

Critical Human Resource Development on the Relationship Between Quality Work Life and Lecturer Performance Public and Private Universities in Indonesia

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Abstract: The demands of lecturers are getting higher; however, this is not fully accompanied yet with the guarantee of welfare. The research aims to assess the impact of quality work life (QWL) towards the performance of lecturers at private and state Universities in Indonesia which mediated by the critical human resources development (CHRD). This study used quantitative approach with partial least square-structural equation modelling. A purposive sampling method was involved with the criteria of the permanent lecturers in the private and state universities in Indonesia. The results indicate that there is no difference between the QWL in private and state universities in Indonesia. While CHRD has significant impact towards performance. Career development, facilities, work load, and work life balance has positive impact towards QWL. The research also shows that QWL has significant positive impact towards performance when it is mediated with CHRD. Thus, there is a need for the state and private universities in increasing the performance by building a working environment that support, invest in employee development, and aligning the human resource strategy with the organization's goal and also increasing the satisfaction and productivity of the lecturers and staffs.

Keywords: Quality of work life, Critical human resource development, Lecturer performance

INTRODUCTION

Lecturer plays a pivotal role of higher education institution in the educational activities (Ngoc et al., 2020). Furthermore, the role of lecturer can pursue the progress of technology and art science development from the other countries, especially in Asia (Li & Piachaud, 2019). To be a lecturer, individual needs to have four basic competences: pedagogic, professional, personality, and social (Tangkere, 2022). In addition, lecturer has general characteristics as educator by the discriminant trait as scientist and lecturer should have performance, integrity, ethics and manners, and responsibility in task implementation (Qurtubi et al., 2023). In general, it is not common if the low education quality of caused by lecturers only, there is many indicators that linked by others (Stanovich & Stanovich, 2006).

There are interesting things can be observed from some research that worthy salary (through certification), makes lecturer more enthusiastic to lecture. Even lecturer more enthusiast when lectures and improves learning quality (Lovat & Clement, 2008). As mentioned by Springer and Gardner (2010), the decent salary is one of a necessity to improve education quality. Another work argued that education quality determined by how far the government gives the proper salary to them (Figlio, 1997). However, the enhancement of quality education and welfare issue

have not been resolved yet, primarily lecturer low salary that can affect to quality work life (QWL). Thus, many breakthroughs but it has not yet touched on breakthroughs in lecturer welfare (Hadiansyah et al., 2020). It especially for permanent lecturer even less contract lecturer that work on private and government university as if it was never finished.

QWL can be defined as work requirement, physics condition and work facilities can affect the psychology welfare of employee (Umar et al., 2011). A prior study noted that the working condition and better facilities at the workplace are the essential components, so that the employee psychology welfare will arise and so working performance will be better (Herzberg, 1987). QWL is an employee satisfaction about the whole work dimension including economic rewards, safety, working condition, culture, organizational climate, and co-worker relationship (Zahoor, 2016). QWL not just focused in financial aspect which related to the job but also considering some important aspects of work such as working conditions, efficiency, organization commitment, social support, and social relevancy (Daxini & Yadav, 2019). Therefore, increasing the QWL of the employees in certain organization can provide significant contribution towards employee satisfaction.

QWL are reportedly among the biggest issues facing Indonesia's private institutions (Arif & Ilyas, 2013). It is possible that lecturers lose interest in their work because they do not work in a setting that promotes learning and productivity. It is possible that Indonesia's public universities experience something similar. It was crucial to assess and compare the QWL of faculty members at public and private universities since the factors including recruitment practices, promotion, and posting location have an impact on higher education instruction. Lecturers should have strong support from the university administration and legislators, as their work is growing more demanding and dangerous as higher education becomes more widely available. According to Arif and Ilyas (2013), there is only a couple of studies have been conducted on QWL of public and private university faculty members in Indonesia.

Considering this matter, a preliminary study has discussed about the important of QWL in determining the customer satisfaction in their job (Dolan et al., 2008). In this regard, QWL not only contributing towards the bigger work satisfaction, but also the support in improving the productivity, skill, and whole organization effectivity. The employee welfare and high level of QWL is the most important thing in organizational growth and development (Shahbazi et al., 2011). Besides, the high level of QWL can help organization to retain and attracts the employees (Kuchinke, 2010). University has important role in society and played basic role in social, economy, culture, and politic development in a nation (Shahbazi et al., 2011). In this context, university is different from profit-oriented organization. Thus, the relation among employee's QWL in university, especially academic staffs and their performance are important in organizational succeed (Singh et al., 2020).

