Journal of Economics, Entrepreneurship, Management Business and Accounting, 2026, 4(6), 497-518.
https://doi.org/10.61255/jeemba.v4i6.2117

Perceived Opportunities for Competency Development, Organizational Support, and Lecturers' Self-Reported Academic Task Performance: The Mediating Role of Knowledge Sharing

Muhammad Nuzul Qadri*, Rince Tambunan, La Ode Almana, Asrul Jabani, and Jamaluddin Dahlan
Department of Management, STIE Enam Enam Kendari, Kendari, Indonesia.

ABSTRACT

Purpose – This study examines the direct and indirect associations of perceived competency development opportunities and organizational support with lecturers' self-reported academic task performance through knowledge sharing.
Design/methodology/approach – A quantitative, cross-sectional study involved all 85 active lecturers at STIE Enam Enam Kendari (100% response rate). Data were collected using 17 five-point Likert-scale items and analysed using PLS-SEM, supplemented by sensitivity and common-method diagnostics.
Findings/Results – Competency development opportunities were positively associated with academic task performance (β = 0.364) and knowledge sharing (β = 0.454). Organizational support showed positive associations with performance (β = 0.428) and knowledge sharing (β = 0.282). Knowledge sharing was positively associated with performance (β = 0.296). Both indirect associations were statistically significant (β = 0.134 and β = 0.083), supporting complementary partial statistical mediation. Total effects were 0.498 and 0.511, respectively. Cross-sectional self-reports limit causal interpretation and may involve common-method variance.
Originality/Value – This study clarifies the role of knowledge sharing in lecturers' academic task performance while distinguishing perceived development opportunities from actual competency gains and self-reported effectiveness from comprehensive academic achievement.

ARTICLE INFO

Keywords:
Perceived Opportunities For Competency Development, Perceived Organizational Support, Knowledge Sharing, Self-Reported Academic Task Performance, Lecturers.

Article Information:
Received: 20/08/2026
Revise: 17/09/2026
Accepted:12/10/2026

ISSN:
2985-3168 (Online)
2985-3222 (Print)

Corresponding Author at:
Department of Management, STIE Enam Enam Kendari, Kendari, Southeast Sulawesi, Indonesia.
E-mail address: ujhol.nuzul@gmail.com (Muhammad Nuzul Qadri)
The work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

1. Introduction

Higher education institutions depend on lecturers to conduct teaching, research, publication, community service, and related academic activities. The effective execution of these responsibilities is therefore important for institutional performance and academic service delivery. Nevertheless, lecturers' academic achievement is a multidimensional concept. Teaching quality, research productivity, publication records, academic supervision, and community-service outcomes require different indicators and sources of evidence. The present study examines a narrower outcome: lecturers' self-reported academic task performance, understood as their perceived effectiveness in planning, prioritizing, managing time, and executing academic duties. This distinction prevents subjective ratings of task organization from being equated with objectively verified Tridharma achievements (Koopmans et al., 2014).

One potentially relevant antecedent is perceived opportunities for competency development (POCD). Academic work may offer opportunities to learn, apply professional knowledge, take initiative, and develop existing skills. Drawing on the Possibilities for Development dimension of the Copenhagen Psychosocial Questionnaire, POCD captures how lecturers evaluate these possibilities within their work rather than documenting training completion, certification, or measurable changes in competence (Pejtersen et al., 2010). From a human resource development (HRD) perspective, such opportunities are relevant to professional learning and the utilization of knowledge, but their perceived presence is not equivalent to an observed capability gain. This narrower operationalization is important when interpreting relationships with performance.

A second antecedent is organizational support (OS), operationalized as perceived organizational support (POS). POS refers to employees' general beliefs that their organization values their contributions and cares about their well-being (Eisenberger et al., 1986). In this study, the construct concerns lecturers' perceptions of institutional recognition, appreciation, concern, and assistance. Its indicators do not separately measure research grants, information systems, physical facilities, or administrative budgets. Organizational support theory associates favorable perceptions of organizational treatment with constructive work-related attitudes and behaviors, including performance (Rhoades & Eisenberger, 2002).

Knowledge sharing (KS) provides a further relevant dimension. Much of the knowledge needed for academic work is embedded in the experience of individual lecturers. Its exchange through professional discussion and collegial interaction can make expertise accessible to others. Grant's (1996) knowledge-based view (KBV) emphasizes the integration and application of specialized individual knowledge within organizations. Accordingly, knowledge-sharing behavior is theoretically relevant to academic task effectiveness and may form an indirect statistical pathway linking development-related opportunities and organizational support with lecturers' reported performance. Lin (2007) also demonstrates the relevance of individual and organizational conditions to knowledge-sharing processes, although the original study was conducted outside the higher-education setting.

Evidence from Indonesian higher education supports the relevance of these relationships but does not establish a single, uniform model. Masnun et al. (2025) reported significant relationships involving competence and lecturer performance, whereas Usmia et al. (2023) found that human resource development was not significantly associated with lecturer performance either directly or through competence. Fauziyyah and Mas'ud (2026) identified a positive relationship between perceived organizational support and knowledge sharing among lecturers. Hermawan et al. (2025) reported a positive association between knowledge

sharing and lecturer performance but examined a different role for perceived organizational support. Differences in constructs, measures, institutions, and explanatory pathways make direct comparisons difficult and indicate the value of carefully defined variables.

Three gaps motivate the present investigation. First, research referring broadly to competency development may conflate actual gains in capabilities with perceived development-related work opportunities. Second, academic performance is often discussed as an overall institutional outcome even where the dependent measure consists only of self-rated task behavior. Third, empirical models variously position knowledge sharing and organizational support as antecedents, outcomes, or mediators, leaving the specific pattern of their direct and indirect statistical associations open to examination. Addressing these gaps requires consistent measurement definitions and cautious interpretation of cross-sectional relationships.

The study therefore examines the direct and indirect associations of POCD and OS with self-reported academic task performance (SRATP), with KS specified as a mediator, among lecturers at STIE Enam Enam Kendari. Its contribution is to integrate development-related opportunities, perceived institutional support, and knowledge-sharing behavior within a KBV-oriented model, while distinguishing measured associations from untested causal mechanisms or objective academic achievements.

2. Literature Review & Hypothesis Development

2.1 Knowledge-Based View, Human Resource Development, and Organizational Support

The KBV conceptualizes the organization as a means of integrating and applying knowledge held by individuals (Grant, 1996). This argument is particularly relevant to higher education, where specialized expertise is dispersed across lecturers and academic responsibilities require knowledge-intensive work. KS represents a behavior through which individuals exchange knowledge and experience; SRATP refers to lecturers' assessment of how effectively they organize and carry out tasks. Their association is conceptually consistent with the role of knowledge application but does not establish that exchange produces subsequent performance improvements.

The HRD perspective directs attention to conditions supporting professional learning, initiative, and skill utilization. The POCD indicators adapted from Pejtersen et al. (2010) reflect those perceived conditions, not the volume or effectiveness of formal training. Consequently, a positive POCD–SRATP relationship would indicate that more favorable evaluations of development possibilities accompany higher self-ratings of task effectiveness. A positive POCD–KS relationship would indicate an association between perceived development opportunities and reported exchanges of professional knowledge. Neither association, by itself, demonstrates acquired competencies.

