance with the profession	
	Willingness to implement regulations	
Performance of female lecturers	Conducting learning, research and community service	(Indra, 2021)
	Designing, conducting training methods, and calculating and assessing learning outcomes	
	Improve and enhance academic qualifications and competencies in a sustainable manner in line with advances in science, technology and art	

Based on the problems that occurred, the researcher explains the research model in Figure 1.

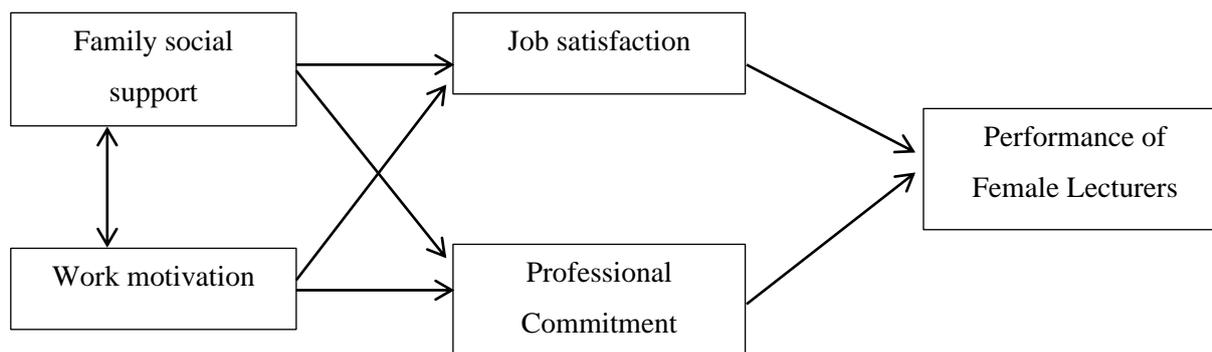


Figure 1. Research Model

Based on the conceptual framework in Figure 1, the following hypotheses are formulated: (H1) Family social support affects job satisfaction. (H2) Family social support affects professional commitment. (H3) Work motivation affects job satisfaction. (H4) Work motivation affects professional commitment. (H5) Family social support affects lecturer performance mediated by job satisfaction. (H6) Family social support affects lecturer performance mediated by professional commitment. (H7) Work motivation affects lecturer performance mediated by job satisfaction. (H8) Work motivation affects lecturer performance mediated by professional commitment.

RESULTS

In this research, the basic information is combined through the distribution of questionnaires to calculate the characteristics of respondents and the assumptions of the performance of female lecturers at colleges in Riau Province. Based on the distribution of questionnaires to 220 female lecturers, the results obtained were that respondents aged 30-40 years were 140 people or 63.64%, respondents aged less than 30 years were 10 people or 4.55%, respondents aged 41-50 years were 55 people or 25% and respondents aged over 50 years were 15 people or 6.82%. Respondents with functional positions of lecturers were 133 people or 60.45%, then respondents with functional positions of expert assistants were 84 people or 38.18% and the smallest were respondents with functional positions of head lecturers who were only 3 people or 1.36%. The majority of lecturer groups/rooms are IIB as many as 82 people or 37.27%, then lecturer groups/rooms IIC as many as 81 people or 36.82% and lecturer groups/rooms IID as many as 48 people or 21.82%. As for lecturers with group/room IIIA as many as 6 people or 2.73%, group/room IVA as many as 2 people or 0.91 and in group/room IVB only as many as 1 person or 0.45%. Respondents totaling 219 people or 99.55% have a Master's degree and only 1 person or 0.45% of respondents have a Doctoral degree. The majority of lecturers have been lecturers for 5-10 years as many as 115 people or 52.27% and respondents with less than 5 years as many as 35 people or 15.91%. Next, respondents who have been lecturers for 11-15 years are 38 people or 17.27% and respondents who have been lecturers for more than 15 years are 32 people or 14.55%. Most lecturers have been certified, namely 160 people or 72.73%, while lecturers who have not been certified are 60 people or 27.27%. Respondents who are married are 5-10 years, namely 92 people or 41.82%, then respondents who have been married for less than 5 years are 65 people or 29.55%. Next, respondents who have been married for 11-15 years are 30 people or 13.64% and respondents who have been married for more than 15 years are 33 people or 15%.

