

The Effect of Leader Expectation and Cowoker Pressure on the Research Performance of Private University Lecturers Mediated by Organizational Support

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Abstract

Purpose - Lecturer research performance is critical for university success, yet the interplay between leader expectation, coworker pressure, and organizational support remains underexplored. This study aims to investigate the effect of leader expectation and coworker pressure on lecturer performance, with organizational support as a mediating variable. A quantitative descriptive method was employed using data from 90 lecturers sampled from private universities in Cirebon City, Indonesia. Data were analyzed using Structural Equation Modeling (SEM) with SmartPLS software. The results show that leader expectation significantly impacts lecturer research performance, while organizational support mediates the relationship between coworker pressure and research performance. This study introduces a novel perspective on the positive role of coworker pressure in enhancing research performance when supported by strong organizational support. Universities should prioritize leadership development, foster collaborative work environments, and establish policies that promote research productivity through enhanced organizational support, such as accessible research facilities and effective communication channels.

Keywords: *Leader Expectation, Coworker Pressure, Research Performance of Lecturers*

INTRODUCTION

Higher Education serves as a cornerstone for national development, particularly in fostering innovation and advancing scientific knowledge. Lecturer performance, especially in research, is vital for universities to achieve their vision and mission. However, recent global studies reveal persistent challenges in improving research productivity among academic staff (Smith & Zhang, 2021; Chen et al., 2023). In Indonesia, these challenges are evident, with research output often lagging behind international standards. For instance, the average achievement of IKU-PT 2020 shows that research performance is ranked second lowest, with a value of 6.14%, highlighting the need for targeted interventions (PDDIKTI, 2020).

Regionally, the Higher Education Service Institution (LLDIKTI) Region IV (2023) identified similar trends in Cirebon City, where the proportion of research publications relative to the number of lecturers remains low, such as the percentage of the number of lecturers and the number of publications at ten universities under LLDIKTI IV in Cirebon City as follows:

Table 1. Percentage of the Number of Higher Education Publications in Cirebon City in 2023

No.	Higher Education	Lecturer	Publications	Percentage
1	Universitas Swadaya Gunung Jati	348	25	7,2 %
2	Universitas 17 Agustus 1945 Cirebon	78	8	10,3 %
3	Universitas Muhammadiyah Cirebon	188	9	4,8 %
4	Universitas Nahdlatul Ulama Cirebon	86	17	19,8 %
5	Universitas Catur Insan Cendekia	48	4	8,3 %
6	Universitas Islam Bunga Bangsa Cirebon	91	3	3,3 %
7	Sekolah Tinggi Teknologi Cirebon	7	1	14,3 %

No.	Higher Education	Lecturer	Publications	Percentage
8	STMIK IKMI Cirebon	46	5	10,9 %
9	STKIP Invada Cirebon	30	1	3,3%
10	Politeknik Pariwisata Internasional	Prima 17	0	0 %
Total		939	73	7,8%

Source: <https://sinta.kemdikbud.go.id>

Table 1. shows that Universitas Swadaya Gunung Jati is the university that has the highest number of research publications in 2023, namely 25 publications. However, when viewed from the comparison of the number of lecturers and the number of publications, Nahdlatul Ulama University Cirebon has the highest percentage of 19.8%. Despite some universities, such as Nahdlatul Ulama University, achieving commendable publication rates, the overall average of 7.8% underscores the need for systemic improvements in leadership, peer collaboration, and organizational support (Basalamah et al., 2023). Explained that the role of the leader is one of the factors that can affect the high and low performance of lecturers in a university.

Leader expectation refers to leadership behaviors that demonstrate expectations for excellence, quality and high performance from employees (N. L. Nguyen, 2022; Veestraeten et al., 2021). Another study also found that when leaders communicate high performance expectations to subordinates, it implicitly communicates the leader's confidence in the employee's ability to meet these standards. This message fosters the belief in employees that they are capable of achieving certain goals and shapes perceptions of their self-worth, which in turn develops higher self-expectations regarding the ability to perform better (Binyamin, 2020).

