



Perceived Organizational Support, Personality, and Lecturer Performance: The Mediating Roles of Organizational Commitment and Digital Literacy

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Abstract

This study aims to examine the impact of perceived organizational support (POS) and personality traits on the performance of certified lecturers, specifically evaluating the mediating roles of organizational commitment and digital literacy within private universities in West Sumatra. Utilizing an explanatory quantitative approach, data were collected from 337 lecturers via proportionate cluster random sampling and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results reveal that while POS and personality significantly enhance both organizational commitment and digital literacy, neither factor directly affects overall lecturer performance. Instead, commitment and digital literacy directly drive performance and fully mediate the relationship between the initial predictors and final academic outcomes. Practically, these findings imply that higher education institutions cannot rely solely on providing structural support or recruiting based on disposition; to successfully translate organizational support into tangible academic performance, management must actively foster institutional commitment and continuously cultivate digital competencies among their faculty.

Keywords: *Perceived Organizational Support, Personality, Organizational Commitment, Digital Literacy, Lecturer Performance*

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1. INTRODUCTION

Lecturer performance is a key factor in determining the quality of education within private higher education institutions (PHEIs). In Indonesia, 63.7% of the 4,416 higher education institutions are private, educating 54.1% of the country's active students (Kemdiktisaintek, 2024; BPS, 2024). However, SINTA data from the Ministry of Education, Science, and Technology (2026) shows that private universities in West Sumatra have an average SINTA score of only 41,137, significantly lower than Riau (67,335) and North Sumatra (66,060), placing West Sumatra at the bottom among these provinces. The data shows that the study and publication achievements of PHEI lecturers in West Sumatra are still lacking and in need of improvement. This motivates the central problem addressed in the current study, namely identifying which organizational and individual factors most effectively translate into stronger lecturer performance.

A preliminary survey with 30 certified lecturers showed that the average achievement score was 77%, showing a high performance level. However, performance in securing study grants and publishing in international journals was closer to the medium category. This was supported by an ANTARA Sumbar (2025), showing that out of over 5,000 PTS lecturers in the LLDIKTI X region, only 39 held Professor status and just 25% had doctoral degrees. The disparity between generally high overall performance and persistently weak study output sharpens the urgency of the problem, where institutional support and personal capability appear insufficient to drive productivity.

Several studies have shown that organizational commitment and digital literacy are significant factors influencing lecturer performance. Tanjung et al. (2025) found that organizational commitment had a strong positive effect. Meanwhile, Mardiman et al. (2026) showed that digital literacy contributed positively to lecturer performance. These factors are influenced by perceived organizational support (POS) and personality. Previous studies have established that POS enhances organizational commitment (Suparjo et al., 2023) and digital literacy (Setyawan et al., 2022), while personality positively impacts both organizational commitment (Aryo & Suryatni, 2025) and digital literacy (Ding et al., 2025).

Despite the results, no study has explored a dual mediation model that examines POS and personality as independent variables as well as organizational commitment and digital literacy as joint mediators of lecturer performance, specifically in the context of private universities in West Sumatra. For example, Syahsudarmi et al. (2024) included only organizational commitment as a mediator and omitted personality, while Nurhasanah et al. (2025) focused solely on scientific publication as a performance measure. This gap forms the foundation for the present study. The novelty is in testing organizational commitment and digital literacy as parallel rather than sequential mediators. The approach offers a more integrated explanation of how institutional support and individual disposition are converted into lecturer performance, and extends Social Exchange Theory (Blau, 1964) and the Big Five Personality Model (Costa & McCrae, 1992) into a digital-age performance context. Therefore, this study aims to examine the effects of perceived organizational support and personality on lecturer performance, both directly and through the mediating roles of organizational commitment and digital literacy, among certified lecturers at private universities in West Sumatra Province. The corresponding hypotheses are developed and theoretically grounded, along with supporting prior empirical evidence, in Section 2.6.

2. LITERATURE REVIEW

2.1 Lecturer Performance

According to Hertiana et al. (2025), performance refers to both the quality and quantity of outcomes produced by an individual in executing activities in line with their assigned responsibilities. Within the higher education setting, lecturer performance comprises fulfilling the Tri Dharma of Higher Education, which consists of teaching, study, community service, scientific publishing, and additional academic roles, as outlined in Law No. 14/2005 and the Minister of Education and Science and Technology Regulation No. 52/2025. In this study, the measurement of lecturer performance was based on the instrument developed by Retnowati et al. (2017). Dias & Candeias (2024) emphasize that performance evaluation in higher education institutions is a multidimensional process that extends beyond individual teaching outcomes to include study productivity,

institutional accountability, and continuous quality improvement. This shows the ongoing relevance of lecturer performance as a central construct in contemporary higher education study.

2.2 Organizational Commitments

Affective, normative, and continuance commitments are the 3 primary components that define an individual's connection with their organization (Meyer & Allen, 1991; Zhang & Atayan, 2025). When faculty members are deeply invested in their organizations, there is often a greater sense of purpose and energy to every aspect of the Tri Dharma of Higher Education (Tanjung et al., 2025). Zhang & Atayan (2025) further found strong positive relationships between job satisfaction and all 3 commitment components, reaffirming that organizational commitment remains a multidimensional and actively developing construct in current organizational behavior study.