Organizational support theory provides a complementary organizational and relational explanation. Employees who regard their institution as appreciative, caring, and helpful may also report favorable work-related behavior (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Applied to lecturers, this proposition concerns their evaluation of institutional treatment rather than the independent effectiveness of particular resources. The KBV adds that organizational conditions and knowledge-sharing behavior can be statistically related within a knowledge-intensive institution. The present model combines the distinct developmental and organizational antecedents without treating them as interchangeable.

2.2 Direct Associations

Lecturers who perceive opportunities to learn, take initiative, and apply skills may also report greater effectiveness in organizing and executing their responsibilities. Their perceptions of developmental opportunities may also be connected with a greater propensity to exchange knowledge. Related competence–performance evidence from Masnun et al. (2025) supports examining these relationships, although it concerns a different operationalization. By contrast, the nonsignificant development–performance relationship reported by Usmia et al. (2023) indicates that positive associations should not be assumed across all settings. The following hypotheses were therefore evaluated:

H1 : Perceived opportunities for competency development are positively associated with self-reported academic task performance.

H2 : Organizational support is positively associated with self-reported academic task performance.

H3 : Perceived opportunities for competency development are positively associated with knowledge sharing.

H4 : Organizational support is positively associated with knowledge sharing.

H5 : Knowledge sharing is positively associated with self-reported academic task performance.

2.3 Indirect Associations

Knowledge sharing is specified as a common mediator of the associations between the two antecedents and SRATP. From a KBV perspective, exchange of knowledge represents a potentially relevant connection between developmental conditions, organizational treatment, and task execution (Grant, 1996). Evidence on mediation is not uniform: Setiady et al. (2021) examined knowledge sharing in the training–teacher-performance relationship, whereas Rasyid et al. (2021) reported that knowledge sharing did not mediate the self-efficacy–lecturer-performance relationship. The competing findings support empirical testing of the specified indirect associations without presuming their temporal or causal operation.

H6 : Knowledge sharing statistically mediates the positive association between perceived opportunities for competency development and self-reported academic task performance.

H7 : Knowledge sharing statistically mediates the positive association between organizational support and self-reported academic task performance.

3. Methodology

3.1 Research Design

This study employed a quantitative, explanatory, cross-sectional research design. The unit of analysis was the individual lecturer. The research was conducted at STIE Enam Enam Kendari, Southeast Sulawesi, Indonesia, during 2026. The structural model included POCD (X1) and OS (X2) as exogenous constructs, KS as the mediating construct, and SRATP as the endogenous outcome. Five direct paths and two specified indirect paths were estimated. Because responses were collected during one measurement period, the analysis examined statistical associations rather than establishing causal effects.

3.2 Population, Census Procedure, and Respondent Flow

The target population comprised all 85 active lecturers listed in the institution's lecturer records during the research period. Given the relatively small and accessible population, a census approach was employed, whereby all 85 eligible lecturers were invited to participate. All questionnaires were returned and retained following completeness screening, resulting in 85 usable responses and a census response rate of 100%. Consequently, the analytical sample coincided with the entire defined institutional lecturer population. Although this complete coverage eliminates nonresponse within the specified population, it does not automatically ensure adequate statistical power, estimation precision, or stability of the relationships estimated in the PLS-SEM model. These considerations are particularly important for relatively small indirect associations, which may be sensitive to sampling variability in broader populations. Therefore, complete institutional coverage should be distinguished from inferential sensitivity, and the findings should be interpreted cautiously when considering their reproducibility and generalizability beyond the institution examined.

3.3 Data Collection and Ethical Considerations

Primary data were collected through a structured questionnaire comprising 17 statements assessed on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Before participating, lecturers were informed of the study objectives and the voluntary nature of their participation. Informed consent was obtained through a consent statement provided at the beginning of the questionnaire. Participants indicated their agreement to participate voluntarily before completing the survey. Participation was therefore based on respondents' stated willingness to contribute to the research.

The study involved lecturers from a single higher education institution who were asked to evaluate their organizational environment and their own academic task performance. Given the relatively small institutional population of 85 lecturers, particular attention was paid to respondent confidentiality. Questionnaire responses were handled confidentially, and research findings were presented in aggregate form without identifying individual participants. This reporting approach was intended to reduce the risk of linking individual responses to identifiable lecturers within the institution

The research protocol was not submitted to a formal research ethics committee, and no formal ethics approval or exemption determination was obtained at the time of data collection. No documented institutional determination regarding the requirement for formal ethics review of this questionnaire-based study was obtained. Accordingly, the authors do not claim that the study was exempt from formal ethics review. The authors explicitly acknowledge the absence of formal ethics approval and do not claim retrospective approval or exemption.

3.4 Construct Operationalization

All four constructs were modeled reflectively. POCD was adapted from the Possibilities for Development dimension of COPSOQ II (Pejtersen et al., 2010) and represents perceived opportunities for learning, initiative, and skill utilization. OS was adapted from the perceived organizational support framework of Eisenberger et al. (1986), focusing on appreciation, well-being, recognition, and assistance. KS was adapted from Lin (2007) to reflect collegial knowledge exchange. SRATP was adapted from the task-performance perspective of the Individual Work Performance Questionnaire (Koopmans et al., 2014), focusing on planning, priorities, efficiency, and time management. Adaptations were contextualized to academic work; their empirical quality was evaluated using the present dataset rather than inferred solely from the original instruments.

Table 1. Construct measures (17 items)

Construct	Code	Questionnaire statement
POCD	PK1	My academic work provides varied tasks that encourage me to develop different professional capabilities.
	PK2	My academic work requires me to take initiative in developing how I perform my responsibilities as a lecturer.
	PK3	My academic work provides opportunities for me to learn new knowledge and skills relevant to my responsibilities as a lecturer.
	PK4	My academic work enables me to use and continuously develop my professional skills and expertise.
OS	OS1	STIE Enam Enam Kendari values the contributions I make as a lecturer.
	OS2	STIE Enam Enam Kendari cares about my well-being as a lecturer.
	OS3	STIE Enam Enam Kendari appreciates my efforts and accomplishments in carrying out academic responsibilities.
	OS4	STIE Enam Enam Kendari provides support when I need assistance in carrying out my academic responsibilities.
KS	KS1	I share my academic work experience with fellow lecturers.
	KS2	I share my professional expertise with fellow lecturers when they need it.
	KS3	I share useful knowledge and ideas related to academic work with fellow lecturers.
	KS4	I willingly share practical know-how that can help fellow lecturers perform their academic responsibilities.
SRATP	AP1	I am able to plan my academic work so that my responsibilities are completed on time.
	AP2	I keep the academic results that I need to achieve clearly in mind when performing my work.
	AP3	I am able to set appropriate priorities among my academic responsibilities.
	AP4	I am able to carry out my academic responsibilities efficiently.
	AP5	I manage my time effectively in carrying out my academic responsibilities.

Source: Item codes correspond to the original questionnaire. POCD items were adapted from Pejtersen et al. (2010); OS from Eisenberger et al. (1986); KS from Lin (2007); and SRATP from Koopmans et al. (2014).