Validity tests are used to determine how accurately a tool performs its intended purpose.

Table 2. Respondent Profile

No	Variables	Statement	Information
1	Family social support (X_1)	16	Valid
2	Work motivation (X_2)	16	Valid
3	Job satisfaction (Y_1)	20	Valid
4	Professional commitment (Y_2)	18	Valid
5	Performance of female lecturers (Z)	21	Valid

Source: processed data, 2024

The results of the validity test from respondents to answer all statement items with valid results because the calculated r number is greater than the table r number of 0.300.

After conducting a validity test on the statements in the questionnaire used in this research, the next step was to try a reliability experiment. Reliability is an indicator that proves to what extent a measuring instrument can be trusted or can be expected. The results of the reliability experiment received a reliability figure for the research instrument reliability coefficient figure greater than 0.700, which means that all are claimed to be reliable or meet the requirements. Because the validity experiment and the reliability experiment report that all elasticity and reliability mean that the instrument (questionnaire) used is reliable.

Normality test is tried to recognize the normality of the distribution of information. Based on the test results with a significance level of 0.05, where Asymp, the significance obtained from the results of the work for $X_1 = 0.545$; $X_2 = 0.837$; $Y_1 = 0.360$; $Y_2 = 0.279$ and $Z = 0.599$ is greater than the significance level number, so that the information to measure the elasticity of the research proves an insignificant result or accepts H_0 , meaning that the illustration information comes from a population that is fairly distributed or there is no comparison between the illustration information that comes from a population that is fairly distributed.

After analyzing the research instruments, scaling analysis and descriptive analysis, the collected data are then used to analyze and test the hypothesis testing formulation based on Structural Equation Modeling. The results of LISREL estimation, each dimension of the study, need to be explained further. This explanation is necessary because each variable is measured indirectly, but is formed by a number of indicators whose roles

need to be examined to form these variables. For more details, it will be discussed in each hypothesis. As a result of using Structural Equation Modeling using LISREL 8.7, a model is obtained as in Figure 2 below:

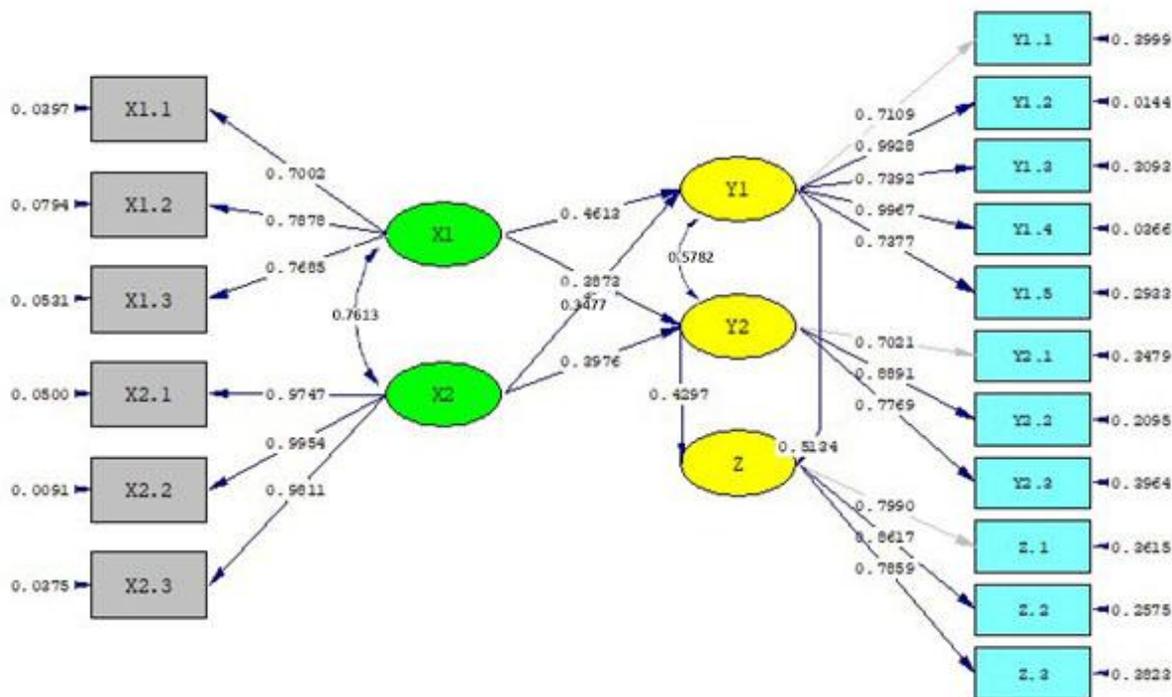


Figure 2. Relationship Structure of All Research Variables

Analysis of the structural models of the research formed is carried out by considering the values or figures of the relationship coefficients that appear from each model. In this analysis, the values of the model suitability indicators (Fit Indexes) as Lisrel output will be discussed. In path analysis, to see whether the model obtained has met the model accuracy measures (Goodness of Fit Measures/GOF) so that it can be said that the model obtained from the comparison between data and models is good, it can be seen based on the following criteria:

Table 3. Results of Variable Measurement Model Analysis

GOF Size	Estimate	Test Results
Chi-Square Statistics (X2)	240,6071	Good Fit
P-Value	0, 8784	Good Fit
Goodness-of-fit Index(GFI)	0, 9433	Good Fit
Root mean square error of approximation (RMSEA)	0.0679	Good Fit
Expected cross-validation index (ECVI)	1,3826	Good Fit
Tucker-Lewis Index (TLI) or Non-Normed Fit Index (NNFI)	0.9416	Good Fit
Normed Fit Index (NFI)	0.9132	Good Fit
Adjusted Goodness of Fit Index (AGFI)	0, 9 566	Good Fit
Incremental Fit Index (IFI)	0.9622	Good Fit
Comparative Fit Index (CFI)	0.9620	Good Fit
Parsimonius Goodness of Fit (PGFI)	0, 7 513	Good Fit
Parsimonious Normed Fit Index (PNFI)	0, 8 432	Good Fit

Source: processed data, 2024

The results of the model fit measurements show that the obtained model meets all GOF criteria. The results of the calculation of the model accuracy measures (Goodness of Fit measures) show that the Influence of Family Social Support and Work Motivation on Job Satisfaction and Professional Commitment and its Implications on the Performance of Female Lecturers is a good model to describe the relationship between the variables studied.

Based on Figure 2, it can be explained that the elasticity of job satisfaction is positively influenced by family social support with a route coefficient of 0.4613 and work motivation with a route coefficient of 0.3477. For the route coefficient X_1 to Y_1 of 0.4613, it means that if family social support increases, job satisfaction will increase by 0.4613 bases or family social support contributes to an increase in job satisfaction of 0.4613 bases. For the route coefficient X_2 to Y_1 of 0.3477, it means that if work motivation increases, job satisfaction will increase by 0.3477 bases or work motivation contributes to an increase in activity happiness of 0.3477 bases.

Table 4. Direct and Indirect Influence of Family Social Support and Work Motivation Variables on Job Satisfaction

	Path Coefficient	Direct effect	Indirect effect		Total
			Family Social Support (X_1)	Work motivation (X_2)	
Family Social Support (X_1)	0.4613	21.28%		12.21%	33.49%
Work Motivation (X_2)	0.3477	12.09%	12.21%		36.50%
Total		33.37%	12.21%	12.21%	69.99%

Source: processed data, 2024

Work motivation have a direct and indirect effect on job satisfaction. The direct effect of the family social support variable on professional commitment is 21.28%, while the indirect effect through work motivation is 1.21 %. The direct effect of the work motivation variable on job satisfaction is 1.29 %, while the indirect effect through family social support is 1.22 %. The result of the calculation of the total partial influence is the largest work motivation variable with a total effect on job satisfaction of 36.50 %. So it can be concluded that increasing job satisfaction must be supported by good work motivation. However, the influence of other variables that influence job satisfaction studied in this study is also quite large, namely family social support of 33.49%.

Based on Figure 2, it can be explained that the job satisfaction variable is positively influenced by family social support with a path coefficient of 0.4613 and work motivation with a path coefficient of 0.3 477. For the path coefficient X_1 to Y_2 of 0.3873, it means that if family social support increases, professional commitment will increase by 0.3 873 units or family social support contributes to an increase in professional commitment by 0.3873 units. For the path coefficient X_2 to Y_2 of 0.3976, it means that if work motivation increases, professional commitment will increase by 0.3976 units or work motivation contributes to an increase in professional commitment by 0.3976 units.