2.3 Digital Literacy

One definition of digital literacy is the ability to effectively, responsibly, and creatively use ICTs in all parts of life (Vuorikari et al., 2022). The current study evaluates digital literacy in 5 domains using the DigComp framework, namely Reading, Writing, Speaking, Listening, and Problem-Solving in the Digital Age (Redecker & Punie, 2017; Van Laar et al., 2017).

2.4 Perceived Organizational Support

How much a person feels their company values and cares about their efforts and well-being is described by Perceived Organizational Support (POS) (Eisenberger et al., 2020). Drawing on Social Exchange Theory (Blau, 1964), when lecturers feel strongly supported by their institution, there is a higher chance of developing positive attitudes toward the organization and enhancing their work-related capabilities. Previous study by Sefnedi et al. (2023) showed that perceived organizational support significantly influenced positive work-related outcomes and operated through an intervening mechanism, supporting the importance of examining mediating variables in the relationship between organizational support and individual outcomes. This study measures POS using the Yoon & Lim (1999) questionnaire, which assesses organizational, supervisor, and peer support. Porwani et al. (2026) confirmed that POS continues to exert a strong direct effect on lecturer performance and amplifies the benefits of sustainability-oriented human resource practices, reaffirming the continuing relevance of POS as a driver of academic performance in the current higher education landscape.

2.5 Personalities

Consciousness, agreeableness, openness to experience, extraversion, and neuroticism are the 5 pillars upon which Costa & McCrae (1992) Big Five Personality Model rests. These traits are used in this study to assess personality. The Big Five was selected due to its proven ability to predict workplace behavior and attitudes toward organizations across diverse cultural settings (DeYoung, 2021).

2.6 Conceptual Framework And Hypotheses

Based on the literature review above, the following 12 hypotheses are developed, each following the sequence of theoretical basis, theoretical relationship, prior empirical evidence, and hypothesis statement:

Following Social Exchange Theory (Blau, 1964), individuals who receive valued resources from an exchange partner feel obligated to reciprocate with positive attitudes and effort. Applied to POS, lecturers who feel supported by their institution are theoretically expected to reciprocate through better performance. However, evidence on the directness of this relationship is mixed: Nurhasanah et al. (2025) found no direct effect of organizational support on publication performance, suggesting the relationship may operate indirectly. Accordingly:

H1: Perceived organizational support has a positive and significant effect on lecturer performance.

The Big Five Personality Model (Costa & McCrae, 1992) suggests that stable dispositional traits shape how individuals approach their work. Conscientious and open individuals must perform more effectively, but Nurhasanah et al. (2025) similarly found no direct link between personality and publication performance, showing that personality's influence on performance may be transmitted through intervening attitudinal or capability variables rather than acting directly. Accordingly:

H2: Personality has a positive and significant effect on lecturer performance.

Social Exchange Theory further predicts that support received from an organization is first converted into attitudinal reciprocation, such as commitment, before it manifests in behavioral outcomes. Suparjo et al. (2023) and Pratiwi & Muzakki (2021) empirically confirmed that POS significantly strengthened organizational commitment among Indonesian academics. Accordingly:

H3: Perceived organizational support has a positive and significant effect on organizational commitment.

The Big Five framework also implies that personality dispositions shape the psychological bond an individual form with an organization. Conscientious and agreeable individuals, in particular, are theorized to be more reliable and loyal. Aryo & Suryatni (2025) and Barza & Galanakis (2022) empirically found that personality significantly and positively predicted organizational commitment. Accordingly:

H4: Personality has a positive and significant effect on organizational commitment.

Consistent with the reciprocity logic of Social Exchange Theory, once support is converted into commitment, it is expected to translate into performance because committed individuals invest discretionary effort in the organization's goals. Tanjung et al. (2025) and Pan & Arguelles (2024) found that organizational commitment significantly and positively predicted lecturer performance. Accordingly:

H5: Organizational commitment has a positive and significant effect on lecturer performance.

Social Exchange Theory implies that institutional support in the form of digital infrastructure and training builds capability, not only attitude. Setyawan et al. (2022) and Paridy et al. (2025) found that organizational support significantly enhanced lecturers' digital literacy. Accordingly:

H6: Perceived organizational support has a positive and significant effect on digital literacy.

From a dispositional perspective, individuals high in openness to experience are theoretically more inclined to explore and adopt new technologies. Ding et al. (2025) and Hussain et al. (2024) confirmed that personality traits-particularly openness and extraversion-significantly predicted digital technology adoption among lecturers. Accordingly:

H7: Personality has a positive and significant effect on digital literacy.

The Technology Acceptance Model (Davis, 1989) posits that perceived usefulness of technology drives its incorporation into work practices, which often improve performance outcomes. Lyu & Luo (2024) and Mardiman et al. (2026) found a significant positive effect of digital literacy on lecturer performance. Accordingly:

H8: Digital literacy has a positive and significant effect on lecturer performance.

Building on H1, H3, and H5, Social Exchange Theory predicts that organizational support influences performance indirectly by first strengthening commitment, which then drives performance. Accordingly:

H9: Organizational commitment mediates the effect of perceived organizational support on lecturer performance.