Higher POCD scores indicate more favorable perceived development opportunities, not demonstrated competency gains. Higher OS scores indicate more favorable perceived organizational support, not greater provision of specified facilities or funding. Higher SRATP scores indicate more favorable self-assessments of academic task effectiveness, not objectively verified teaching quality, publication productivity, research output, or overall Tridharma performance. The original indicator codes PK1–PK4 and AP1–AP5 were retained to preserve alignment with the administered instrument and dataset.

3.5 PLS-SEM Estimation and Mediation Assessment

Data were analyzed using SmartPLS 4 (Ringle et al., 2024). Indicator reliability was assessed through outer loadings, internal consistency through Cronbach's alpha, rho_A, and composite reliability, convergent validity through average variance extracted (AVE), and discriminant validity through the heterotrait–monotrait ratio (HTMT) with the Fornell–Larcker criterion as supplementary evidence (Hair et al., 2021; Becker et al., 2023). Reflective indicator loadings of at least 0.70, internal consistency coefficients of at least 0.70, and AVE of at least 0.50 were

treated as satisfactory. HTMT values below 0.85 were considered conservative evidence of discriminant validity.

The structural model was evaluated using inner variance inflation factors (VIF), coefficients of determination (R^2), effect sizes (f^2), predictive relevance (Q^2), structural path coefficients, and nonparametric bootstrapping with 10,000 subsamples. Statistical significance was evaluated at $\alpha = 0.05$. Direct effects, specific indirect effects, and total effects were examined using the corresponding SmartPLS bootstrapping outputs. Total-effect coefficients and their associated standard errors, t-statistics, p-values, and 95% confidence intervals were retrieved directly from the bootstrapping results rather than reconstructed by summing rounded direct and indirect coefficients. Specific indirect associations were evaluated using bootstrap confidence intervals, with intervals excluding zero providing statistical support for the hypothesized indirect relationships. Complementary partial statistical mediation was identified when the corresponding direct and indirect associations were statistically significant and had the same sign. Because all constructs were measured during a single survey period, the mediation findings were interpreted as model-based statistical associations rather than evidence of temporal ordering or causal mediation.

3.6 Supplementary Sensitivity and Common-Method Assessments

A supplementary regression-based sensitivity analysis was conducted to distinguish complete institutional census coverage from inferential sensitivity. Following the noncentral F-test framework described by Faul et al. (2009), the analysis used N = 85, a significance level of $\alpha = 0.05$, target statistical power levels of 0.80 and 0.90, and a maximum of three predictors for the endogenous construct of self-reported academic task performance (SRATP). Both an overall-model test involving three predictors and an incremental-R^2 test involving one predictor within the three-predictor model were examined. These calculations provide supplementary information regarding the minimum detectable effect sizes under conventional regression assumptions. However, they do not constitute direct statistical power assessments for bootstrapped indirect effects in PLS-SEM mediation analysis (Schoemann et al., 2017). Accordingly, the sensitivity results should not be interpreted as demonstrating adequate power for all specified indirect relationships, particularly the relatively small organizational support–knowledge sharing–self-reported academic task performance pathway. Greater emphasis was therefore placed on the magnitude and bootstrap confidence intervals of the indirect coefficients when interpreting mediation results. A mediation-specific Monte Carlo or simulation-based power assessment would provide a more directly relevant evaluation of the detectability of these indirect associations.

Potential common-method bias was examined using Harman's single-factor diagnostic and a supplementary full-collinearity assessment. The approximate full-collinearity variance inflation factors (VIFs) were calculated from the reported latent-construct correlation matrix as the diagonal entries of its inverse, corresponding to $1/(1 - R^2)$ when each construct is regressed on the remaining three constructs (Kock, 2015). Because the correlation coefficients were reported to three decimal places, the resulting VIF estimates were treated as approximations rather than exact values obtained from unrounded latent-variable scores. Although these procedures provide supplementary diagnostic information, they cannot establish the absence of common-method variance or determine the extent to which shared measurement conditions influence the estimated relationships (Podsakoff et al., 2003). In the present study, perceived opportunities for competency development, organizational support, knowledge sharing, and self-reported academic task performance were evaluated by the same

lecturers using a single questionnaire during the same survey period. Consequently, respondents' general perceptions of their work environment, response tendencies, and other source-related influences may contribute to the observed associations. The diagnostic findings were therefore interpreted cautiously and were not regarded as evidence that common-method bias had been eliminated.

4. Results and Discussion

4.1 Respondent Coverage and Descriptive Statistics

The respondent flow confirmed a target population of 85 active lecturers, 85 invitations, 85 returned questionnaires, no exclusions, and a final analytical N of 85. The census response rate was therefore 100%. Table 2 summarizes the original item-level descriptive statistics. All 17 items had observed minima of 1 and maxima of 5, with item means ranging from 3.388 to 3.553. Variation was evident across the response categories. The descriptive results refer to participants' assessments of their own work and institutional conditions, not independently observed behaviors.

Table 2. Results of Descriptive Statistical Analysis

Variable	Indicator	Mean	Median	Min	Max	Std. Dev.	Skewness	Excess Kurtosis
POCD	PK1	3.553	4.000	1.000	5.000	1.183	-0.497	-0.671
	PK2	3.400	3.000	1.000	5.000	1.160	-0.374	-0.477
	PK3	3.447	4.000	1.000	5.000	1.193	-0.168	-1.137
	PK4	3.482	4.000	1.000	5.000	1.164	-0.298	-1.008
OS	OS1	3.506	4.000	1.000	5.000	1.233	-0.359	-0.839
	OS2	3.459	4.000	1.000	5.000	1.174	-0.344	-0.765
	OS3	3.388	3.000	1.000	5.000	1.118	-0.100	-0.877
	OS4	3.459	4.000	1.000	5.000	1.154	-0.225	-0.985
KS	KS1	3.400	4.000	1.000	5.000	1.210	-0.248	-1.133
	KS2	3.482	4.000	1.000	5.000	1.091	-0.231	-0.897
	KS3	3.471	3.000	1.000	5.000	1.184	-0.297	-0.793
	KS4	3.494	4.000	1.000	5.000	1.204	-0.377	-0.859
SRATP	AP1	3.482	3.000	1.000	5.000	1.214	-0.400	-0.643
	AP2	3.541	4.000	1.000	5.000	1.242	-0.602	-0.555
	AP3	3.435	3.000	1.000	5.000	1.222	-0.300	-0.873
	AP4	3.494	3.000	1.000	5.000	1.204	-0.171	-1.140
	AP5	3.435	3.000	1.000	5.000	1.183	-0.299	-0.681

Source: SmartPLS data processing results (2026).

At the aggregate level, self-reported academic task performance (SRATP) had the highest average item score of approximately 3.477, followed by perceived opportunities for

competency development (POCD; 3.471), knowledge sharing (KS; 3.462), and organizational support (OS; 3.453).

All indicators had a minimum value of 1 and a maximum value of 5, indicating that respondents used the full range of response categories available on the Likert scale. The standard deviation values ranged from 1.091 to 1.242, showing adequate variability in responses and indicating that the data were not concentrated within a single response category. This condition reflects heterogeneity in respondents' perceptions across the research indicators.

The skewness values for all indicators ranged from -0.602 to -0.100, indicating that the response distributions were slightly skewed toward higher scores but did not exhibit extreme asymmetry. The excess kurtosis values ranged from -1.140 to -0.477, suggesting that the distributions were relatively flatter than a normal distribution. Nevertheless, PLS-SEM does not strictly require multivariate normality because its estimation procedure is nonparametric and significance testing is conducted using bootstrapping procedures (Becker et al., 2023).