Lecturers' research performance can also be influenced by peer pressure or commonly called coworker pressure (N. Nguyen et al., 2021). Coworker pressure is the pressure felt by an employee who comes from his coworkers. This pressure can occur when coworkers demonstrate highly successful or competitive behavior, which then creates expectations or unwritten standards that other employees must also achieve the same or higher levels of achievement (Sudiyono et al., 2020). Coworker pressure can provide elements that fulfill needs and increase motivation, which in turn encourages researchers to invest more effort in their research (N. Nguyen et al., 2021). However, other studies have found that coworker pressure can negatively affect performance. This may be because pressure to perform exerted by coworkers can create a competitive work environment, which in turn can reduce the quality of work output (Chadi & Homolka, 2023). Then the conflict and competition from coworker pressure can create an unsupportive work environment, where lecturers may feel compelled to compete rather than collaborate. This can reduce the quality of teamwork that is often essential in research projects (N. L. Nguyen, 2022).

Research has shown that leader expectations significantly influence academic performance by fostering motivation and self-confidence among lecturers (Zhao & Wang, 2023). Similarly, coworker pressure, when balanced, can serve as a catalyst for research engagement (Chen & Liu, 2023). However, the potential negative impacts of excessive competition and unsupportive environments cannot be ignored. Organizational support, encompassing resources, training, and recognition, is essential in mitigating these challenges and enhancing research performance (Miller & Roberts, 2022).

Lecturer performance can also be influenced by the support provided by the organization or university (Fata, 2020; Sudiyono et al., 2020), which can have an impact on the better performance produced by employees (Diah & Nugraheni, 2021). In the aspect of research performance, organizational support can be provided in various forms, such as resources, training, sufficient time for research, and recognition of performance. When lecturers feel strong support from their organizations, they tend to have higher perceptions of organizational support, which in turn can increase their motivation and commitment to conduct quality research

(Hadiwijaya & Sentanu, 2021). However, organizational support also does not always have an impact on improving lecturer performance. If support is not provided wholeheartedly, lecturers may feel unappreciated and this can negatively impact their performance (Usmia et al., 2023).

Hypothesis Development

Leader expectation

Leader expectation refers to leadership behaviors that demonstrate expectations for excellence, quality and high performance from employees (N. L. Nguyen, 2022; Veestraeten et al., 2021). Another study found that when leaders communicate high performance expectations to subordinates, it implicitly communicates the leader's confidence in the employee's ability to meet those standards. This message fosters the belief in employees that they are capable of achieving certain goals and shapes perceptions of their self-worth, which in turn develops higher self-expectations regarding the ability to perform better (Binyamin, 2020).

Coworker pressure

(N. L. Nguyen, 2022) explained that peer pressure in the context of higher education can influence lecturers' research engagement. This study emphasizes that performance expectations from colleagues can be a significant factor that encourages individuals to meet certain standards. However, other studies have found that coworker pressure can negatively affect performance. This may occur because the pressure to perform exerted by coworkers can create a competitive work environment, which in turn can reduce the quality of work output (Alkan & Turgut, 2015). Then the conflict and competition from coworker pressure can create an unsupportive work environment, where lecturers may feel compelled to compete rather than collaborate. This can reduce the quality of teamwork that is often essential in research projects (N. L. Nguyen, 2022) Chen, W., & Liu, J. (2023). The impact of peer dynamics on academic productivity: A systematic review. *Journal of Higher Education Research*, 45(2), 145-162..

Research Performance

Lecturers' research performance refers to the ability of lecturers to produce quality scientific work, which is measured through publications in reputable international journals, participation in academic conferences, and contributions to the development of science. (Brown, T. M., & Johnson, 2021). According to (Li, X., & Zhang, 2020), lecturer research performance includes various indicators, including the number and quality of publications, the number of citations, participation in research projects, and awards and recognition received from the academic community. Lecturer research performance is the result of academic activities involving research and publication of scientific work, which is measured through indicators such as the number of articles published in reputable international journals, the number of citations received, and contributions to knowledge and innovation in the field, (Anderson, M., & Smith, 2022).