Building on H2, H4, and H5, personality is theorized to shape performance indirectly through the commitment it fosters. Accordingly:

H10: Organizational commitment mediates the effect of personality on lecturer performance.

Building on H1, H6, and H8, POS is theorized to affect performance indirectly by first building digital capability. Accordingly:

H11: Digital literacy mediates the effect of perceived organizational support on lecturer performance.

Building on H2, H7, and H8, personality is theorized to affect performance indirectly through the digital competence it fosters. Accordingly:

H12: Digital literacy mediates the effect of personality on lecturer performance.

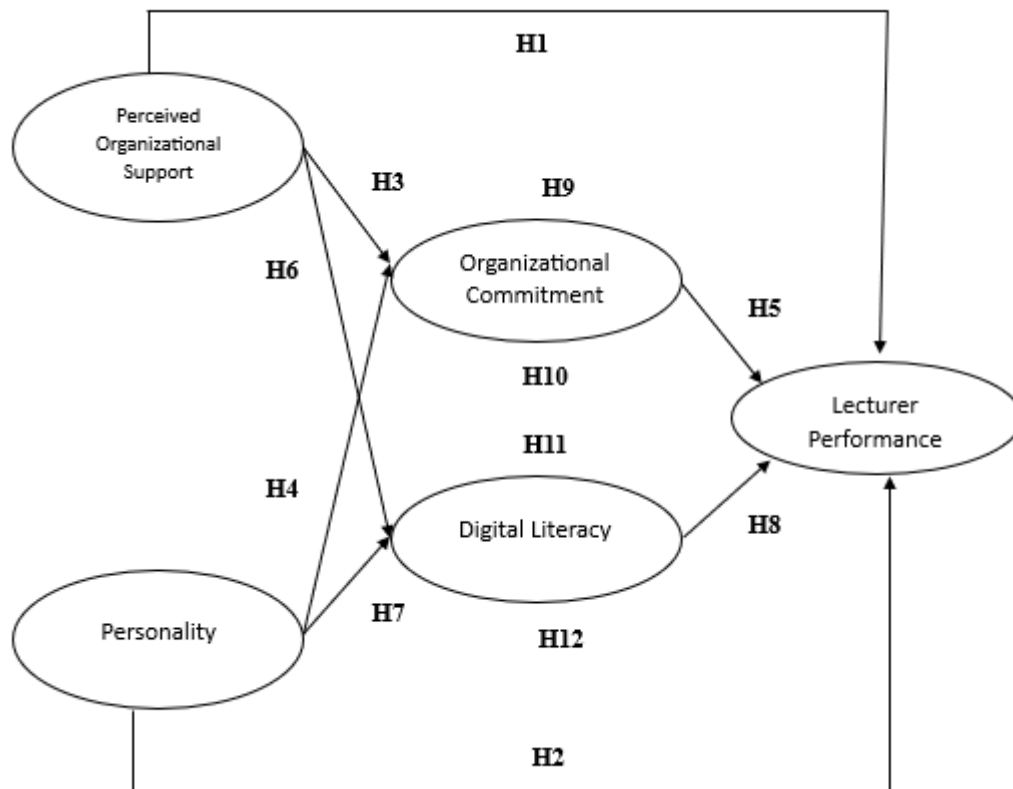


Figure 1. Study Framework of the Study

Explain the relationship of variables with the theory used to support research.

3. RESEARCH METHOD

This study used a quantitative, explanatory design to draw conclusions about causal relationships among variables using data from a specifically selected sample. Quantitative study focused on assigning numerical values to variables and performing statistical tests to confirm theoretical assumptions (Sugiyono, 2022). The explanatory approach was used to pinpoint, measure, and evaluate the strength of links between variables (Hair et al., 2022), making it suitable for hypothesis testing with objective, replicable outcomes.

The population included all certified lecturers from private university clusters in West Sumatra Province, amounting to 1,968 individuals according to SISTER and LLDIKTI Region X data (2026). Sampling was conducted proportionately by cluster random sampling, allocating respondents according to the number of certified lecturers at each of the 22 private universities. Within each university, the proportionally allocated respondents were selected using simple random sampling. A complete list of certified lecturers was obtained from LLDIKTI Region X, and respondents were drawn from this sampling frame using a random number generator, giving every certified lecturer within each university an equal probability of selection. In total, 337 lecturers participated and returned completed questionnaires, yielding a 100% response rate among the targeted sample. The 100% response rate was achieved because data collection was conducted through direct engagement with each university's designated contact person, and the survey remained open until responses from all lecturers in the proportionally allocated quota were received.

Using applicable theoretical models as a foundation, data were gathered using a structured questionnaire. To ensure consistency in measuring participants' impressions, a 5-point Likert scale was used, where 1 showed Strongly Disagree and 5 showed Strongly Agree.