Overall, the descriptive results indicate that all indicators exhibited adequate response variation, no missing values were identified, and the response distributions remained suitable for subsequent evaluation of the measurement and structural models.

4.2 Reflective Measurement Model

All outer loadings exceeded the 0.70 criterion, ranging from 0.819 to 0.922 (Table 3). Internal consistency estimates ranged from 0.885 to 0.929 for Cronbach's alpha and from 0.920 to 0.946 for composite reliability. AVE values ranged from 0.742 to 0.780 (Table 4), indicating acceptable reliability and convergent validity of the four reflective measures in this dataset. These statistics support internal measurement quality; they do not broaden the substantive meaning of the constructs beyond their indicators.

Table 3. Indicator loadings

Construct	Indicator	Outer loading
POCD	PK1	0.903
POCD	PK2	0.906
POCD	PK3	0.900
POCD	PK4	0.819
OS	OS1	0.870
OS	OS2	0.863
OS	OS3	0.865
OS	OS4	0.849
KS	KS1	0.922
KS	KS2	0.841
KS	KS3	0.860
KS	KS4	0.864
SRATP	AP1	0.879
SRATP	AP2	0.867
SRATP	AP3	0.876
SRATP	AP4	0.910
SRATP	AP5	0.882

Source: SmartPLS data processing results (2026).

Table 4. Reliability and convergent validity

Construct	Cronbach α	rho_A	CR	AVE
POCD	0.905	0.912	0.934	0.779

OS	0.885	0.897	0.920	0.742
KS	0.895	0.898	0.927	0.761
SRATP	0.929	0.932	0.946	0.780

Source: SmartPLS data processing results (2026).

Discriminant validity was assessed using HTMT and the Fornell–Larcker criterion. All reported HTMT values were below 0.85, with the largest value of 0.627 observed between KS and SRATP (Table 5). The square roots of AVE shown on the diagonal of the Fornell–Larcker matrix also exceeded the corresponding interconstruct correlations (Table 6). The findings support empirical distinction among the four measured constructs while not eliminating possible method-related covariance.

Table 5. Heterotrait–monotrait ratio (HTMT)

Construct	SRATP	POCD	KS	OS
SRATP	—	—	—	—
POCD	0.530	—	—	—
KS	0.627	0.495	—	—
OS	0.539	0.093	0.294	—

Source: SmartPLS data processing results (2026).

Table 6. Fornell–Larcker criterion

Construct	SRATP	KS	OS	POCD
SRATP	0.883	—	—	—
KS	0.575	0.872	—	—
OS	0.500	0.272	0.862	—
POCD	0.486	0.447	-0.023	0.883

Source: SmartPLS data processing results (2026).

4.3 Structural Model and Explanatory Power

The R^2 for SRATP was 0.561 (adjusted R^2 = 0.545), and the R^2 for KS was 0.280 (adjusted R^2 = 0.262). Thus, the specified predictors jointly accounted for 56.1% of the variance in self-reported academic task performance and 28.0% of the variance in knowledge sharing, respectively. The reported Q^2 values were positive for both endogenous constructs (SRATP = 0.423; KS = 0.201), indicating predictive relevance under the procedure used in the original analysis (Table 7). Neither statistic should be interpreted as explaining the same proportion of objectively verified academic achievement.

Table 7. Explanatory power and predictive relevance

Endogenous construct	R^2	Adjusted R^2	Q^2
SRATP	0.561	0.545	0.423
KS	0.280	0.262	0.201

Source: SmartPLS data processing results (2026).

Inner VIF values ranged from 1.001 to 1.388, indicating no substantial predictor collinearity in the specified endogenous equations. Reported f^2 values ranged from 0.110 to 0.376, with a relatively larger incremental contribution for OS in the SRATP equation and for POCD in the KS equation (Table 8). These are model-specific size estimates, not experimental treatment effects.

Table 8. Effect sizes and inner collinearity

Structural path	f^2	Inner VIF
POCD → SRATP	0.235	1.286

Structural path	f^2	Inner VIF
KS → SRATP	0.144	1.388
OS → SRATP	0.376	1.111
POCD → KS	0.286	1.001
OS → KS	0.110	1.001

Source: SmartPLS data processing results (2026).

4.4 Direct Associations and Hypothesis Testing

All five direct structural coefficients were positive and statistically significant (Table 9). POCD was associated with SRATP (β = 0.364, p < 0.001) and KS (β = 0.454, p < 0.001), supporting H1 and H3. OS was associated with SRATP (β = 0.428, p < 0.001) and KS (β = 0.282, p = 0.002), supporting H2 and H4. KS was associated with SRATP (β = 0.296, p = 0.001), supporting H5. These findings describe relationships among concurrently measured constructs; no temporal ordering was established by the survey design.

Table 9. Direct structural relationships

Path	β	SE	t	p
POCD → SRATP	0.364	0.082	4.440	<0.001
OS → SRATP	0.428	0.071	6.038	<0.001
POCD → KS	0.454	0.090	5.033	<0.001
OS → KS	0.282	0.089	3.185	0.002
KS → SRATP	0.296	0.085	3.476	0.001

Source: SmartPLS data processing results (2026).

4.5 Specific Indirect Associations and Total Effects

Both specific indirect associations through knowledge sharing were positive and statistically significant. The indirect association between perceived opportunities for competency development and self-reported academic task performance through knowledge sharing was statistically significant (β = 0.134, p = 0.007, 95% bootstrap CI [0.052, 0.241]). Similarly, the indirect association between organizational support and self-reported academic task performance through knowledge sharing was statistically significant (β = 0.083, p = 0.038, 95% bootstrap CI [0.021, 0.174]). The corresponding direct associations remained positive and statistically significant, indicating patterns consistent with complementary partial statistical mediation for both hypothesized indirect relationships (H6 and H7). Nevertheless, these findings represent statistical mediation within the specified cross-sectional model and do not establish temporal precedence or causal mechanisms.

The bootstrapped total-effects analysis revealed positive and statistically significant associations among the specified constructs. Perceived opportunities for competency development exhibited a significant total association with self-reported academic task performance (β = 0.498, SE = 0.070, t = 7.103, p < 0.001, 95% CI [0.353, 0.625]). Similarly, organizational support demonstrated a significant total association with self-reported academic task performance (β = 0.511, SE = 0.062, t = 8.242, p < 0.001, 95% CI [0.390, 0.633]). The total associations of perceived opportunities for competency development and organizational support with knowledge sharing were also positive and significant (β = 0.454, p < 0.001, and β = 0.282, p = 0.002, respectively). Knowledge sharing was positively associated with self-reported academic task performance (β = 0.296, p < 0.001). All five total-effect confidence intervals excluded zero. These estimates were retrieved directly from the SmartPLS bootstrapping output rather than reconstructed from rounded direct and indirect coefficients.

Table 10. Direct, Specific Indirect, and Bootstrapped Total Associations

Panel A. Direct and specific indirect associations

Indirect pathway	Direct β	Indirect β	Indirect p	Indirect 95% CI
POCD → KS → SRATP	0.364	0.134	0.007	[0.052, 0.241]
OS → KS → SRATP	0.428	0.083	0.038	[0.021, 0.174]

Source: SmartPLS data processing results (2026).