Table 5. Direct and Indirect Influence of Family Social Support and Work Motivation Variables on Professional Commitment

	Path Coefficient	Direct effect	Indirect effect		Total
			Family Social Support (X_1)	Work motivation (X_2)	
Family Social Support (X_1)	0.3873	15.00%		11.72%	26.72%
Work Motivation (X_2)	0.3976	15.81%	11.72%		39.25%
Total		30.81%	11.72%	11.72%	65.96%

Source: processed data, 2024

It is known that family social support and work motivation have a direct and indirect effect on professional commitment. The direct effect of the family social support variable on professional commitment is 15%, while the indirect effect through work motivation is 11.72%. The direct effect of the work motivation variable on professional commitment is 15.81%, while the indirect effect through family social support is 11.72%. The results of the calculation of the total partial influence are the largest work motivation variable with a total effect on professional commitment of 39.25%. So it can be concluded that increasing professional commitment must be supported by good work motivation. However, the influence of other variables that influence professional commitment studied in this study is also quite large, namely family social support of 26.72%.

Based on Figure 2, it can be explained that the performance variable of female lecturers is positively influenced by job satisfaction with a path coefficient of 0.5134 and professional commitment with a path coefficient of 0.4297. For the path coefficient Y_1 to Z of 0.5134, it means that if job satisfaction increases, the performance of female lecturers will increase by 0.5134 units or job satisfaction contributes to increasing the

performance of female lecturers by 0.5134 units. For the path coefficient Y_2 to Z of 0.4297, it means that if professional commitment increases, the performance of female lecturers will increase by 0.4297 units or professional commitment contributes to increasing the performance of female lecturers by 0.4297 units.

Table 6. Direct and Indirect Influence of Job Satisfaction and Professional Commitment Variables on the Performance of Female Lecturers

	Path Coefficient	Direct effect	Indirect effect		Total
			Satisfaction Work (Y_1)	Commitment Professional (Y_2)	
Job Satisfaction (Y_1)	0.5134	26.36%		12.75%	39.11%
Professional Commitment (Y_2)	0.4297	18.46%	12.75%		43.97%
Total		44.82%	12.75%	12.75%	83.08%

Source: processed data, 2024

It is known that job satisfaction and professional commitment have a direct and indirect effect on the performance of female lecturers. The direct effect of the job satisfaction variable on the performance of female lecturers is 26.36%, while the indirect effect through professional commitment is 12.75%. The direct effect of the professional commitment variable on the performance of female lecturers is 18.46%, while the indirect effect through job satisfaction is 12.75%. The results of the calculation of the total partial influence are the largest professional commitment variable with a total effect on the performance of female lecturers of 43.97%. So it can be concluded that improving the performance of female lecturers must be supported by a good professional commitment. However, the influence of other variables that affect the performance of female lecturers studied in this study is also quite large, namely job satisfaction of 39.11%.

The significance of the predictive model in testing the structural model can be determined by examining the t-count. A t-count value greater than the t-table value (1.9709) indicates a significant relationship, while a t-count value less than the t-table value (1.9709) indicates no significance. This assessment can be made by referring to table 4 in the Lisrel output, which shows the relationship between the independent variables and the dependent variable.

Table 7. Partial Test Results of Family Social Support and Work Motivation on Job Satisfaction and Professional Commitment to the Performance of Female Lecturers

Structural	Path Coefficient	t-hitung	t-table	Conclusion
$\gamma_{11\xi_1}$	0,4613	10,2374	1,9709	H0 is rejected, there is a significant influence of family social support on job satisfaction
$\gamma_{12\xi_2}$	0,3477	8,2613	1,9709	H0 is rejected, there is a significant influence of work motivation on job satisfaction
$\gamma_{11\xi_1}$	0,3873	8,3418	1,9709	H0 is rejected, there is a significant influence of family social support on professional commitment
$\gamma_{12\xi_2}$	0,3976	8,5612	1,9709	H0 is rejected, there is a significant influence of work motivation on professional commitment
$\beta_{21\eta_1}$	0,5134	12,1735	1,9709	H0 is rejected, there is a significant influence of job satisfaction on the performance of female lecturers
$\beta_{22\eta_2}$	0,4297	9,8913	1,9709	H0 is rejected, there is a significant influence of professional commitment on the performance of female lecturers