To start, each instrument was assessed through a Measurement Model Assessment (MMA) to make sure it reliably measured the right construct (Hair et al., 2022). For convergent validity, the outer loadings must be at least 0.70, the composite

reliability (CR) needed to be between 0.70 and 0.95, and the average variance extracted (AVE) must be at least 0.50. For the purpose of confirming discriminant validity, a Heterotrait-Monotrait Ratio (HTMT) below 0.85 was used. After removing 11 items that did not satisfy the 0.70 loading requirement, the remaining 82 items were considered valid. Most of the removed items were reverse-worded items or items referencing specific digital platforms and organizational practices that were not uniformly available or applicable across the 22 participating universities, which explained their weaker and less consistent loadings across the heterogeneous sample.

Following that, descriptive statistics were used to synthesize the features of each study variable, including average values and Respondent Achievement Levels, according to Riduwan (2018) standards: $\geq 81\%$ (Extremely High), 61-80% (High), 41-60% (Moderate), 21-40% (Low), and $< 20\%$ (Very Low). According to Hair et al. (2022), the predictive power of the model was evaluated with R^2 and Q^2 . Subsequently, the significance of associations between latent variables was assessed using the Structural Model Assessment (SMA), where significant effects were determined as T-statistics > 1.96 and P-values < 0.05 . Mediation analysis followed contemporary PLS-SEM guidance rather than the stepwise causal-steps procedure of Baron & Kenny (1986), which was developed for OLS regression and assumed normally distributed sampling distributions not appropriate for PLS-SEM's non-parametric, bootstrap-based estimation (Zhao et al., 2010; Nitzl et al., (2016). Specific indirect effects were tested directly using bootstrapping, generating indirect-effect coefficients, t-statistics, and p-values derived from the bootstrap resampling distribution itself. A mediation effect was considered significant at $p < 0.05$, and full (indirect-only) mediation was concluded when the direct effect was not significant while the indirect effect was, following Zhao et al. (2010) typology.

All data analysis was conducted using SmartPLS 4.0 (Ringle et al., 2024). These methodological steps were described to ensure that the study was transparent, reproducible, and consistent, allowing for future replication and verification.

4. RESULTS AND DISCUSSION

4.1 RESULTS

4.1.1. Respondent Profile

Among the 337 respondents, 63.2% were female. The largest age groups were 30 to 47 years (51.6%) and 48 to 65 years (45.7%). Most respondents (61.1%) held a master's degree, and 81.3% occupied lecturer positions. The sample represented all 22 private universities included, with the highest participation from UPI YPTK Padang (13.1%), Bung Hatta University (12.2%), and PGRI West Sumatra (9.2%).

4.1.2. Measurement Model Assessment

Convergent validity testing was carried out in 2 phases. Initially, 11 items with outer loadings below 0.70 were excluded. In the subsequent phase, all 78 remaining items surpassed the 0.70 threshold. In addition, each variable met the criteria for Cronbach's Alpha, CR, and AVE as recommended by Hair et al. (2022).

Table 1 | Convergent Validity Results

Variable	Number of Items	Cronbach's Alpha	Composite Reliability	AVE
Lecturer Performance	20	0,967	0,969	0,613
Organizational Commitment	16	0,967	0,970	0,673
Digital Literacy	15	0,978	0,980	0,773
POS	7	0,975	0,980	0,866
Personality	20	0,992	0,992	0,868

Source: Data processed by the author (2026)

To ensure discriminant validity, the Fornell-Larcker Criterion compared the square roots of the AVE for each construct to the correlations with other constructs. In addition, the HTMT values for each pair of constructs were lower than 0.85, with

the greatest being found for Organizational Commitment and Lecturer Performance. Based on these results, all constructs had adequate discriminant validity.

4.1.3. Descriptive Analysis

Table 2 presented the mean scores, respondent achievement levels, categorical ratings, and the lowest scoring item for each variable assessed in the study.

Table 2 | Summary of Descriptive Analysis for Each Variable

Variable	Mean	TCR (%)	Category	Lowest Item
Personality	4,69	93,7	Very High	P2 (92,8%)
Digital Literacy	4,54	90,7	Very High	DL10 (81,4%)
Lecturer Performance	4,42	88,4	Very High	LP9 (84,8%)
Organizational Commitment	4,11	82,1	Very High	OC14 (69,0%)
POS	3,86	77,2	High	POS8 & POS9 (72,8%)

Source: Data processed by the author (2026). Category: TCR $\geq 81\%$ = Very High; 61–80% = High (Riduwan, 2018)

POS was the sole variable categorized as High, suggesting opportunities to further enhance institutional support for lecturers in private universities across West Sumatra. This need was particularly evident in the Colleague Support dimension, which had the lowest achievement level among the POS indicators.

4.1.4. R Square And Q Square

Table 3 | R Square and Q Square Results

Endogenous Variable	R ²	R ² Adjusted	Q ²	Classification
Lecturer Performance	0,252	0,243	0,146	Weak
Organizational Commitment	0,161	0,156	0,104	Weak
Digital Literacy	0,131	0,126	0,089	Weak

Source: Data processed by the author (2026). Criteria: R² > 0.75=Strong; 0.50-0.75=Moderate; 0.25-0.49=Weak (Hair et al., 2022)

Despite being in the poor category, all Q² values > 0 showed that the model has sufficient predictive significance. A comparatively low R² value suggested that the endogenous variables were influenced by variables not included in the model, which could be a topic for future investigation.

