

FLEXIBLE WORK ARRANGEMENTS AND LECTURER PERFORMANCE: THE MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT AMONG MILLENNIAL ACADEMICS IN INDONESIA

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Abstract

The rapid evolution of technology and changing workforce expectations have led higher education institutions to adopt Flexible Work Arrangements (FWAs) as a strategic response to modern academic challenges. For millennial lecturers, flexibility has become a key factor in maintaining motivation, achieving a work-life balance, and sustaining performance. However, a clear research gap remains regarding how FWAs translate into in-role performance through work engagement among millennial lecturers in Indonesian contexts. Addressing this gap, this study investigates the effect of FWAs on work engagement and in-role performance among millennial lecturers and examines the moderating role of Perceived Organisational Support (POS) in this relationship. Employing a quantitative survey method, data were collected from 250 lecturers across Indonesian universities and analysed using Partial Least Squares Structural Equation Modelling. The results reveal that FWAs have a significant positive impact on work engagement, which subsequently enhances in-role performance. However, POS does not significantly moderate the engagement–performance relationship, indicating that its influence operates more indirectly by shaping employees’ perceptions of fairness and recognition. These findings highlight the importance of FWAs as a motivational job resource within the Job Demands–Resources (JD-R) framework, providing practical implications for universities aiming to promote sustainable academic performance and well-being.

Keywords: flexible work arrangements, work engagement, perceived organisational support, in-role performance, millennial lecturers



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INTRODUCTION

The demographic landscape of higher education in Indonesia is shifting, with an increasing number of Millennial and Generation Z lecturers entering academia. These generations value flexibility, autonomy, and work-life balance, leading many universities to adopt Flexible Work Arrangements (FWAs) as part of more adaptive human resource management strategies (Susanto, 2024). FWAs allow lecturers to manage their time, location, and work methods more independently, which can enhance both productivity and psychological well-being.

Despite their growing popularity, the effectiveness of FWAs in academic settings remains a topic of debate. Some studies show that flexibility improves productivity, job satisfaction, and employee retention (Gašić et al., 2024; Kalidindi et al., 2023), while others warn of potential risks such as role ambiguity, work fatigue, and stress, especially when institutional guidelines are unclear (Zhang et al., 2022). In higher education, where lecturers must balance teaching, research, and community service, flexibility can be both a resource and a challenge depending on organizational support.

Within the Job Demands–Resources (JD-R) framework, FWAs can be seen as a job resource that enhances work engagement and, in turn, improves work performance (Allen et al., 2021; Ghonim et al., 2025; Weideman & Hofmeyr, 2020). In addition, Vinahapsari et al. (2024) emphasize that lecturers' work engagement plays a crucial role in higher education institutions, with perceived organizational support functioning as a contextual mechanism that shapes how engagement translates into performance outcomes. However, the role of Perceived Organizational Support (POS) in this process has received limited attention, particularly among younger lecturers. POS may strengthen employees' positive responses to flexibility by fostering feelings of appreciation, trust, and belonging (Eisenberger et al., 2020; Islam et al., 2024; Lee, 2021). Without adequate support, however, flexibility could be perceived as a lack of structure rather than empowerment.

Given these dynamics, this study aims to examine the effect of flexible work arrangements on work engagement and in-role performance among millennial lecturers in Indonesia, and to investigate the moderating role of Perceived Organizational Support (POS) in this relationship. The findings are expected to contribute to a better understanding of how flexibility and organizational support interact to promote engagement and performance in the academic environment.

Grounded in the Job Demands–Resources (JD-R) theory (Demerouti & Bakker, 2023), this study proposes that job resources such as flexibility and organizational support stimulate motivational processes that enhance engagement and performance. FWAs are conceptualized as a structural resource that provides autonomy and control, fostering greater psychological energy and motivation. Work engagement, in turn, represents a key psychological mechanism through which job resources influence work outcomes, while perceived organizational support strengthens the positive effects of engagement within supportive environments.

Flexible work arrangements provide employees with greater control over when, where, and how they complete their work, which satisfies their psychological needs for autonomy and competence (Wang & Xie, 2023). According to the JD-R model, such job resources stimulate intrinsic motivation and enhance employees' energy, dedication, and absorption in their roles. In academic settings, when lecturers are given flexibility to manage their teaching and research tasks, they are more likely to feel engaged, enthusiastic, and committed to their work objectives. Therefore, it is hypothesized that FWA positively influences work engagement.