Organizational Support

Organizational support is the extent to which employees believe that their organization values their contributions and cares about their well-being. This support includes policies, procedures, and work environments that support employees in achieving their professional goals (Eisenberger et al., 1986). Organizational support for lecturers includes various forms of assistance and resources provided by educational institutions to improve the academic performance and mental well-being of lecturers. This includes access to research facilities, professional development opportunities, and work-life balance policies (Harris, J. R., & Patterson, 2021).

Based on the framework model shown in Figure 1 and the review of previous research, the hypothesis in this study can be formulated as follows:

H1: Leader expectations have a positive effect on organizational support. The higher the leader's expectations, the greater the organizational support.

H2: Peer pressure has a positive effect on organizational support. Pressure from colleagues encourages the organization to provide more support.

H3: Organizational support positively affects lecturers' research performance through facilities, administrative assistance, and professional development opportunities.

H4: Leader expectations have a positive effect on lecturers' research performance. Clear expectations increase lecturers' motivation.

H5: Coworker pressure has a positive effect on lecturer research performance. Pressure encourages lecturers to improve research performance.

H6: Organizational support mediates the effect of leadership expectations on lecturer research performance. Organizational support strengthens the influence of leadership expectations.

H7: Organizational support mediates the effect of peer pressure on lecturer research performance. Organizational support strengthens the influence of peer pressure on lecturer performance.

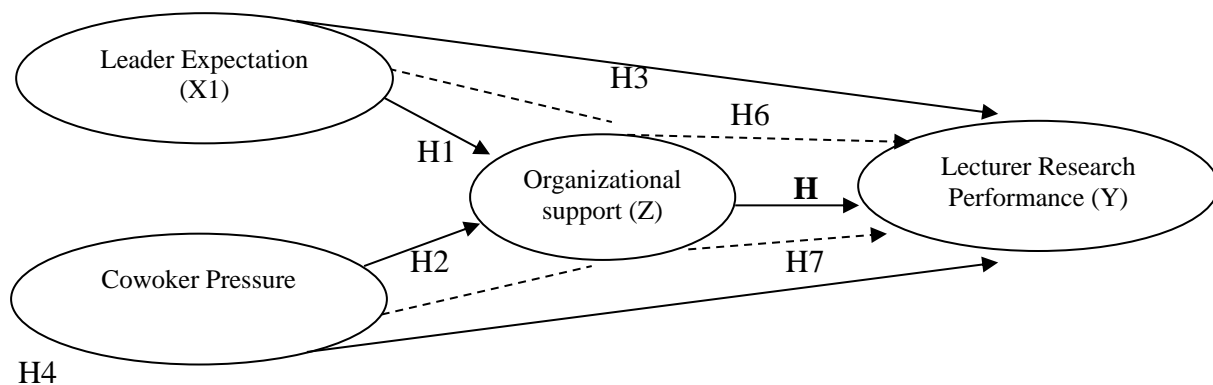


Figure 1. Framework Model

RESEARCH METHODS

This study employs a descriptive quantitative approach, as the research hypotheses will be tested using statistical methods. The study is also conducted using the explanatory research method, which aims to determine the relationships between the independent variable (leader expectation and coworker pressure), the dependent variable (lecturer research performance), and the mediating variable (organizational support). The choice of a quantitative approach aligns with the positivist philosophy, which assumes that objective measurements can be made and tested using statistical analysis.

Sampling and Data Collection

The population for this study consists of lecturers at private universities in Cirebon City. The total population comprises 939 lecturers, as reported by the Higher Education Service Institution (LLDIKTI) Region IV. To obtain a representative sample, a cluster sampling technique was applied, which is appropriate for populations that are divided into naturally occurring subgroups (in this case, different universities). This method allows for the selection of groups rather than individual lecturers, ensuring diverse representation across institutions.