4.1.5. Structural Model Assessment

The study hypotheses were tested by evaluating the structural model through an analysis of the relationships between latent variables. An impact was considered statistically significant and positive if the T-statistic was higher than 1.96 and the P-value was lower than 0.05 (Hair et al., 2022).

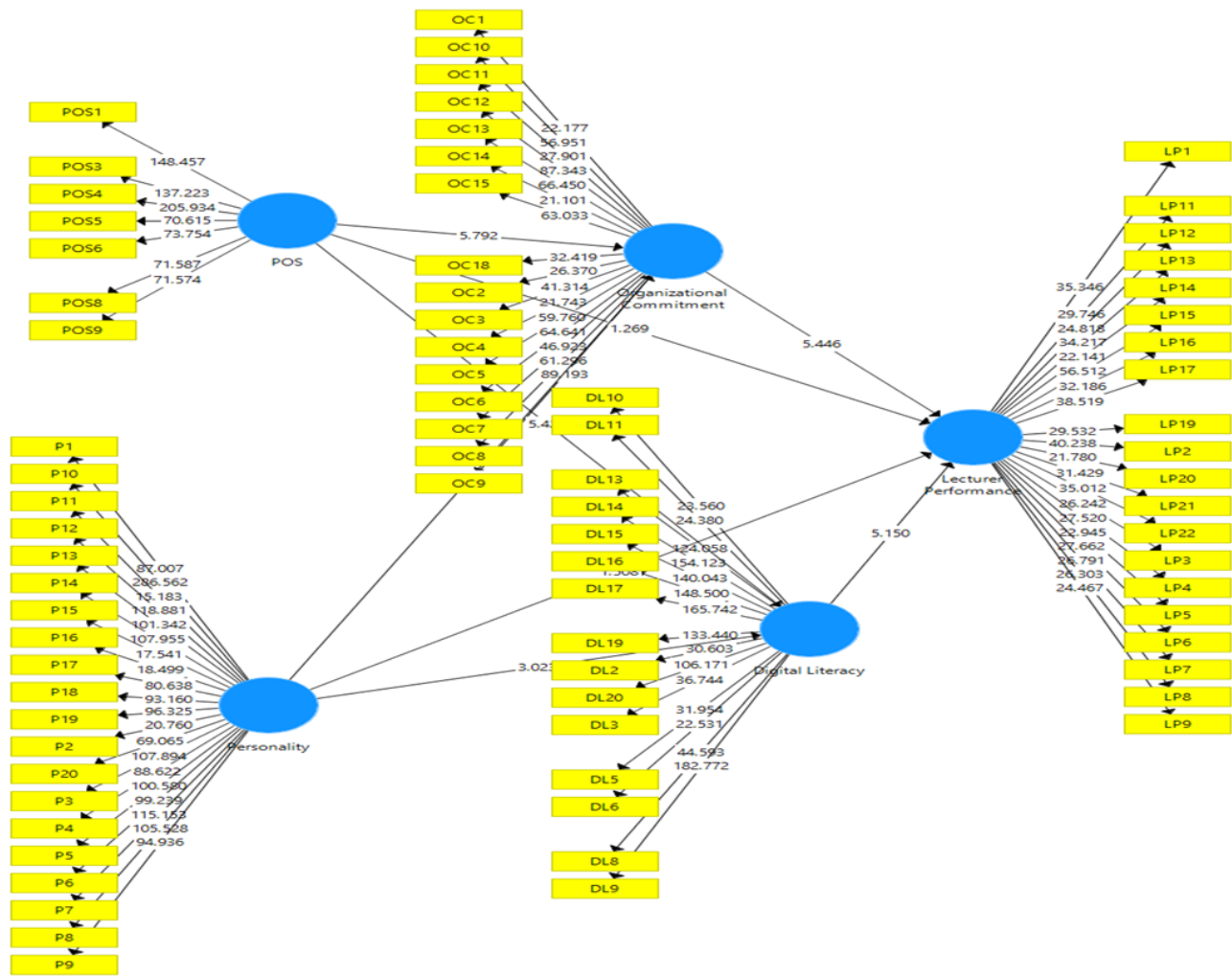


Figure 2. Structural Model Assessment

The following outcomes were generated by the structural model evaluation that made use of the bootstrapping technique:

Table 4 | Structural Model Assessment Results

	Original Sample	T Statistics	P Values	Decision
POS → Lecturer Performance	0,070	1,437	0,151	H1 Rejected
Personality → Lecturer Performance	0,080	1,295	0,196	H2 Rejected
POS → Organizational Commitment	0,332	5,385	0,000	H3 Accepted
Personality → Organizational Commitment	0,181	2,768	0,006	H4 Accepted
Organizational Commitment → Lecturer Performance	0,279	4,914	0,000	H5 Accepted
POS → Digital Literacy	0,298	4,830	0,000	H6 Accepted
Personality → Digital Literacy	0,166	4,317	0,000	H7 Accepted
Digital Literacy → Lecturer Performance	0,286	4,970	0,000	H8 Accepted

Source: Data processed by the author (2026)

Table 4 showed that 2 of the 8 hypotheses were rejected and 6 were accepted. H1 and H2 were rejected because POS and personality did not directly affect lecturer performance. This result suggested that these 2 factors have an indirect impact on performance through a mediating variable. In addition, it had been showed that POS significantly affected digital literacy and organizational commitment. Digital literacy and organizational commitment were also positively and significantly impacted by personality. Lecturer performance was positively impacted by both organizational commitment and digital literacy. The biggest direct predictor in this study model was digital literacy, which had the highest direct influence coefficient on instructor performance.