Numerous studies in the field of Industrial and organizational psychology have revealed that QWL is related to work related attitudes and behaviors. Research from Achemaphong (2016) explained that QWL has an effect on job performance and commitment. Indeed, Elliot (2022) identified that although QWL and critical human resource development (CHRD) has an effect positive the power to CHRD, and QWL have effect to performance. The particular specifications of the scheme in this

research are in the field of management which focuses on human resource development, especially in the world of education. This research will prove whether CHRDR has a direct or indirect influence on the dimensions of QWL and performance at private and state universities in Indonesia. CHRDR is used as a mediating variable to determine the heterogeneity of existing HRD theories and practices. CHRDR will make its activities a field of study, an approach to practice, and as education in providing a service which will certainly influence university performance (Ross et al., 2023).

This study provides some contributions. First, this study contributes to the relationship between QWL and performance in Indonesian universities offers valuable insights for enhancing both employee well-being and institutional performance. Second, it highlights the critical role of strategic human resource practices in fostering a high-quality work environment and provides a framework for continuous improvement in higher education institutions. In essence, this study differentiates itself by providing a detailed, context-specific analysis of CHRDR and QWL in Indonesian universities, employing rigorous methodology, integrating cultural context, and offering practical recommendations for both public and private institutions. These differences enhance its relevance and applicability, making it a valuable contribution to the literature on human resource practices in higher education.

The rest of paper is structured as follow: the next section provides the methodology used to address the research purpose using structural model. The next section deals with results, followed by comprehensive discussion. The last section concludes the results and offers the implications and future recommendations

METHODS

Research Design

This research adopted quantitative research involving numeric data, measuring the objective facts, variable focused, and analysis of statistics. This research implementing the cross-sectional data, a data type used to record certain phenomena at certain time (Neuman, 2016). Online surveys implemented in the research to collect data. This research implementing questionnaire which translated into Bahasa Indonesia and verified by the previous research. There are 30 items of question in the overall survey.

Measuring Instrument

To measure the variables in this study, this study adopted from previous studies. Quality work life (QWL) is measured using QWL scale by Walton (1976), which been developed by Mirkamali and Tham (2011), consisting of five indicators: (1) constitutionalism in the work organization, (2) adequate fair compensation, (3) a safe and healthy work, (4) opportunities for continued growth and security, (5) social relevance in work life. The total number of question items for QWL indicators is 10 items. To measure critical human resource development (CHDR), this study adopted CHDR by Kincheloe's (1999), which consists of ten dimensions: (1) employee competencies, (2) innovation and creativity, (3) leadership and

management, (4) performance evaluation and feedback, (5) training and development, (6) life balance and mental health, (7) job satisfaction and retention, (8) technology adoption and innovation, (9) impact measurement of development programs, and (10) organizational readiness. The total number of question items for CHDR indicators is 10 items. While for the dependent performance, this study used key performance indicator scale for university which developed by Mohamadi (2019), covering five indicators: (1) knowledge, (2) student-teacher relation, (3) lecturers' productivity, (4) work-quality, (5) professionalism and ethic. The total number of question items for Performance indicators is 10 items.

Sampling Technique

This study applied a non-probability sampling as the researcher could not defined the existence of population number accurately (Neuman, 2016). Questionnaires will be distributed in November to the lecturers in Private Universities and State Universities in Indonesia. The selected respondents will be marked according to age, gender, education level, and years of service. We distributed the questionnaire through the Indonesian Lecturers Association (ADI) community. We distributed the questionnaire via social media and 114 respondents filled out the questionnaire. There was one respondent who did not complete the questionnaire completely so it could not be processed to the next stage.

Data Analysis

To analyze the data, this study implemented partial least square-structural equation modeling (PLS-SEM). The PLS-SEM can realize the integrated application of multiple data analysis methods, which can both find the functional relationship between independent variables and dependent variables through the data and use the model rows to make predictions, as well as observing the interrelationships between variables through the simplified data structure (Hair et al., 2010). This study provided validity test with discriminant validity (outer loading and AVE) and reliability test using composite reliability and Cronbach's alpha. After the reliability test, continued with model testing. There are two stages in model testing for PLS-SEM known by two-Step SEM, which estimating the measurement model first that is called external model testing, then estimating the structural model which is called the internal model testing (Hair et al., 2021).

RESULTS AND DISCUSSION

Respondent Characteristics

The respondents in this research were lecturers from private and state universities in Indonesia from DKI Jakarta, Special Region of Yogyakarta, Central Java, West Java, East Java, Sulawesi, Maluku, Kalimantan, West Nusa Tenggara, East Nusa Tenggara, Bali, Special Region of Aceh, West Sumatra, Lampung, and Irian Jaya. The Result of the respondents' characteristic analysis shows that 69,2% respondents are from Private University whereas 30.8% respondents from State University (see Figure 1).