Sample Size Calculation: The sample size was determined using the Slovin formula, with a margin of error set at 10%. The formula provides a way to calculate an appropriate sample size for a given population and margin of error:

$$n = \frac{N}{1 + N \cdot e^2}$$

Where:

n = Sample size

N = Population size (939 lecturers)

e = Margin of error (0.10)

Using this formula, the sample size was calculated to be 90 lecturers. These lecturers were selected randomly from each cluster (university) within LLDIKTI Region IV. The probability sampling technique ensures that every lecturer had an equal chance of being selected, which increases the representativeness and generalizability of the results.

Inclusion Criteria for participants:

1. Lecturers who are full-time employees at private universities in Cirebon.
2. Lecturers who have been employed for at least one year.
3. Lecturers who are involved in research activities.

Data Collection: Data were collected using a questionnaire designed to measure the key variables of the study: leader expectation, coworker pressure, organizational support, and lecturer research performance. The questionnaire utilized a Likert scale ranging from 1 to 5, where 1 indicated strongly disagree and 5 indicated strongly agree. The use of a Likert scale enables the measurement of attitudes, perceptions, and behaviors along a continuum, allowing for the quantification of abstract concepts. The questionnaire was distributed electronically to the selected sample of lecturers using Google Forms. The response rate was high, and the data were collected over a period of two weeks.

Statistical Analysis:

Data analysis was performed using SmartPLS 4, a statistical software tool for Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM is particularly suited for analyzing complex relationships involving multiple variables and is used to test the measurement and structural models simultaneously.

Steps in Statistical Analysis:

1. Descriptive Statistics: First, descriptive statistics (mean, standard deviation) were used to summarize the characteristics of the sample.
2. Measurement Model Evaluation: The reliability and validity of the measurement model were tested using Cronbach's Alpha and Composite Reliability for internal consistency. The Average Variance Extracted (AVE) was also checked to assess convergent validity.
3. Structural Model Evaluation: The relationships between the constructs (leader expectation, coworker pressure, organizational support, and research performance) were analyzed using path coefficients, which show the strength and direction of the relationships. The Bootstrapping method was used to assess the significance of the path coefficients by generating t-statistics and p-values.
4. Discriminant Validity: The Fornell-Larcker criterion was used to evaluate the discriminant validity, ensuring that the constructs are distinct from each other.

These statistical methods ensure the robustness and reliability of the results, allowing for a comprehensive analysis of the relationships among the variables.

RESULT AND DISCUSSION

This study aimed to examine the effects of Leader Expectation and Coworker Pressure on the Research Performance of lecturers at private universities in Cirebon, with Organizational Support as a mediating variable. The findings reveal that Leader Expectation has a significant influence on Lecturer Research Performance, while Organizational Support strengthens the positive relationship between Coworker Pressure and Research Performance. However, the direct effect of Coworker Pressure on Research Performance was found to be insignificant. These

results contribute to understanding the role of leadership and peer dynamics in academic performance, providing insights into the mechanisms that enhance research productivity.

Comparison with Previous Research:

Leader Expectation and Research Performance: The significant effect of Leader Expectation on Research Performance is consistent with studies by Nguyen (2022) and Binyamin (2020), which emphasized that clear and consistent leader expectations positively influence employee motivation and performance. Similarly, Zhao and Wang (2023) found that leadership expectations in academic settings motivate lecturers to perform better. This study supports these findings, highlighting that when leaders clearly communicate performance expectations, lecturers are more likely to enhance their research output.

Coworker Pressure and Research Performance: The study found that Coworker Pressure does not have a significant direct effect on Research Performance, a result that contrasts with some previous studies. For instance, Chen and Liu (2023) suggested that healthy competition among colleagues can stimulate academic productivity by encouraging individuals to meet higher standards. However, our findings align more closely with Chadi and Homolka (2023), who pointed out that excessive competition and pressure can lead to stress and reduced quality of work. The lack of a direct significant effect in this study may reflect the complexity of peer dynamics in Indonesian higher education, where collaboration and mutual support might be valued over competition.