Table 5 | Mediation Test Results

	Original Sample	T Statistics	P Values	Decision
POS → Org. Commitment → Lecturer Performance	0,093	3,718	0,000	H9 Accepted
Personality → Org. Commitment → Lecturer Performance	0,051	2,543	0,011	H10 Accepted
POS → Digital Literacy → Lecturer Performance	0,085	3,444	0,001	H11 Accepted
Personality → Digital Literacy → Lecturer Performance	0,047	2,928	0,004	H12 Accepted

Source: Data processed by the author (2026). Note: Full mediation as per Baron & Kenny (1986) criteria

All mediation hypotheses H9–H12 were accepted with full mediation, according to Table 5, based on the bootstrapped significance of each indirect effect rather than the sequential causal-steps logic of Baron & Kenny (1986) (Zhao et al., 2010). Both the influence of POS on lecturer performance and the effect of personality on lecturer performance were substantially mediated by organizational commitment. In addition, the impact of POS on lecturer performance and the impact of personality on lecturer performance were both strongly mediated by digital literacy. Since the indirect effects of POS and personality on lecturer performance were significant ($p < 0.05$), the mediation in all hypotheses was full mediation. According to Nurhasanah et al. (2025) and Syahsudarmi et al. (2024), these results validated that organizational commitment and digital literacy were the primary processes that transferred institutional support and lecturer personality potential into ideal academic performance.

4.2 DISCUSSIONS

4.2.1. The Influence Of Pos On Lecturer Performance

The conclusion that POS had no direct impact on instructor performance could be explained by a number of factors. First, the descriptive data showed that POS was in the High group with the lowest Peer Support dimension. This suggested that lecturers' perceptions of support were insufficient to directly improve performance. Second, before POS had an effect on performance, it was most likely absorbed by the process of developing organizational commitment and digital literacy. Organizational support changes in attitudes and commitment before delivering performance impacts, according to Social Exchange Theory (Blau, 1964). This outcome was consistent with that theory. Nurhasanah et al. (2025) at private institutions in the Riau Islands stated that instructors' publishing performance was unaffected by organizational assistance. This reinforced that the POS-performance link in the Indonesian PHEI context was indirect rather than direct. Theoretically, this result refined the application of Social Exchange Theory in academic settings by showing that reciprocity unfolds through a sequential, attitudinal-then-behavioral pathway rather than a direct exchange. Practically, it implied that private universities could not expect institutional support alone, such as funding or facilities to translate into stronger Tridharma performance unless it was deliberately paired with efforts to cultivate lecturers' organizational commitment and digital competence.

4.2.2. The Influence Of Personality On Lecturer Performance

Lecturer performance was not directly impacted by personality. This result was explained by 2 factors. First, the results of the descriptive study showed that all of the Big 5 Personality Model's dimensions fell into the Very High category, with very little variation amongst lecturers. As a result, personality was no longer a significant differentiator in directly identifying high or bad performance. Second, the results showed that personality had a significant impact on both digital literacy (H7) and organizational commitment (H4), suggesting that personality had a more fundamental function in forming individual work attitudes and capacities before influencing performance. This result was consistent with Desaili et al. (2023), who showed total mediation, in which organizational commitment fully mediated personality's lack of direct impact on performance. In addition, Nurhasanah et al. (2025) discovered that the publication performance of instructors in private universities in the Riau Islands was not directly influenced by personality factors. In contrast, Badaruddin & Fatmasari (2021) discovered a direct relationship between lecturer performance and personality. The various study models that excluded mediator variables could be the cause

of this disparity. This divergence was most plausibly explained by their model's exclusion of mediating variables, which would have absorbed personality's effect into an apparent direct path.

4.2.3. The Influence Of Perceived Organizational Support On Organizational Commitment

Organizational commitment was positively and significantly impacted by POS. This study suggested that lecturers' emotional commitment and loyalty to their university was positively correlated with their perception of organizational support, whether it be in the form of institutional concern, superior support, or coworker support. The Social Exchange Theory (Blau, 1964), stating that instructors who feel supported by their institution reacted by strengthening their emotional relationships as a kind of reciprocity, was confirmed by this data. This outcome was consistent with the results of Suparjo et al. (2023), who showed that POS significantly improved organizational commitment, and Pratiwi & Muzakki (2021), who discovered a substantial correlation between POS and organizational commitment among Indonesian academics at private universities.

4.2.4. The Influence Of Personality On Organizational Commitment

Character traits had a positive and substantial effect on loyalty to one's organization. These results provided additional evidence that teachers who scored higher on the agreeableness and conscientiousness dimensions of the personality trait were likely to become emotionally and behaviorally committed to their schools. Lecturers who were conscientious were inherently driven to be accountable and devoted to their organizations, which inevitably strengthened their devotion. The Big 5 Personality Model (Costa & McCrae, 1992), which explained how personality traits regularly influenced work orientation and attitudes toward the organization, was consistent with these results. Aryo & Suryatni (2025) also showed that lecturers' organizational commitment was positively and significantly impacted by personality, and Barza & Galanakis (2022), who established a positive correlation between conscientiousness and affective and normative commitment.