Hypothesis 1: Flexible work arrangements have a positive effect on work engagement

Work engagement reflects a state of vigour, dedication, and absorption that drives employees to exert effort and persistence in their professional activities (Jaya & Ariyanto, 2021; Saleem et al., 2022). Within the JD-R framework, engagement serves as a motivational process that leads to improved task performance and productivity. For lecturers, being engaged means actively participating in teaching, research, and community service with enthusiasm and focus, which directly contributes to better in-role performance. Hence, higher levels of work engagement are expected to enhance lecturers' performance outcomes.

Hypothesis 2: Work engagement has a positive effect on in-role performance.

FWAs can enhance work engagement by granting employees autonomy and flexibility, which in turn fosters a sense of ownership and motivation toward their work (Tang & Ishak, 2025). The JD-R model posits that job resources indirectly influence performance through engagement as a psychological mechanism. In the academic context, flexibility may not directly increase performance, but it enhances engagement, which subsequently drives higher productivity and quality of work. Thus, work engagement is expected to mediate the effect of FWA on in-role performance.

Hypothesis 3: Work engagement mediates the relationship between flexible work arrangements and in-role performance.

Perceived organizational support refers to employees' beliefs that their organization values their contributions and cares about their well-being (Sheikh, 2022). According to the JD-R theory, perceived organizational support provides a contextual resource that can enhance the effectiveness of motivational processes, allowing work engagement to translate more strongly into performance outcomes. Conversely, in environments with low perceived support, engaged employees may not sustain high levels of performance due to a lack of recognition or resources. Empirical evidence indicates that perceived organizational support strengthens the relationship between work engagement and performance by fostering an environment in which employees feel emotionally valued and supported, thereby enhancing the translation of engagement into performance outcomes (Vinahapsari et al., 2024a). Therefore, POS is expected to moderate the relationship between work engagement and in-role performance (Akinbobola, 2024; Opoku & Boateng, 2024), strengthening the link when support is high.

Hypothesis 4: Perceived organizational support moderates the relationship between work engagement and in-role performance.

The conceptual framework of this study, as illustrated in Figure 1, is grounded in the Job Demands–Resources (JD-R) theory and explains the relationships among Flexible Work Arrangements (FWAs), Work Engagement (WE), In-role Performance (INR), and Perceived Organisational Support (POS). FWAs are conceptualised as a key job resource that enhances lecturers' motivational states by fostering higher levels of work engagement. In turn, work engagement is expected to positively influence in-role performance, reflecting lecturers' effectiveness in fulfilling their core academic responsibilities. Furthermore, the framework proposes that Perceived Organisational Support functions as a contextual resource that moderates the relationship between work engagement and in-role performance, strengthening this linkage when organisational support is perceived as high. Collectively, this framework integrates direct, mediating, and moderating relationships to provide a comprehensive understanding of how flexibility and organisational support interact to shape engagement and performance outcomes among millennial lecturers in higher education.

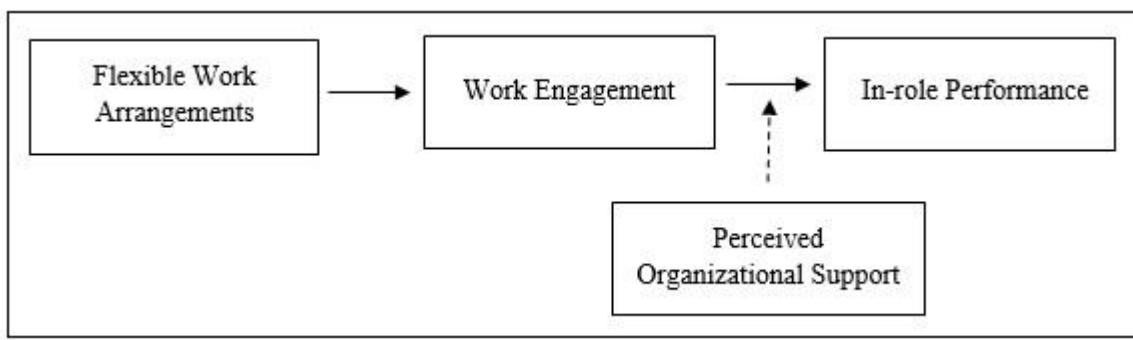


Figure 1. Conceptual Framework

RESEARCH METHOD

This study employed a quantitative research design using a survey method to collect data from millennial lecturers working under flexible work arrangements. A purposive sampling technique was applied to select respondents who met the study's criteria. Data were gathered through an online questionnaire distributed via Google Forms. The questionnaire consisted of 40 items measured on a four-point Likert scale, targeting a sample of 100–250 millennial lecturers to ensure an adequate sample size for valid statistical analysis.