Organizational Support as a Mediator: Previous research such as Miller and Roberts (2022) and Hadiwijaya & Sentanu (2021) supports the notion that organizational support plays a crucial role in enhancing research performance by providing necessary resources, recognition, and professional development opportunities. Our findings confirm this view, though the indirect effect of organizational support in mediating the relationship between Leader Expectation and Research Performance was not significant (H6). This suggests that while organizational support is essential, the direct influence of leadership expectations may be stronger than the mediating effect of institutional resources in driving research outcomes.

Relevance to Research Questions:

This study directly addresses the research questions regarding the influence of Leader Expectation and Coworker Pressure on Research Performance, with Organizational Support acting as a potential mediator. The results reveal:

Leader Expectation significantly improves Lecturer Research Performance. This supports our hypothesis that clear leadership expectations motivate lecturers to enhance their productivity. Coworker Pressure, while commonly thought to influence performance, did not show a direct impact in this study, challenging the notion that peer pressure alone can drive academic productivity.

The role of Organizational Support was less impactful than expected, indicating that other factors, such as individual motivation or institutional leadership practices, may be more decisive in shaping lecturers' research behavior.

These findings are relevant for universities looking to improve research outcomes. Leadership expectations should be more clearly communicated to staff, but universities should be cautious in fostering competitive environments where Coworker Pressure could negatively affect collaboration and performance quality. Additionally, while Organizational Support remains important, its role as a mediator in this context might require further exploration in different settings or with different types of academic staff.

Implications for Practice:

Based on the findings, universities should focus on developing leadership training that emphasizes clear communication of expectations to lecturers. Creating a supportive environment that encourages collaboration rather than competition could be beneficial. While Organizational

Support remains vital, universities should consider integrating more personalized support mechanisms that align more closely with lecturers' individual needs and research goals.

Further studies could explore the role of organizational culture, faculty development programs, and peer mentoring in mediating the relationship between leadership expectations and research performance.

Based on the results of data analysis obtained from 90 respondents through Google Form questionnaires and processed using SmartPLS 4 software, it was found that Leader Expectation has a significant influence on Lecturer Research Performance. In addition, the role of Organizational Support as a mediating variable shows a positive influence in strengthening the relationship between Coworker Pressure and Research Performance.

Table 2. Demographic Characteristics of Respondents

Variables	Frekuensi	%
<i>Gender</i>		
Male	53	60 %
Female	37	40 %
<i>Length of Service as a Lecturer</i>		
1 - 5 years	22	24 %
6 - 10 years	20	22 %
11 - 20 years	27	30 %
21 - 30 years	16	18 %
31 - 40 years	5	6 %
<i>Age</i>		
25 - 30 years	7	8%
31 - 40 years	34	38%
41 - 50 years	24	27%
51 - 60 years	20	22%
61 - 70 years	5	6%
<i>Higher Education</i>		
Swadaya Gunung Jati University	40	44%
University of Muhammadiyah Cirebon	18	20%
University of Nahdlatul Ulama Cirebon	8	9%
Universitas Catur Insan Cendekia	8	9%
University of 17 August 1945 Cirebon	7	8%
STMIK IKMI Cirebon	5	6%
Cirebon College of Technology	2	2%
STKIP Invada Cirebon	1	1%
Prima International Tourism Polytechnic	1	1%
<i>Functional Position</i>		
Lecturer	29	32%
Lecturer	28	31%
Expert Assistant	18	20%
Head Lector	12	13%
Professor	2	2%
Dean	1	1%