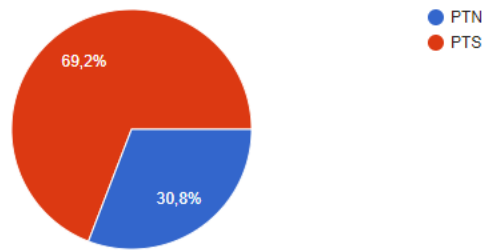


Figure 1. The Origin of the Universities
Note. PTN=state university, PTS=private university

Based on the years of service, as many as 51,4% have less than 10 years of service, 29% who have 11-20 years of service, 11.2% have 21-30 years of services, and also 8.4% have more than 30 years of service (see Figure 2a).

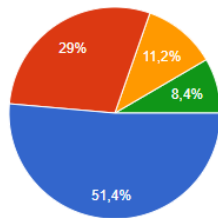


Figure 2a. Respondents' Years of Service

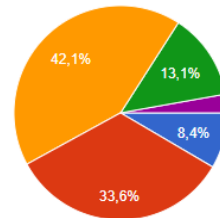


Figure 2b. Functional Status

According to the functional in Figure 2b, 2.8% of the respondents are Professor, 13.1% of the respondents are Head Lector, 42.1% respondents are Lector, 33.6% of the respondents are expert assistance, whereas 8.4% are instructor. As shown in Figure 3, The respondents' characteristics for education shows that the most of the respondents have master degree (65.4%) whereas the 34.6% have doctoral degree.

Validity and Reliability

Before the hypothesis testing, it needs to develop the model fit and feasible using validity test and reliability test. The validity test of the model using convergent validity test which consisted of outer loading and average variance extracted (AVE). The result of the validity test is illustrated in Figure 3 and Table 1.

Table 1. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
CHRD	0.943	0.947	0.952	0.664
Career development_	0.773	0.774	0.898	0.815
PER	0.812	0.821	0.877	0.640
QWL	0.914	0.919	0.929	0.569
WLB	0.780	0.781	0.901	0.820
Facilities	0.840	0.842	0.926	0.862
Workload	0.621	0.666	0.837	0.720
Workplace	0.768	0.770	0.896	0.812

Note. CHRD= Critical human resource development, QWL=quality work life, WLB=work-life balance

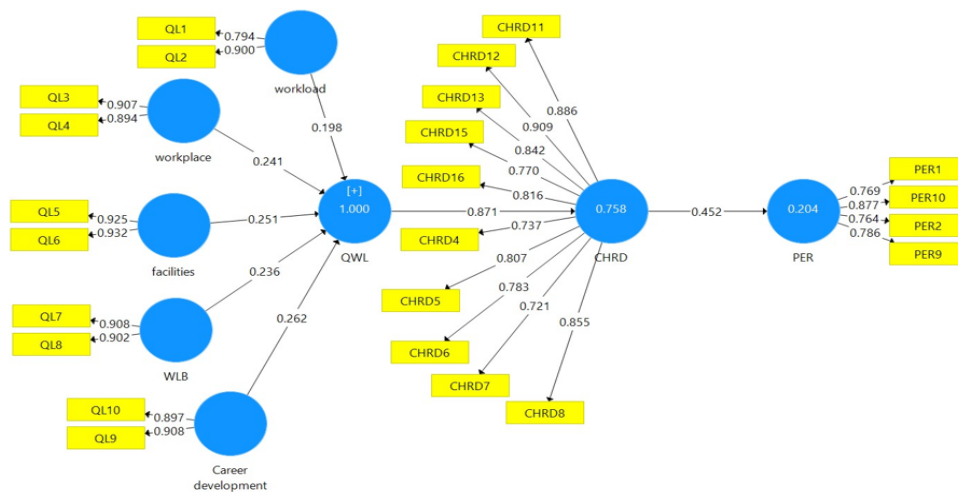


Figure 3. Model Fit

As shown in Table 1, in convergent validity test, the score of outer loading should be above 0.7 and AVE score should higher than 0.5. From the table it is known that outer loading score on each indicator of variables are above 0.7 so the indicators stated as valid. The statistical estimation shows that the Cronbach’s alpha score on each variable is above 0.7. The composite reliability score on each variable declared to have met the required composite reliability score that is upper than 0.5 so the variables on the research are declared as reliable.