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), a method suitable for testing complex relationships among latent variables. The research instruments were adapted from established studies with proven validity and reliability, measuring Flexible Work Arrangements (FWA) as the independent variable and Work Engagement (WE) as the mediating variable.

RESULTS AND DISCUSSION

The measurement model was assessed to examine the reliability and validity of the research instruments before conducting the structural analysis. As presented in Table 1, all constructs demonstrated strong internal consistency, with Cronbach's alpha values ranging from 0.820 (FWA) to 1.000 (POS) and composite reliability values ranging from 0.882 to 1.000. These values exceed the minimum acceptable threshold of 0.70 (Hair et al., 2021), confirming the reliability of all constructs.

Convergent validity was also established, as the Average Variance Extracted (AVE) values were all above the 0.50 benchmark, ranging from 0.664 to 1.000. These findings indicate that each construct explains a substantial proportion of variance in its respective indicators. Therefore, the measurement model satisfies the recommended criteria for reliability and validity, confirming that the constructs are appropriate for inclusion in the subsequent structural model analysis.

Table 1. Measurement Model Evaluation

Construct	Cronbach's Alpha	Composite Reliability	AVE
FWA	.820	.882	.714
WE	.926	.940	.664
INR	.933	.946	.714
POS	1.000	1.000	1.000

Source: Authors' Analysis using PLS Algorithm

The structural model was tested to evaluate the hypothesized relationships among Flexible Work Arrangements (FWA), Work Engagement (WE), and In-Role Performance (INR), as well as the moderating role of Perceived Organizational Support (POS) in the relationship between engagement and performance.

As shown in Table 2, FWA had a positive and statistically significant effect on WE ($\beta = .443$, $p < .001$), and WE had a positive and significant effect on INR ($\beta = .728$, $p < .001$). These results suggest that employees who experience higher levels of flexibility in their work arrangements tend to report stronger enthusiasm, dedication, and absorption in their work, which subsequently enhances their in-role performance.

Table 2. Direct Effects

Path	β	Std Dev.	T-Value	P-Value	Decision
FWA \rightarrow WE	.443	.473	4.56	.000	Supported, sig
WE \rightarrow INR	.728	.728	9.760	.000	Supported, sig

Source: Authors' Analysis using PLS Bootstrapping

The findings align with the Job Demands–Resources (JD-R) model, which posits that job resources such as flexibility function as motivational factors that foster higher engagement and performance (Demerouti & Bakker, 2023). FWA serves as a structural job resource that enhances autonomy and psychological empowerment, leading to greater intrinsic motivation and improved task performance. Moreover, the significant path from WE to INR reinforces the view that engagement is a proximal predictor of performance outcomes (Black et al., 2019).

Table 3 presents the indirect and moderating effects. The indirect relationship between FWA and INR through WE were positive and significant ($\beta = .323$, $p < .001$), indicating that engagement mediates the influence of flexibility on performance. However, the moderating effect of POS on the relationship between engagement and performance was positive but not statistically significant ($\beta = .044$, $p = .535$). This implies that while perceived organizational support contributes to overall motivational resources, it does not significantly strengthen the engagement–performance link.

Table 3. Indirect Effects

Path	β	Std Dev.	T-Value	P-Value	Decision
FWA \rightarrow WE \rightarrow INR	.323	.085	3.782	.000	Supported, sig
POS X FWA \rightarrow WE \rightarrow INR	.044	.043	.620	.535	Supported, not sig

Source: Authors' Analysis using PLS Bootstrapping

These results indicate that while POS does not directly moderate the engagement–performance relationship, it remains an important organizational resource that enhances engagement indirectly by fostering feelings of belonging, appreciation, and trust within the workplace.

Grounded in the Job Demands–Resources (JD-R) theory (Demerouti & Bakker, 2023), the present study provides empirical evidence that Flexible Work Arrangements (FWA) function as a critical job resource that enhances employees' motivational states, specifically work engagement (WE), which in turn contributes to higher in-role performance (INR). In contrast, Perceived Organisational Support (POS), while conceptually relevant as an organisational resource, was found not to moderate the engagement–performance relationship significantly. This section discusses these findings through the JD-R framework and highlights their practical implications for higher education institutions.