Panel B. Bootstrapped total effects

Structural path	Total β	SE	t	p	95% CI
POCD → SRATP	0,498	0,070	7,103	<0,001	[0,353,0,625]
OS → SRATP	0,511	0,062	8,242	<0,001	[0,390, 0,633]
POCD → KS	0,454	0,088	5,166	<0,001	[0,272, 0,619]
OS → KS	0,282	0,089	3,174	0,002	[0,107, 0,455]
KS → SRATP	0,296	0,085	3,490	<0,001	[0,130, 0,463]

Source: SmartPLS data processing results (2026).

The total-effect coefficients were obtained directly from the SmartPLS bootstrapping results, allowing their statistical uncertainty to be assessed using the corresponding standard errors, t-statistics, p-values, and confidence intervals. Both total associations with self-reported academic task performance were positive and statistically significant, with confidence intervals excluding zero. Although organizational support exhibited a numerically larger total coefficient (β = 0.511) than perceived opportunities for competency development (β = 0.498), this difference was not formally tested and should not be interpreted as evidence of a statistically stronger relationship. Likewise, the two specific indirect coefficients differed numerically, but no formal statistical comparison was performed. The relatively small organizational support indirect association (β = 0.083) also warrants caution regarding its precision and reproducibility, particularly given the analytical sample of 85 lecturers. Overall, the results are consistent with complementary partial statistical mediation, but the cross-sectional design does not establish that changes in the antecedent constructs preceded knowledge sharing or subsequently produced improvements in academic task performance.

4.6 Regression-Based Statistical Sensitivity

At N = 85, α = 0.05, and three tested predictors, the conventional noncentral-F sensitivity calculation yielded a minimum detectable overall-model effect size of $f^2 \approx 0.135$ for 80% power and $f^2 \approx 0.175$ for 90% power. These correspond to R^2 of approximately 0.119 and 0.149, respectively. A separate incremental-R^2 calculation for a single tested predictor in the three-predictor equation yielded $f^2 \approx 0.095$ and 0.127 at the same power targets (Table 11).

Table 11. Regression-based sensitivity analysis (N = 85, α = 0.05)

Test	Target power	Minimum f^2	Equivalent R^2
Overall model (3 predictors)	0.80	0.135	0.119
Overall model (3 predictors)	0.90	0.175	0.149
Incremental R^2 (1 of 3)	0.80	0.095	0.086
Incremental R^2 (1 of 3)	0.90	0.127	0.112

Source: SmartPLS data processing results (2026).

The regression-based sensitivity results describe the minimum detectable effect sizes under conventional regression assumptions and should not be interpreted as direct evidence of adequate statistical power for the bootstrapped indirect effects in the PLS-SEM mediation model. Although both specific indirect associations were statistically significant, their interpretation requires consideration of estimation precision rather than reliance on p-values

alone. In particular, the organizational support–knowledge sharing–self-reported academic task performance pathway yielded a relatively small indirect coefficient (β = 0.083, p = 0.038), with a 95% bootstrap confidence interval of [0.021, 0.174]. Although the interval excludes zero, its lower bound approaches zero, indicating that the magnitude of the indirect association remains subject to uncertainty. Consequently, statistical significance should not be regarded as definitive evidence that the mediation relationship is stable or readily reproducible across different institutional settings. The regression-based sensitivity calculations do not establish 80% or 90% statistical power for this specific indirect pathway. Further assessment through mediation-specific simulation methods and replication in larger, multi-institutional samples would provide stronger evidence regarding the precision and stability of the estimated indirect associations.

4.7 Common-Method Bias Diagnostics

Harman's unrotated principal-axis analysis of the 17 indicators yielded four factors with eigenvalues greater than 1; the first factor accounted for 41.547% of the reported variance. A supplementary full-collinearity calculation using the rounded four-construct correlation matrix produced approximate VIF values of 1.587 (POCD), 1.528 (OS), 1.588 (KS), and 2.277 (SRATP), all below the 3.3 reference value discussed by Kock (2015). Table 12 reports these complementary diagnostics.

Table 12. Common-method diagnostics

Diagnostic	Result	Reference criterion
Harman extracted factors	4	More than one factor
Harman first-factor variance	41.547%	Below 50% heuristic
Full VIF, POCD	≈1.587	Below 3.3
Full VIF, OS	≈1.528	Below 3.3
Full VIF, KS	≈1.588	Below 3.3
Full VIF, SRATP	≈2.277	Below 3.3

Source: Harman's diagnostic based on SPSS data processing results (2026); approximate full-collinearity VIF values calculated from the reported interconstruct correlation matrix.

The common-method diagnostics did not indicate a dominant single factor or excessive full collinearity among the measured constructs. Nevertheless, these results should not be interpreted as evidence that common-method variance was absent. All four constructs were assessed through the same questionnaire, completed by the same lecturers during a single survey period. Consequently, the estimated relationships may partly reflect shared response tendencies rather than associations attributable exclusively to the substantive constructs. For example, lecturers who generally hold favorable perceptions of their working environment may report greater developmental opportunities, stronger organizational support, more frequent knowledge sharing, and higher self-assessed academic task performance. Such common-source influences may contribute to the estimated structural coefficients and the explained variance in self-reported academic task performance (R^2 = 0.561), although their magnitude cannot be determined from the available diagnostics. Furthermore, the full-collinearity VIF estimates were approximated from the interconstruct correlation matrix reported to three decimal places rather than calculated from unrounded latent-variable scores. Accordingly, Harman's single-factor diagnostic and the supplementary VIF assessment were treated as limited screening procedures, not as conclusive evidence against common-method bias (Podsakoff et al., 2003; Kock, 2015).

4.8 Discussion

4.8.1 Perceived Development Opportunities and Self-Reported Academic Task Performance (H1)

POCD was positively associated with SRATP ($\beta = 0.364$, $p < 0.001$). Lecturers who perceived more favorable opportunities to learn, take initiative, and use professional skills also tended to evaluate their planning, prioritization, efficiency, and time management more favorably. The coefficient therefore pertains to perceived developmental possibilities and self-assessed task behavior; it does not measure the change in lecturers' capabilities or prove that development interventions improved academic outcomes.

This relationship is compatible with an HRD perspective emphasizing opportunities for workplace learning and with the KBV's view of knowledge application as relevant to organizational activities (Grant, 1996). Masnun et al. (2025) found a significant competence–performance relationship among lecturers, although competence and perceived development opportunities are not equivalent measures. By contrast, Usmia et al. (2023) found no significant direct or competence-mediated relationship between HR development and lecturer performance. The differing findings underline the need to distinguish opportunities, interventions, achieved competencies, and performance measures. The present result adds evidence for a more narrowly defined workplace-perception construct rather than resolving those differences in causal explanation.

4.8.2 Perceived Organizational Support and Self-Reported Academic Task Performance (H2)

OS displayed a positive association with SRATP ($\beta = 0.428$, $p < 0.001$). The measured OS construct captures perceptions that the institution values lecturers' contributions, cares about their well-being, appreciates their efforts, and helps when needed. The result suggests that more favorable perceptions of these dimensions accompany higher self-reported effectiveness in carrying out academic tasks.