Hypothesis Testing

The hypothesis test in this study involved a bootstrapping estimation with p-value score parameter. While the sample size showed by the original sample score. The results of the test shown by Table 2 and Table 3. The result of the hypothesis shows that there is no difference of quality work of life between private and state universities in Indonesia. All of the hypothesis is accepted. The result of the research is that there is no difference in quality work of life between the private and state universities in Indonesia.

Table 2. Public Universities Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistic (O/STDEV)	P Values
CHRD → PER	0.376	0.403	0.088	4.266	0.000
Career Development → QWL	0.264	0.266	0.023	11.588	0.000
QWL → CHRD	0.875	0.879	0.034	25.949	0.000
WLB → QWL	0.224	0.221	0.021	10.721	0.000
Facilities → QWL	0.259	0.255	0.021	12.249	0.000
Workload → QWL	0.194	0.194	0.017	11.585	0.000
Workplace → QWL	0.240	0.241	0.023	10.441	0.000

Note. CHRD= Critical human resource development, QWL=quality work life, WLB=work-life balance

Table 3. Private Universities Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/ STDEV)	P Values
CHRD → PER	0.659	0.685	0.091	7.255	0.000
Career Development → QWL	0.259	0.260	0.036	7.230	0.000
QWL → CHRD	0.873	0.866	0.073	11.930	0.000
WLB → QWL	0.252	0.261	0.041	6.179	0.000
Facilities → QWL	0.234	0.242	0.036	6.593	0.000
Workload → QWL	0.205	0.201	0.037	5.559	0.000
Workplace → QWL	0.243	0.222	0.046	5.323	0.000

Note. CHRD= Critical human resource development, QWL=quality work life, WLB=work-life balance

Discussion

The first hypothesis stated that CHRD influences lecturer's performance, confirming H1. The lecturer's performance affected by various factors including university policy, working condition, administrative support, individual motivation, and other factors. CHRD is just one of many aspects in human resource development and its impact is difficult to separate from the role of other factors. The success of CHRD in affecting lecturer's performance depends on context and how the CHRD program is implemented (Ross et al., 2023). The CHRD experts shouted to HR to contemplate whose interest they serve (Hobman et al., 2004), by reason that HR has to have other goal such as social justice (Byrne et al., 2011), social changes (Trehan et al., 2006), and human race advancement (Kuchinke, 2010). Therefore, CHRD can be realized in the discourse that challenge the performativity focus, especially through implementing non-economic discourse and shows concern towards the impacts other than public economic performance or finance of the organization.

The Second assumption of traditional HR is the existence of self-rationality, autonomy follows the humanist perspective (Trehan & Rigg, 2011). Learning discourse, which is identified as the second HR dominant discourse, may be seen as belonging to this tradition because of its focus on facilitating individual learning (Corley & Eades, 2006). However, the humanist tradition in HR has been criticized as it ignoring the power relations which limiting the individual institution and create opportunity of development only open for some people (Trehan & Rigg, 2011). On the other hand, the more critical approach focus on the power structure and contend that role of human rights defender has to free the individual and groups from the unequal power relations (Ross et al., 2023). Therefore, the second action that can be taken by CHRD is through discourse that challenging the humanist assumptions, admit the power relations that limiting the individual institution and seeks to change the existing power structure.

The second hypothesis stated that the impact of career development towards QWL. The performance and productivity of educational institutions and colleges can be attributed to career growth. As a result, an extensive higher education strategy needs to be reviewed often. Public universities in particular must evaluate their strategic plans, one of which covers the professional development of their human resources. A series of ongoing educational and professional endeavors that are

important to the individual and add value to the company are seen as career growth. Each organization has a reputation for doing a certain job and has a certain function in society (Kermansaravi et al., 2015). As a result, universities are crucial to the process of social development. Stated differently, academic institutions that have developed by maximizing the success and productivity of their employees especially among academic employee's may directly effect of student and productivity of organization (Magnano et al., 2019). Kermansaravi et al. (2015) supported the proof of this hypothesis, where when career development in a company can be implemented well it will be followed by an increase in the quality of employee life where employees will feel comfortable at work and not worry about their future while working. in the company or organization where they work.

The next hypothesis stated the QWL impact towards CHRD is supported. QWL is a concept covers various aspects that related to the wellness of employees at workplace. Employees that feel align with organization value tend to be motivated to participate in CHRD program. The employees that satisfied with their working condition are more possible to contribute maximally in CHRD program, such in training, skill advancement, and continuous learning. The good working atmosphere in supporting QWL can drive creativity and innovation. Employees who feel empowered and valued tend to provide broader contribution towards critical human resource development initiative. QWL also covers the work life balance aspect. Organization that concerns in the balance can create an environment that supports the whole employee's development, including in organizing and increasing CHRD. High QWL able to contribute in increasing the employee retention. The employees who are satisfied with the work and working environment are more tend to stand in organization, provide stability in critical human resource development.