Source: Data processing results (2023)

For the path coefficient X_1 to $Y_1 = 0.4613$, in other words, family social support has a positive effect on job satisfaction of 0.4613, so that every increase in family social support will increase job satisfaction by 0.4613 units. For the path coefficient X_2 to $Y_1 = 0.3477$, it means that work motivation has a positive effect on job satisfaction of 0.3477, so that every increase in work motivation will increase job satisfaction by 0.3477 units. For the path coefficient X_1 to $Y_2 = 0.3873$, it means that family social support has a positive effect on professional commitment of 0.3873 so that every increase in family social support will increase professional commitment by 0.3873 units. For the path coefficient X_2 to $Y_2 = 0.3976$, it means that work motivation has a positive effect on professional commitment of 0.3976 so that every increase in work motivation will increase

professional commitment by 0.3976 units. For the path coefficient Y_1 to $Z = 0.5134$, it means that job satisfaction has a positive effect on the performance of female lecturers by 0.5134 so that every increase in job satisfaction will increase the performance of female lecturers by 0.5134 units. For the path coefficient X_2 to $Y_2 = 0.4297$, it means that professional commitment influences the performance of female lecturers by 0.4297, so that every increase in professional commitment will increase the performance of female lecturers by 0.4297 units.

For the calculated t value of 6.9883 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 10.2374$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. In other words, family social support has a significant effect on job satisfaction. For the calculated t value of 8.2613 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 8.2613$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. This means that work motivation has a significant effect on job satisfaction. For the calculated t value of 8.3418 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 8.3418$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. This means that family social support has a significant effect on professional commitment. For the calculated t value of 8.5612 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 8.5612$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. This means that work motivation has a significant effect on professional commitment. For the calculated t value of 9.1605 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 9.1605$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. This means that job satisfaction has a significant effect on the performance of female lecturers. For the calculated t value of 9.8913 by taking the significance level α of 5%, then the t table value or $t_{0.05;217} = 1.9709$, so because the calculated $t = 9.8913$ is greater than the $t_{table} = 1.9709$, then H_0 is rejected. In other words, professional commitment has a significant effect on the performance of female lecturers.

DISCUSSION

In this discussion section, the results of the research findings are described which are associated with the characteristics of the respondents and also compared with the results of previous studies. First, the finding that family social support and work motivation have a positive and significant effect on job satisfaction. This means that the better the family social support, the better the job satisfaction, and the better the work motivation of female lecturers, the more satisfied female lecturers are in their work. This proves that direct family social support is more dominant in influencing the job satisfaction of female lecturers. However, the indirect influence of work motivation is greater than family social support. This is because when viewed from the age of the respondents, it ranges from 30 - 40 years (63.64%), it is known that at this age female lecturers are still looking for and have opportunities to work and look for a better place in getting a place that is considered appropriate to their abilities. Also from the length of the respondent's marriage ranging from 5-10 years (41.82%), it is known that female lecturers are still looking for their identity so that they are more motivated to have a career as a lecturer. The results of this study are in line with what was conveyed by As'ad (2012); Sanwari (2021); Atrilya (2017); Rimata (2014); and Hizam (2019); Asiedu-Appiah et al., (2014).

Second, family social support and work motivation have a positive and significant effect on professional commitment. This means that the better the family social support, the better the professional commitment in working, and the better the work motivation, the better the professional commitment of female lecturers in working. This is due to the functional positions held by respondents with an average of 50% with the functional position of lecturer. In this position, female lecturers have good motivation to pursue higher career levels such as senior lecturers and professors. Also due to the lecturer group/room 37.27% have group/room IIIB, this group/room determines the amount of compensation they receive in working. In addition, it is also caused by the known level of education of female lecturers with a Masters degree (99.55%) although there are still female lecturers who are pursuing a Doctorate, this shows that lecturers are motivated to pursue a higher level of education even though they use their own funds. Also caused by lecturer certification where 60% of female lecturers already have professional certificates. This shows a commitment to carrying out the profession as lecturers. The results of this study are in line with what was conveyed by Utaminingsih, A., & Maskan (2018); Dwiyantri, L., Said, LR, & Dahniar (2019); Sinambela (2021); Tan et al., (2021).