Organizational support theory provides an explanation for why perceptions of institutional treatment and work-related evaluations may covary (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Syahsudarmi et al. (2024) examined organizational support and lecturer performance through organizational commitment; Usmia et al. (2023), however, reported a nonsignificant direct support–performance relationship alongside an indirect relationship through competence. These differences are plausible given the distinct populations and mediators. Crucially, the current study did not independently measure research grants, facilities, ICT access, or administrative budgets. The OS coefficient cannot be used to attribute performance differences to those particular resources.

4.8.3 Perceived Development Opportunities and Knowledge Sharing (H3)

POCD was positively associated with KS ($\beta = 0.454$, $p < 0.001$). Respondents who saw academic work as offering learning opportunities, initiative, and skill utilization also reported more frequent exchange of academic experiences, professional expertise, and useful ideas. This was the numerically largest direct coefficient pointing to KS in the specified model, although its difference from the OS coefficient was not formally tested.

Within the KBV, exchanging individually held knowledge helps explain why learning-related conditions and collegial knowledge behavior can be examined in a unified framework (Grant, 1996). HRD reasoning similarly identifies workplace learning opportunities as relevant to professional activity without requiring those opportunities to have produced measurable skill gains. Wibowo and Fatonah (2023) studied competence and knowledge sharing among

hospital employees; Nurpatwikanto et al. (2025) identified leadership and person–organization fit as relevant to knowledge-sharing behavior among Indonesian lecturers. Both studies support the relevance of individual or organizational conditions to knowledge exchange, but neither directly replicates the present POCD measurement. The observed relationship thus extends the discussion of opportunity-related perceptions in higher education rather than demonstrating completed competency development.

4.8.4 Perceived Organizational Support and Knowledge Sharing (H4)

OS was positively associated with KS ($\beta = 0.282$, $p = 0.002$). Lecturers perceiving stronger recognition, concern, and assistance from the institution also reported greater engagement in sharing professional knowledge. The result does not identify which specific organizational intervention, if any, accounts for this association.

POS theory proposes a relationship between perceived favorable organizational treatment and constructive work-related responses (Rhoades & Eisenberger, 2002). The KBV complements this view by identifying the exchange of expertise as a relevant organizational knowledge process (Grant, 1996). The empirical comparison is particularly close to Fauziyyah and Mas'ud (2026), who found a positive POS–KS relationship among lecturers while examining affective commitment as a mediator. Nurpatwikanto et al. (2025) likewise investigated organizational and relational factors linked to knowledge sharing. The present result is consistent with this broader evidence but cannot establish that facilities, online repositories, or research funding caused the observed exchange behavior.

4.8.5 Knowledge Sharing and Self-Reported Academic Task Performance (H5)

KS was positively associated with SRATP ($\beta = 0.296$, $p = 0.001$). Lecturers reporting greater exchange of ideas and professional experience also reported greater effectiveness in organizing, prioritizing, and performing their academic responsibilities. This relationship is consistent with the KBV's emphasis on the integration and application of distributed individual expertise (Grant, 1996), yet a simultaneous questionnaire cannot establish whether knowledge sharing preceded the reported task effectiveness.

Hermawan et al. (2025) reported a positive relationship between knowledge sharing and lecturer performance among private universities in Palembang. Their model, however, specified perceived organizational support as a mediator rather than positioning KS as the mediator. This provides relevant evidence concerning KS and performance but not confirmation of an identical mechanism. Moreover, the dependent measure in the present study excludes independent teaching evaluations, research outputs, publications, and community-service achievements. Interpretations should therefore remain limited to self-reported task-performance behavior.

4.8.6 Indirect Association of Development Opportunities Through Knowledge Sharing (H6)

The POCD → KS → SRATP indirect coefficient was positive and significant ($\beta = 0.134$, $p = 0.007$, 95% CI [0.052, 0.241]), alongside a positive and significant direct coefficient ($\beta = 0.364$). These estimates form a pattern consistent with complementary statistical mediation. Knowledge sharing thus provides a statistically relevant indirect component of the observed association between perceived development opportunities and lecturers' task-effectiveness ratings.

Theoretically, KBV and HRD perspectives connect opportunities to apply knowledge with exchanges of professional expertise. However, POCD is not a measure of knowledge acquired, and SRATP is not a record of achieved academic outcomes. Setiady et al. (2021) examined

knowledge sharing as a mediator involving training and teacher performance, whereas Rasyid et al. (2021) found no significant KS mediation of the self-efficacy–lecturer-performance relationship. The variability across these empirical findings emphasizes that the observed indirect pathway should not be generalized to all forms of development or interpreted as a verified temporal process. Here, it denotes statistical mediation consistent with the proposed model, not proof that developmental opportunities produced competence and subsequently improved performance.

4.8.7 Indirect Association of Organizational Support Through Knowledge Sharing (H7)

The indirect association between organizational support and self-reported academic task performance through knowledge sharing was positive and statistically significant ($\beta = 0.083$, $p = 0.038$, 95% bootstrap CI [0.021, 0.174]). The corresponding direct association also remained positive and significant ($\beta = 0.428$), indicating a pattern consistent with complementary partial statistical mediation. Nevertheless, the relatively small indirect coefficient requires careful interpretation, particularly when considering the precision and stability of the estimated relationship. Although the bootstrap confidence interval excludes zero, its range indicates uncertainty regarding the magnitude of the indirect association. This uncertainty is particularly relevant given the analytical sample of 85 lecturers from a single institution. Complete census coverage does not eliminate the limitations associated with estimating relatively small indirect relationships or establish their reproducibility across different populations. Therefore, the findings provide statistical support for the specified indirect association within the present dataset, but they should not be interpreted as definitive evidence of a stable or generalizable mediation mechanism. Independent replication using larger, multi-institutional samples is necessary to evaluate the robustness of this relationship. This pattern is compatible with organizational support theory and the KBV: more favorable perceptions of organizational treatment and reported exchanges of expertise accompany more favorable self-ratings of task performance (Eisenberger et al., 1986; Grant, 1996). Fauziyyah and Mas'ud (2026) provide evidence on the POS–KS relationship, while Hermawan et al. (2025) provide evidence on the KS–lecturer-performance relationship using a different mediation structure. Syahsudarmi et al. (2024) emphasized organizational commitment in an organizational support–performance model. These studies point to alternative relational pathways, not a single established causal sequence. As the survey measured all constructs contemporaneously, the observed indirect association should not be described as proof that institutional support first increases KS and thereby improves performance.

4.8.8 Integrated Theoretical Interpretation and Contribution

Taken together, the seven supported hypotheses reveal complementary associations among three conceptually distinct components: perceived developmental opportunities, perceived organizational treatment, and knowledge exchange. In KBV terms, lecturers are holders of specialized academic knowledge, and KS is a relevant correlate of the accessibility and exchange of that knowledge (Grant, 1996). The HRD perspective clarifies why learning and skill-utilization opportunities merit attention, while POS theory explains the distinct relational content of institutional appreciation, concern, recognition, and assistance (Rhoades & Eisenberger, 2002).