The aims of critical human resource development are to encourage the critical practices according (Ross et al., 2023). CHRD promotes non-performativity, denaturalization, and reflectivity in the organization by developing manager's critical insights related to organization's power relations, interests, and injustice, and to explore alternative solution and opportunity to take action. Ross et al. (2023) explained that QWL impact towards CHRD, the better the QWL possessed by workers will be followed by good abilities towards CHDR where there will be an increase in knowledge, skills, relationships and education to organizational and management knowledge, goals and practices.

The fourth hypothesis has proved the significant positive impact. Work-life balance has impact towards quality work of life. This makes individual to have wellness on his job. Individual that has balance in his life will tend to have less conflict and stress, so they can give more of his time for family, and life quality of individual can be higher because of the balances of work and life. This is relevant to the results of Rohmawati and Izzati (2021) that level of balance relation of work life with quality of work life is strong and in the same direction. The unidirectional relation can be interpreted that the higher the balance of work life, the higher the quality of work life, and vice versa. In this context, quality of work life balance can affect the balance of work life such as the employee that given high level of support will feel comfortable so emerging positive attitude so they have the balance of their life, and will have less conflict and stress of their job.

Organizational infrastructure that includes services like water, electricity, transportation, and sanitation as well as tangible amenities like communication and waste disposal systems and utility supply systems (Parveen et al., 2012). Employee motivation and performance are significantly impacted by a number of important characteristics of their work environment. Employees must be further motivated in order to enhance their aptitude and competencies in order to function well (Parveen et al., 2012). About half of a worker's life is spent in the workplace, which has a significant influence on their performance, activities, abilities, and psychological state (Parveen et al., 2012). It is assumed that improved office environments yield higher performance outcomes. Consequently, an improved physical work environment will increase the employee performance and their productivity (Parveen et al., 2012).

The sixth hypothesis in this research is also accepted. Workload has effect to quality work of life. Daxini and Yadav (2019) explained that the gap between an employee's capability or competence and the expectations of their job that they must meet is their workload. Human labor involves both mental and physical labor, therefore each has a unique weight. Workload is impacted by life's quality of work. While job satisfaction is negatively impacted by a heavy workload (Noraani, 2013). Noraani (2013) suggested that the level of job satisfaction is influenced by the daily workload, with employees expressing higher satisfaction when they are assigned lighter tasks. Uttar Pradesh et al. (2013) indicated a negative association between workload and employee satisfaction. The study found that workload has an adverse effect on employee job satisfaction.

The seventh hypothesis posits that the workplace significantly influences the quality of work life. Arif and Ilyas (2013) defined the working environment as encompassing processes, systems, structures, tools, or conditions within the workplace that can positively or negatively affect individual performance. This includes policies, rules, culture, resources, and working conditions. A conducive work environment can enhance employee satisfaction and performance, while an unfavorable one may lead to dissatisfaction, absenteeism, complaints, fatigue, unhappiness, and even depression (Parveen et al., 2012). The aforementioned suggested that employees tend to gravitate towards companies with supportive work environments, where they feel appreciated and valued. The last result showed the influence of CHRD can mediate on the connection between QWL and lecturer performance in Indonesia. The finding indicates that CHRD can provide as a mediator in the linkage between QWL and lecturer performance in Indonesia. Combination, QWL and CHRD, universities and educational institutions can drive in stimulating and supportive work environment for lecturers in achieving the quality of education.

CONCLUSION

This study aims to investigate the linkage between QWL, CHRD, and lecturer performance in Indonesia. The findings indicate that there is no difference between the QWL in private and state universities in Indonesia. While CHRD has significant impact towards performance. Career development, facilities, work load, and work

life balance has positive impact towards QWL. The research also indicates that QWL has significant impact on performance, which mediated with CHR. The findings raise the need for educational institutions to prioritize dimension QWL to enhance performance and the organizational goal. The study provides implication for the significance of high-performance work practices and the mediating role of working conditions in the linkage between with lecturer performance. It also promotes the need for context-specific human resource development strategies in educational institutions. As other studies, this study lies in the limited variables involved, such as QWL and CHR, while other variables can be considered in the future, such as education and training, organizational factors. In addition, there in concern for future scholars in to involve larger sample to reach comprehend findings.

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