Most of the respondents were male, totaling 53 people (60%), while women numbered 37 people (40%). In terms of length of work as a lecturer, the majority of respondents have worked between 11-20 years (30%), followed by those who worked 1-5 years (24%) and 6-10 years (22%). A small proportion of respondents had more than 30 years of service (6%). In terms of age, the largest group of respondents was 31-40 years old with 34 people (38%), while the smallest group was 25-30 years old (8%). Respondents aged 41-50 years accounted for 27%, followed by those aged 51-60 years (22%), and those aged 61-70 years only 6%. The respondents came from various universities, with Swadaya Gunung Jati University having the highest number of respondents at 40 people (44%). Other universities that were quite representative in this study were Muhammadiyah University of Cirebon (20%) and Catur Insan Cendekia University and Nahdlatul Ulama University of Cirebon, which each contributed 9% of respondents. In terms of functional position, the majority of respondents were lecturers with the positions of Lecturer and Lector, 32% and 31% respectively. In addition, there were also respondents with the positions of Expert Assistant (20%), Head Lector (13%), as well as Professor (2%) and Dean (1%) who made up a small part of the respondents.

The measurement model in this study consists of a reflective measurement model where the variables Coworker Pressure, Organizational Support and Lecturer Research Performance, Leader Expectation are measured reflectively.

Table 3. Measurement Model Results

Variables	Measurement items	Indicator	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
Leader Expectation	X1	I have a good understanding of the expectations set by my leadership.	0,611	0,836	0,869	0,602
	X1.1	Leaders are consistent in conveying expectations on various occasions	0,768			
	X1.2	Performance standards set by leaders are specific and detailed	0,896			
	X1.3	Demands and pressure from leaders have a positive influence on my work motivation	0,786			
	X1.4	There is a clear system for measuring	0,793			

Variables	Measurement items	Indicator	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
		and evaluating the achievement of performance standards.				
	X2	I feel that there is healthy competition among lecturers in achieving targets or achievements	0,672			
	X2.1	I feel that there is healthy competition among lecturers in achieving targets or achievements	0,820			
Coworker Pressure				0,789	0,802	0,545
	X2.2	I feel that there is healthy competition among lecturers in achieving targets or achievements	0,798			
	X2.3	I feel that there is healthy competition among lecturers in achieving targets or achievements	0,737			

Variables	Measurement items	Indicator	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
	X2.4	I feel that there is healthy competition among lecturers in achieving targets or achievements	0,647			
	Z	The institution provides adequate and easily accessible research facilities, teaching materials, and technology to support my work.	0,811			
Organizational Support	Z1	The institution provides adequate and easily accessible research facilities, teaching materials, and technology to support my work.	0,822	0,889	0,896	0,694
	Z2	The institution provides adequate and easily accessible research facilities, teaching	0,867			

Variables	Measurement items	Indicator	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
Lecturer Research Performance		materials, and technology to support my work.				
	Z3	The institution provides adequate and easily accessible research facilities, teaching materials, and technology to support my work.	0,834			
	Z4	The institution provides adequate and easily accessible research facilities, teaching materials, and technology to support my work.	0,767			
	Y	I consistently produce scientific publications in reputable journals	0,817			
	Y1	I consistently produce scientific publications in reputable journals	0,826	0,876	0,885	0,668
	Y2	I consistently produce	0,787			

Variables	Measurement items	Indicator	Outer Loading	Cronbach Alpha	Composite Reliability	AVE
		scientific publications in reputable journals				
	Y3	I consistently produce scientific publications in reputable journals	0,813			
	Y4	I consistently produce scientific publications in reputable journals	0,841			

In the table above, the results of the outer loading analysis show that most indicators have strong values. According to Chin (1998), an outer loading value above 0.7 is ideal and indicates that the indicator makes a significant contribution to the construct. Indicators with a value of 0.6-0.7 are acceptable especially in exploratory research, but if there are other indicators with higher values, low ones should be considered for deletion. Then also the AVE (Average Variance Extracted) value of the construct is more than **0.5**, the model as a whole has good convergent validity, so indicators with low outer loading (above 0.6 but below 0.7) can be retained.