This finding further indicates that work engagement has a significant positive effect on in-role performance among lecturers. This result aligns with the JD-R framework, which posits that engagement functions as a motivational pathway linking job resources to performance outcomes. Work engagement enhances in-role performance partly by fostering individual cognitive empowerment, enabling lecturers to perform their core tasks more effectively and proactively within their assigned roles (Kimpah et al., 2024).

Consistent with the JD-R model, job resources such as flexibility, autonomy, and work control stimulate intrinsic motivation and personal investment in work tasks. The findings demonstrate that FWA has a positive and significant effect on WE ($\beta = .443$, $p < .001$), indicating that when academic staff are granted flexibility in determining when, where, and how they perform their duties, they experience greater vigour, dedication, and absorption. This

supports prior research showing that flexibility reduces work–life conflict and enhances psychological empowerment (Wu et al., 2024; Ghimire et al., 2024).

For millennial lecturers, flexibility serves as a structural resource that fulfils personal needs while maintaining professional productivity (Shifrin & Michel, 2022). Within the JD-R model, FWA therefore functions as a motivational pathway, fostering engagement by increasing perceptions of control and self-determination, which ultimately translate into improved task performance (Ngala et al., 2025).

The results also confirm that work engagement mediates the relationship between FWA and performance ($\beta=.323$, $p<.001$). This finding aligns with the motivational process described in the JD-R theory, where job resources first enhance engagement, and subsequently, engagement predicts positive work outcomes (Bakker et al., 2014). Engaged lecturers are more likely to invest physical, cognitive, and emotional energy into their teaching, research, and community service responsibilities, leading to superior role fulfilment and productivity (O’Meara et al., 2011).

In this sense, engagement acts as a psychological bridge connecting flexible work design to performance enhancement (Naqshbandi et al., 2024). By providing sufficient job resources, institutions can sustain high levels of engagement even under demanding workloads, thereby preventing burnout and disengagement among academic staff.

Although POS did not significantly moderate the engagement–performance relationship ($\beta=.044$, $p=.535$), its conceptual role within the JD-R framework remains vital. The nonsignificant moderation may indicate that when engagement is already high, additional perceived support does not substantially alter performance outcomes. However, POS likely exerts an indirect influence by strengthening the availability and effectiveness of other job resources which in turn foster engagement.

This suggests that POS operates more as a foundational organizational climate variable rather than a situational enhancer (Kumar et al., 2022). In environments where employees already feel empowered by flexible arrangements, the incremental effect of perceived support on performance may be diminished. Nevertheless, maintaining strong organizational support remains essential to prevent negative perceptions of flexibility as neglect or lack of structure.

For higher education institutions, the findings highlight the need to position FWA as a formal component of human resource policy rather than a temporary or informal arrangement. Institutions should create clear and transparent guidelines for flexible work implementation, supported by appropriate digital infrastructure, supervisory trust, and equitable workload systems. By viewing flexibility as a strategic job resource, universities can improve motivation, reduce burnout risk, and retain talented young lecturers. Moreover, cultivating perceived organizational support through recognition, feedback, and professional development will further enhance institutional commitment and create a psychologically safe work environment.

For lecturers, flexibility offers the opportunity to achieve better work–life integration while maintaining academic excellence. The results suggest that autonomy in scheduling, task prioritisation, and mode of work can increase intrinsic motivation and engagement. However, this autonomy also requires self-regulation, time management, and proactive communication with supervisors and colleagues to avoid role ambiguity. By leveraging flexibility as a motivational resource rather than a source of distraction, lecturers can sustain their engagement, maintain consistent performance, and contribute more meaningfully to teaching, research, and community service.

For students, flexible work arrangements indirectly benefit learning experiences by enabling lecturers to manage their energy, creativity, and time more effectively. When lecturers are highly engaged and psychologically supported, they are more likely to design innovative learning methods, provide timely feedback, and foster a more interactive academic atmosphere. Thus, flexibility not only supports lecturer performance but also enhances student engagement,

satisfaction, and learning outcomes aligning institutional objectives with the broader goal of creating adaptive, future-ready graduates.

CONCLUSION

This study reinforces the JD-R theoretical proposition that job resources particularly flexibility trigger motivational processes that enhance engagement and performance. While perceived organizational support did not exhibit a direct moderating effect, it remains a contextual factor that sustains the effectiveness of other job resources. Thus, the interplay between FWA, engagement, and support reflects a holistic resource ecosystem that universities must cultivate to promote sustainable academic performance and well-being among millennial lecturers.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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