4.2.5. The Influence Of Organizational Commitment On Lecturer Performance

Lecturer performance was positively and significantly impacted by organizational commitment. This study suggested that a lecturer's academic achievement in applying all aspects of the Tridharma of Higher Education was positively correlated with their level of devotion to the school. Highly emotionally invested lecturers could allocate their professional energy more effectively as a kind of attachment and devotion to the school, including in the areas of study and scientific publications that needed additional commitment outside of classroom hours. This result was consistent with the Social Exchange Theory (Blau, 1964). Pan & Arguelles (2024), discovered that affective commitment significantly improved university lecturers' task and contextual performance. Organizational commitment improved professor performance, according to Tanjung et al. (2025) study on teachers at private universities in Batam.

4.2.6. The Influence Of Perceived Organizational Support On Digital Literacy

Digital literacy was positively and significantly impacted by POS. According to this study, lecturers' perceived organizational support, which included the availability of digital infrastructure, technological training programs, and superior support for learning innovation, was positively correlated with their level of digital literacy. Lecturers adopted and maximized technology use in all facets of their academic job when schools offered a conducive digital ecosystem. These results were consistent with what was predicted by social exchange theory and the technology acceptance model (Davis, 1989; Blau, 1964). Setyawan et al. (2022) also showed that instructors' digital literacy was much enhanced with the use of organizational resources. Another result of Paridy et al. (2025) was that there was a strong correlation between the level of organizational support and the digital literacy of instructors.

4.2.7. The Influence Of Personality On Digital Literacy

Digital literacy was positively and significantly impacted by personality. According to this study, instructors who possessed more adaptable and open-minded personality traits were more likely to acquire digital literacy skills in the context of their academic profession. In particular, the openness to experience dimension pushed academics to actively look for, test, and incorporate new technology into their study and teaching methods. The Big 5 Personality Model (Costa & McCrae, 1992) was consistent with this result. Ding et al. (2025) also showed that extroversion and openness significantly boost lecturers' use

of digital technology. In addition, Hussain et al. (2024) showed how lecturers' work behavior was influenced by their personalities and digital competencies.

4.2.8. The Influence Of Digital Literacy On Lecturer Performance

Lecturer performance was positively and significantly impacted by digital literacy. Among all the variables in the model, digital literacy had the highest direct influence coefficient on lecturer performance, suggesting that it was the most powerful direct predictor of lecturer performance in this study. This result suggested that lecturers' academic performance in applying the Tridharma of Higher Education was more optimal particularly in areas of study and scientific publishing that increasingly rely on digital technology. This outcome was consistent with the Technology Acceptance Model (Davis, 1989), stating that when instructors believed digital technology was beneficial, incorporating it into their teaching more successfully, leading to improved performance. In a study of lecturers in China, Lyu & Luo (2024) likewise discovered a beneficial impact of digital literacy on lecturer performance. Mardiman et al. (2026) discovered a very strong, positive, and substantial influence of digital literacy on lecturer performance. Critically, this result suggested that in the post-pandemic higher education landscape, digital competence shifted from a supplementary skill to a core determinant of academic productivity, particularly in study and publication, the very areas this study's preliminary survey identified as comparatively weak. This implied that, from a practical standpoint, targeted investment in digital literacy training could yield faster performance gains for PTS lecturers in West Sumatra than broader organizational-support initiatives alone.

4.2.9. The Role Of Organizational Commitment In Mediating The Relationship Between Perceived Organizational Support And Lecturer Performance

With an indirect effect of $\beta = 0.093$, t -statistic = 3.718, and p -value = 0.000, organizational commitment significantly mediates the impact of POS on lecturer performance. H9 was accepted because the indirect effect was significant while the direct effect of POS on lecturer performance was not, showing full (indirect-only) mediation (Zhao et al., 2010). According to this study POS does not directly enhance lecturer performance; rather, it fosters strong organizational commitment, which in turn study higher academic achievement. According to Social Exchange Theory (Blau, 1964), instructors who sufficient institutional supported build emotional bonds as a kind of reciprocity, and this dedication eventually led to improved performance. This result was consistent with the results of Nurhasanah et al. (2025) and Syahsudarmi et al. (2024).

4.2.10. The Role Of Organizational Commitment In Mediating The Relationship Between Personality And Lecturer Performance

With an indirect effect value of $\beta = 0.051$, T -Statistics = 2.543, and P -Values = 0.011, it was showed that organizational commitment strongly mediated the impact of personality on lecturer performance. The direct effect of personality on lecturer performance was not significant (H2 is rejected) while the indirect effect was significant. This was classified as full (indirect-only) mediation (Zhao et al., 2010), and H10 was accepted. According to this study, lecturers' personalities had an indirect effect on their performance by first creating a strong organizational commitment. Strong academic achievement was ultimately fueled by the devotion and emotional attachment that lecturers with high conscientiousness and agreeableness naturally establish to the institution. This result was consistent with Nurhasanah et al. (2025) and Desaili et al. (2023).