The estimated coefficients revealed different numerical patterns across the specified structural relationships. Organizational support exhibited a larger direct coefficient with self-reported academic task performance ($\beta = 0.428$) than perceived opportunities for competency development ($\beta = 0.364$), whereas perceived opportunities for competency development

exhibited a larger direct coefficient with knowledge sharing (β = 0.454) than organizational support (β = 0.282). The specific indirect coefficients through knowledge sharing were 0.134 and 0.083 for perceived development opportunities and organizational support, respectively. The corresponding total-effect coefficients obtained directly from the SmartPLS bootstrapping output were 0.498 and 0.511, with both total associations statistically significant ($p < 0.001$). However, these numerical differences were not subjected to formal statistical contrast tests and should not be interpreted as demonstrating the statistical superiority of one explanatory pathway over another. The theoretical contribution lies in integrating distinct developmental and organizational perceptions with knowledge sharing and self-reported academic task performance while identifying positive direct and indirect statistical associations rather than establishing causal mechanisms.

The study also improves construct precision. POCD denotes perceptions of development opportunities rather than acquired competence; OS denotes perceived support rather than a census of organizational resources; SRATP denotes self-reported organization and execution of academic tasks rather than comprehensive academic achievement. These distinctions are essential for drawing defensible conclusions from the measurement instruments. The present KBV-oriented framework therefore connects development-related and organizational perceptions with KS and task effectiveness while preserving the empirical boundaries of each measure.

An important alternative explanation for the observed relationships concerns the common-source nature of the measurements. Although the associations are conceptually consistent with the KBV, HRD perspective, and organizational support theory, all constructs were evaluated by the same lecturers at the same point in time. Respondents with generally favorable perceptions of their academic working environment may also provide more positive assessments of their knowledge-sharing behavior and academic task performance. Consequently, some of the observed covariance may reflect shared evaluative tendencies rather than differences attributable solely to the theoretical relationships specified in the model. The measurement diagnostics do not establish the extent of this potential influence. Therefore, the theoretical contribution of the study should be understood as identifying associations consistent with the proposed framework, rather than demonstrating that the proposed relationships are independent of common-source influences or represent established causal mechanisms.

4.8.9 Practical Implications

For STIE Enam Enam Kendari, the findings highlight the relevance of lecturers' perceptions of developmental opportunities, organizational support, and knowledge sharing when considering institutional approaches to academic work. Management may review whether lecturers perceive sufficient opportunities to learn, exercise professional initiative, and apply their existing expertise. Attention may also be directed toward institutional recognition, appreciation of academic contributions, concern for lecturer well-being, and assistance in carrying out academic responsibilities. Collegial discussions, mentoring, and opportunities to exchange professional experience may provide practical avenues for encouraging knowledge-sharing interactions. However, these recommendations should be understood as managerial considerations aligned with the measured constructs rather than interventions whose effectiveness has been established by the present study.

The practical interpretation of these findings must also recognize that self-reported academic task performance reflects lecturers' evaluations of their planning, prioritization, efficiency, and

time management, rather than independently verified academic achievements. Accordingly, the observed associations cannot establish that improving developmental opportunities or organizational support will necessarily increase teaching quality, publication productivity, research output, academic supervision, or community-service achievements. The common-source nature of the data further limits the extent to which reported improvements in task performance can be distinguished from favorable response tendencies. Future institutional evaluations should therefore combine lecturers' self-assessments with independently assessed work organization and documented academic outcomes, while evaluating the effectiveness of specific managerial initiatives separately.

4.9 Limitations and Future Research

The first limitation concerns the cross-sectional design. Because the antecedents, mediator, and outcome were measured simultaneously, their observed relationships cannot establish temporal precedence or causal mediation.

Second, all four constructs were measured using a single self-report questionnaire completed by the same lecturers during the same survey period. This measurement approach introduces the possibility of common-method variance because respondents' general attitudes toward their working environment, social desirability, and shared response tendencies may influence evaluations of both the explanatory constructs and the outcome. Although Harman's single-factor diagnostic and the approximate full-collinearity VIF assessment did not indicate a dominant single factor or excessive collinearity, these procedures cannot establish the absence of common-method bias (Podsakoff et al., 2003). Consequently, shared method-related variance may contribute to the observed structural associations and the explained variance in self-reported academic task performance ($R^2 = 0.561$). An additional measurement limitation concerns the operationalization of the dependent construct. Self-reported academic task performance captures lecturers' perceived effectiveness in planning, prioritizing, managing time, and executing academic responsibilities rather than independently verified teaching quality, publication productivity, research achievements, academic supervision, or community-service outcomes. Therefore, the findings should not be generalized to comprehensive academic performance beyond the dimensions represented by the administered questionnaire.

Third, the study was confined to 85 lecturers within a single higher education institution. Although the census procedure achieved complete coverage of the defined institutional population, this coverage should not be equated with adequate inferential sensitivity, high estimation precision, or broad external validity. The relatively small analytical sample remains an important consideration for the estimation of indirect relationships, particularly the organizational support–knowledge sharing–self-reported academic task performance pathway ($\beta = 0.083$). The supplementary regression-based sensitivity calculations describe minimum detectable effect sizes under conventional regression assumptions but do not directly establish statistical power for the bootstrapped PLS-SEM mediation coefficients (Schoemann et al., 2017). Furthermore, the statistically significant bootstrap confidence interval for the smaller indirect association does not establish that the estimated mediation structure is stable or reproducible across different institutional populations. Future research should therefore replicate the model using larger, multi-institutional samples and consider mediation-specific Monte Carlo or simulation-based power assessments to evaluate the precision and detectability of the proposed indirect relationships.

Fourth, the study was not subjected to formal research ethics committee review, and no formal ethics approval or exemption determination was obtained at the time of data collection. This represents an important limitation in research ethics governance, particularly because the participants were lecturers employed within a single identifiable institution and were asked to evaluate their organizational environment and academic task performance. Although the study incorporated informed consent, voluntary participation, confidential handling of responses, and aggregate reporting of findings, these procedures do not substitute for formal ethics review or an authorized institutional determination that such review was not required. Accordingly, the absence of documented formal ethics oversight is explicitly acknowledged. Future research should establish applicable institutional ethics requirements before data collection and obtain prospective ethics approval or documented exemption where required.
Future studies should adopt longitudinal and multi-source research designs to provide a stronger basis for examining the proposed relationships. Lecturers' perceptions of developmental opportunities and organizational support may be collected separately from subsequent assessments of knowledge-sharing behavior and academic task performance. Where feasible, self-reported task performance should be complemented by supervisor assessments or other independently obtained evidence of work organization. Objective indicators of teaching quality, publication productivity, research output, academic supervision, and community-service achievements should also be examined as distinct academic outcomes rather than treated as interchangeable measures of self-reported task performance. Combining multiple measurement sources and different observation periods would help evaluate the extent to which the observed relationships reflect substantive organizational processes rather than shared response tendencies.

4.10 Ethics Statement

The study involved 85 lecturers from a single higher education institution. Participants were informed of the study objectives and the voluntary nature of participation. Informed consent was obtained through a consent statement presented at the beginning of the questionnaire, and participants indicated their agreement before completing the survey. Responses were handled confidentially, and the findings were reported in aggregate form without identifying individual respondents.
The research protocol was not submitted to a formal research ethics committee, and no formal ethics approval or exemption determination was obtained at the time of data collection. No documented institutional determination regarding the requirement for formal ethics review of this questionnaire-based study was obtained. Accordingly, the authors do not claim that the study was exempt from formal ethics review. The authors explicitly acknowledge the absence of formal ethics approval and do not claim retrospective approval or exemption.