Third, job satisfaction and professional commitment have a positive and significant effect on the performance of female lecturers. This means that the more satisfied the lecturers are in their work and the better their commitment to working professionally, the better their performance in working. Total the influence of job satisfaction and professional commitment on the performance of female lecturers is 83.08%. The greatest influence on the performance of female lecturers is directly influenced by professional commitment of 18.46% and satisfaction of 26.36%. Also, professional commitment directly has a more dominant influence on the performance of female lecturers compared to their job satisfaction, namely 43.97% for professional commitment and 39.11% for job satisfaction. This is because the income earned by female lecturers is generally less than 5 million. However, they are still committed because they consider work as a lecturer not the main job that is a source of family income so they are happy to do it. The results of this study are in line with what was conveyed by Widarsono, A., & Oktarina (2015) ; Van Harling, VN, & Tobi (2018) ; Adzkiya (2021); Sudarmanto (2021); Haryaka (2021); Hartini (2021); Adhan, M., Jufrizen, J., Prayogi, MA, & Siswadi (2020); Mustafa (2015); Arifin (2017); and Meilani, et.al (2020); Amos, et.al (2015); Tinu, OC, & Adeniji, AA: (2015); (Cen et al., 2024).

Fourth, family social support has a positive and significant effect on female lecturers' job satisfaction. This means that the better the family social support, the more satisfied female lecturers will be in their work. Total the influence of family social support on the job satisfaction of female lecturers is 21.28%, this is because the family is more on instrumental support that can be given by the family in the form of participation in taking care of the household and sharing roles in raising children. However, motivational support and appreciation on the work performance achieved by women can reduce the dual role conflict experienced by women is still low. The results of this study provide meaning that through good family social support, lecturers will get more satisfaction in their work. In addition, the influence of family social support on the job satisfaction of female lecturers is also significant. This is in accordance with the theory presented by Hasymi (2019); Puspitawati (2019); Swarjana (2022); Dewayani (2012); Azhar, MA, Riadi, SS, & Achmad (2018).

Fifth, work motivation has a significant effect on the job satisfaction of female lecturers. This means that the better the work motivation, the more satisfied the female lecturers will be in working. Total the influence of work motivation on job satisfaction of female lecturers is 12.09%. This is because the need for development (Growth Needs) includes the needs that drive someone to achieve higher goals, this is quite well assessed by female lecturers. Although the need for existence (Existence Needs) includes all forms of material and physiological desires, such as salary rewards, remuneration and working conditions, this is still low in the assessment of female lecturers so far. The results of the study provide meaning that through good work motivation, lecturers will get more satisfaction in working, self-motivation in working is one of the determinants of success in working. In addition, the influence of work motivation on the job satisfaction of female lecturers is also significant. This is in accordance with the theory presented by Uno (2016); Duha (2020); Taruh (2020); Riyadi (2017); Suhada (2017); (Safrida et al., 2023).

Sixth, family social support has a positive and significant effect on the professional commitment of female lecturers. This means that the better the family social support, the more professional commitment female lecturers have in carrying out their work duties. Total the influence of family social support on professional commitment is 15%. This is because instrumental support can be given by the family in the form of participation in taking care of the household and sharing roles in raising children is quite good. Although in terms of motivational support and appreciation on the work achievements achieved by women can also reduce the dual role conflict experienced by women is still low. The results of this study provide meaning that through good family social support, lecturers will be able to increase their professional commitment to work, a woman at work if she gets support from her family will be calm in carrying out her work. In addition, the influence of family social support on the professional commitment of female lecturers is also significant, this is in accordance with the theory presented by Puspitawati (2019); Husein (2019); Lestari (2016); Kharismawati, DAP, & Dewi (2016); Ariani (2015); and Ulfiah (2019).