4.2.11. The Role Of Digital Literacy In Mediating The Relationship Between Perceived Organizational Support And Lecturer Performance

The impact of POS on lecturer performance was considerably mediated by digital literacy, with an indirect effect of $\beta = 0.085$, T -Statistics = 3.444, and $P = 0.001$. The direct effect of POS on lecturer performance is was significant (H1 is rejected) while the indirect effect was significant, this was classified as full (indirect-only) mediation (Zhao et al., 2010), so H11 was accepted. According to this study, excellent organizational support-such as digital infrastructure, technology training programs, and exceptional support for learning innovation-increases lecturers' digital literacy competencies, which in turn enhanced academic achievement. This result was consistent with Paridy et al. (2025) and Setyawan et al. (2022), and it was a unique contribution of this study since it combined Organizational Commitment and Digital Literacy as a parallel mediator in a single

model.

4.2.12. The Role Of Digital Literacy In Mediating The Relationship Between Personality And Lecturer Performance

With an indirect effect value of $\beta = 0.047$, T-Statistics = 2.928, and P-Values = 0.004, it was showed that digital literacy strongly mediated the impact of personality on lecturer performance. This was classified as full (indirect-only) mediation (Zhao et al., 2010), so H12 was accepted because the direct effect of personality on lecturer performance was not significant (H2 is rejected) while the indirect effect was significant. According to this study, a lecturer's personality-particularly their openness to new experiences-promotes the growth of digital literacy skills, which in turn enhanced academic achievement. Open-minded lecturers actively use digital technology in their study and teaching methods, which leads to better Tridharma performance. This result was consistent with Ding et al. (2025). Organizational commitment and digital literacy were the primary mechanisms that convert institutional support and lecturer personality potential into optimal academic performance at private universities in West Sumatra Province, according to the results of H9 to H12, which collectively confirmed that all influences of POS and personality on lecturer performance were fully mediated.

Overall, the pattern of full (indirect-only) mediation across H9-H12 offered a more critical theoretical insight than the individual results alone. This showed that, in the context of West Sumatra's private higher education institutions, institutional support and personal disposition did not translate into performance through any direct channel, but exclusively through the psychological and competency-based transformations captured by organizational commitment and digital literacy. This extended Social Exchange Theory (Blau, 1964) beyond its conventional emphasis on attitudinal reciprocation by showing that a parallel, capability-based pathway digital literacy, operated alongside the attitudinal pathway with comparable strength, suggesting that reciprocity in the digital-age academic workplace was expressed through both emotional attachment and functional competence. Similarly, the results extend the Big 5 Personality Model (Costa & McCrae, 1992) by showing that dispositional traits shape performance only after being channeled into organizational attachment and digital skill, rather than acting as direct performance predictors. Practically, these cautioned PTS leaders and LLDIKTI Region X against treating institutional support, funding, or personality-based recruitment as performance levers in their own right; instead, resources must be directed at the intervening mechanisms themselves, strengthening organizational commitment through recognition and career development, and building digital literacy through sustained training, since these were the actual conduits through which supported and disposition are converted into stronger Tridharma performance.

5. CONCLUSION

In conclusion, the results show that lecturers' performance is unaffected by POS and personality, but that these factors significantly and positively influence organizational commitment and digital literacy. Organizational commitment and digital literacy mediate the relationship between POS, personality, and lecturer performance at private institutions in West Sumatra province. Both factors significantly affect lecturer performance. These results show that enhancing PTS lecturers' performance necessitates an integrated two-track approach: building digital literacy, which boosts lecturers' academic capacity, and bolstering organizational support, which promotes lecturer commitment, both of which work in concert to produce optimal Tridharma performance.

6. LIMITATION AND IMPLICATION

6.1.LIMITATIONS

Several limitations were observed this study. First, changes in variables over time cannot be captured by the cross-sectional approach that was used. Second, social desirability bias can be introduced because performance measurement depends on self-evaluation. Third, the comparatively low R² value suggests that lecturer performance is influenced by numerous other factors outside the model, such as leadership, company culture, and compensation. Fourth, the results are restricted to West Sumatra Province's private universities.

6.2.IMPLICATIONS

By showing that organizational support acts indirectly through commitment and digital literacy rather than directly on performance, this study enhances the applicability of Social Exchange Theory (Blau, 1964). By showing that personality affects performance through indirect processes, this study additionally expands upon the Big 5 Personality Model incorporates digital literacy into the professor performance model for the digital age as a fresh, pertinent mediator.

Leaders of private universities must be aware of the comparatively low levels of continuity commitment and colleague support. Given that digital literacy has the highest direct influence coefficient on professor performance, funding for the promotion of digital literacy, specifically digital content creation, must be given top priority. LLDIKTI Region X's lecturer development program must be multifaceted; financial assistance is insufficient on its own; it must be combined with a program that methodically increases the dedication and digital literacy of instructors at private universities. As the strongest direct predictor of lecturer performance identified in this study, digital literacy should anchor practical interventions, complemented by initiatives that systematically build institutional support and commitment.

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