5. Conclusion

This study investigated the direct and indirect statistical associations of perceived opportunities for competency development and organizational support with lecturers' self-reported academic task performance through knowledge sharing among 85 lecturers at STIE Enam Enam Kendari. Perceived opportunities for competency development and organizational support were positively associated with both knowledge sharing and self-reported academic task performance, while knowledge sharing was also positively associated with self-reported academic task performance. Both specific indirect associations through knowledge sharing were statistically significant, showing patterns consistent with

complementary partial statistical mediation. The total-effect coefficients obtained directly from the SmartPLS bootstrapping results were 0.498 for perceived opportunities for competency development (95% CI [0.353, 0.625]) and 0.511 for organizational support (95% CI [0.390, 0.633]) in relation to self-reported academic task performance. These findings indicate positive statistical associations within the specified structural model rather than verified temporal or causal mediation mechanisms.

The findings integrate perceived developmental opportunities, organizational support, and knowledge sharing within a knowledge-based framework of lecturers' academic work. Their interpretation remains limited to perceived work conditions, reported knowledge-sharing behavior, and self-reported academic task performance, which reflects lecturers' assessments of planning, prioritization, efficiency, and time management rather than independently verified academic achievements. Although the study achieved complete census coverage of the 85 active lecturers, this coverage does not establish adequate statistical power or high estimation precision for relatively small indirect relationships. In particular, the organizational support–knowledge sharing–self-reported academic task performance pathway ($\beta = 0.083$, 95% bootstrap CI [0.021, 0.174]) requires cautious interpretation regarding its stability and reproducibility. Furthermore, all constructs were measured using the same questionnaire and respondents, making shared method-related variance a plausible alternative explanation for part of the observed associations. The cross-sectional, single-institution, and common-source design limits temporal, causal, and broader generalization claims. Future research should employ larger multi-institutional samples, longitudinal and multi-source designs, mediation-specific power assessments, and independently evaluated academic performance indicators. The absence of formal ethics review also remains an important limitation of the study's research governance procedures.

Finally, the absence of formal research ethics committee review or a documented exemption determination represents an important limitation in research governance, requiring transparent disclosure and appropriate editorial consideration

References

Becker, J.-M., Cheah, J.-H., Gholamzade, R., Ringle, C. M., & Sarstedt, M. (2023). PLS-SEM's most wanted guidance. *International Journal of Contemporary Hospitality Management, 35*(1), 321–346. https://doi.org/10.1108/IJCHM-04-2022-0474

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500–507. https://doi.org/10.1037/0021-9010.71.3.500

Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*(4), 1149–1160. https://doi.org/10.3758/BRM.41.4.1149

Fauziyyah, A. H., & Mas'ud, F. (2026). Knowledge sharing among lecturers: The roles of perceived organizational support and Islamic work ethics mediated by affective commitment. *Management Analysis Journal, 15*(1), 108–120. https://doi.org/10.15294/maj.v15i1.51183

Grant, R. M. (1996). Toward a knowledge-based theory of the firm. *Strategic Management Journal, 17*(S2), 109–122. https://doi.org/10.1002/smj.4250171110

Hair, J. F., Jr., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications.

Hermawan, N., Trisninawati, T., & Gunarto, M. (2025). Lecturer performance, self-efficacy, and knowledge sharing: A mediating effect of perceived organizational support. *Economic Education Analysis Journal, 14*(3), 263–271. https://doi.org/10.15294/eeaj.v14i3.34129

Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration, 11*(4), 1–10. https://doi.org/10.4018/ijec.2015100101

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., de Vet, H. C. W., & van der Beek, A. J. (2014). Construct validity of the individual work performance questionnaire. *Journal of Occupational and Environmental Medicine, 56*(3), 331–337. https://doi.org/10.1097/JOM.0000000000000113

Lin, H.-F. (2007). Knowledge sharing and firm innovation capability: An empirical study. *International Journal of Manpower, 28*(3/4), 315–332. https://doi.org/10.1108/01437720710755272

Masnun, A., Aima, H., & Yenni, Z. (2025). Determinants of lecturer performance through competencies, leadership, academic culture, and technology mastery. *Jurnal Ilmiah Manajemen Kesatuan, 13*(5), 3935–3942. https://doi.org/10.37641/jimkes.v13i5.3997

Nurpatwikanto, W., Fikrianoor, K., Rolanisa, P. E., Ulfa, D. M., Latoe, V. A., & Handayani, W. (2025). Knowledge sharing among lecturers: Evidence from Indonesia. *Journal of Indonesian Economy and Business, 40*(3), 443–466. https://doi.org/10.22146/jieb.v40i3.11679

Pejtersen, J. H., Kristensen, T. S., Borg, V., & Bjorner, J. B. (2010). The second version of the Copenhagen Psychosocial Questionnaire. *Scandinavian Journal of Public Health, 38*(3_suppl), 8–24. https://doi.org/10.1177/1403494809349858

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879–903. https://doi.org/10.1037/0021-9010.88.5.879

Rasyid, R. A., Adinugroho, I., Suwanti, S., & Amalia, A. (2021). The role of knowledge sharing in mediation the influence of self-efficiency on lecturer performance. *PINISI Discretion Review, 5*(1), 99–106. https://doi.org/10.26858/pdr.v5i1.24029

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*(4), 698–714. https://doi.org/10.1037/0021-9010.87.4.698

Ringle, C. M., Wende, S., & Becker, J.-M. (2024). *SmartPLS 4* [Computer software]. SmartPLS. https://www.smartpls.com/

Schoemann, A. M., Boulton, A. J., & Short, S. D. (2017). Determining power and sample size for simple and complex mediation models. *Social Psychological and Personality Science, 8*(4), 379–386. https://doi.org/10.1177/1948550617715068

Setiady, I. N., Al Mujahidin, M., Ismamudi, Hermawan, E., Khoirun Nisa, L., & Damayanti, I. (2021). Perilaku berbagi pengetahuan: Pemediasi dukungan pimpinan, pelatihan dan self efficacy terhadap kinerja guru. *MASTER: Jurnal Manajemen Strategik Kewirausahaan, 1*(1), 57–68. https://doi.org/10.37366/master.v1i1.147

Syahsudarmi, S., Juniarti, A. T., & Setia, B. I. (2024). The role of organizational support in enhancing lecturer performance: The role of commitment as a mediator and lecturer certification as a moderator. *Almana: Jurnal Manajemen dan Bisnis, 8*(1), 156–170. https://doi.org/10.36555/almana.v8i1.2490

Usmia, S., Nurnajamuddin, M., Nujum, S., & Alam, R. (2023). Human resource development, information technology, and organizational support for lecturer competence and performance at private universities (PTS) in Bulukumba. *Remittances Review, 8*(4), 1668–1695. https://doi.org/10.33182/rr.v8i4.116

Wibowo, I. M., & Fatonah, S. (2023). Evaluasi knowledge sharing terhadap kinerja pegawai dari aspek komunikasi dan kompetensi pada RSUD Kota Salatiga. *ProBank, 8*(2), 295–302. https://doi.org/10.36587/probank.v8i2.1627