Seventh, work motivation has a positive and significant effect on professional commitment. This means that the higher the work motivation of female lecturers in workings, the better the professional commitment of female lecturers in working. Total the influence of work motivation has an effect on professional commitment

by 15.81%. This is because the need for development (Growth Needs) includes the needs that drive someone to achieve higher goals, which are quite well assessed by female lecturers so far. Although the need for existence (Existence Needs) includes all forms of material and physiological desires, such as salary rewards, remuneration and working conditions are considered low by female lecturers so far. The results of this study provide meaning that through good work motivation, lecturers will be able to increase their professional commitment in working. In addition, the influence of work motivation on the professional commitment of female lecturers is also significant, this is in accordance with the theory presented by Silitonga (2020); Prihantoro (2015); Suswati (2020); Ferdyan (2017) Edwy, FM, Ratnawati, V., & Haryani (2016); and Supriyono (2017).

Eighth, job satisfaction has a positive and significant effect on the performance of female lecturers. This means that the more satisfied female lecturers are with their work, the better their performance will be. The results of this study provide meaning that through good job satisfaction, lecturers will be able to improve their performance in working. In addition, the influence of job satisfaction on the performance of female lecturers is also significant, this is in accordance with the theory presented by Sudarmanto (2021); (Haryaka, 2021); Hartini (2021); Adhan, M., Jufrizen, J., Prayogi, MA, & Siswadi (2020); Mustafa (2015); and Arifin (2017) who said that someone who is satisfied with their work will produce optimal work. In order to improve the performance of female lecturers in terms of job satisfaction, lecturers need to establish harmonious relationships with fellow workers because it is a factor related to the relationship between lecturers and leaders and with fellow colleagues. In order to improve the performance of female lecturers in terms of professional work commitment, lecturers are expected to be loyal to their profession, by always prioritizing their professional affairs in carrying out the tridharma in the world of education by taking the time to carry out their duties as lecturers.

Ninth, professional commitment has a positive and significant effect on the performance of female lecturers. This means that the higher the professional commitment of female lecturers in working, the higher their performance in working. Total The influence of professional commitment has an effect on the performance of female lecturers by 18.46%. This is due to high loyalty to the profession, lecturers always prioritize their professional affairs in carrying out the tridharma in the world of education by taking the time to carry out their duties as lecturers, which is quite good, assessed by female lecturers so far. Although having a value that is in accordance with the profession is still low, lecturers in acting always uphold the value as educators for students in their daily lives in society is still low, assessed by female lecturers so far. The highest aspect is that the institution where female lecturers work as lecturers can be trusted for its quality, also time and energy are always sacrificed in providing services to students and creativity is always increased in working by producing continuous work. The lowest aspect is that the value of honesty is always upheld as a lecturer, also the good name of the profession is always maintained faithfully as a lecturer and in providing assessments is always full of responsibility towards students. The results of this study provide meaning that through good professional commitment, lecturers will be able to improve their performance in working. In addition, the influence of professional commitment on the performance of female lecturers is also significant, this is in accordance with the theory presented by Widarsono, A., & Oktarina (2015); Van Harling, VN, & Tobi (2018); and Adzkiya (2021); Jibril, M. (2021) who said that someone who works with full commitment will be able to optimize their work results. Commitment can also be seen from user responses as stated that the soft skills possessed by the teaching profession show better performance (Badrolhisam, et.al: 2019). To improve the performance of female lecturers in terms of their professional work commitment, female lecturers themselves need to increase their professional commitment in working. Namely by upholding the value of honesty.

CONCLUSION

Simultaneously and partially, family social support and work motivation significantly influence job satisfaction and professional commitment of female lecturers at colleges in Riau Province and also simultaneously and partially, job satisfaction and professional commitment significantly influence the performance of female lecturers at colleges in Riau Province. The results of the study confirmed that family social support provided by family members and work motivation possessed by female lecturers are considered important because they can increase their job satisfaction and also foster professional commitment as lecturers and both have implications for the performance of female lecturers in implementing the tri dharma of higher

education. Practically, suggestions that can be given in order to improve the performance of female lecturers are through policies to increase their satisfaction and commitment to work, namely by providing encouragement in the form of external family support and internal motivation. Providing balanced time with family and work will create harmony for female lecturers and also motivating them by providing additional income will also improve their performance. The limitations of this study include the focus on higher education which may limit generalization, dependence on existing literature, the research unit is female lecturers who have permanent lecturer status and are married. To overcome this, future research should include other higher education institutions, such as universities and institutes and also female lecturers who are not married.

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