Table 4. Fornel and Lacker Test

	Cowoker Pressure	Organizational Support	Lecturer Research Performance	Leader Expectation
Cowoker Pressure	0,738			
Organizational Support	0,723	0,833		
Lecturer Research Performance	0,550	0,519	0,817	
Leader Expectation	0,630	0,694	0,536	0,766

Table 4 Fornell-Larcker Criterion compares the square root of the AVE (Average Variance Extracted) with the correlation between variables. For discriminant validity, the diagonal value (root of AVE) should be greater than the correlation value between constructs (off-diagonal). Cowoker Pressure has a diagonal value of 0.738, greater than the correlation value with Organizational Support (0.723) and Lecturer Research Performance (0.550). This indicates that the construct has good discriminant validity. Organizational Support has a diagonal value of 0.833, which is greater than the correlation value with other variables. Lecturer Research Performance and Leader Expectation also show diagonal values that are greater than the correlations between other variables, indicating strong discriminant validity.

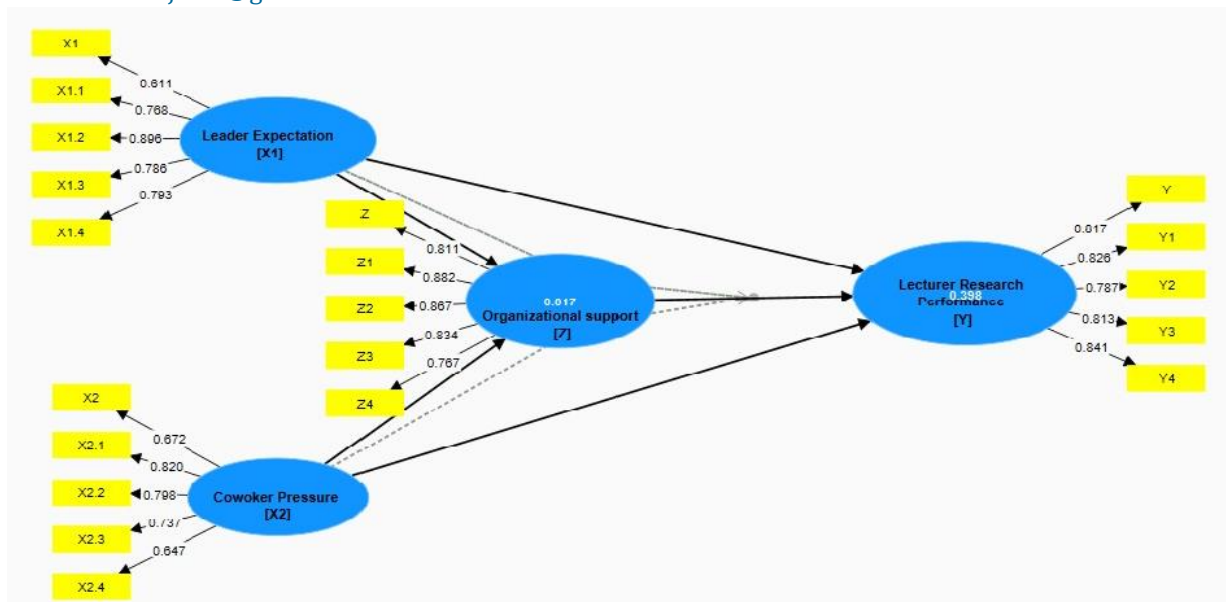


Figure 2. Data Analysis Results

Table 5. Hypothesis Test Results

Hypothesis	Original sample	Sample Mean	T Statistics	P Value	Conclusion
H1: Leader Expectation (X1) → Organizational Support (Z)	0.396	0.399	0.103	3.854	0.000
H2: Cowoker Pressure (X2) → Organizational Support (Z)	0.473	0.475	0.093	5.071	0.000
H3: Organizational Support (Z) → Lecturer Research Performance (Y)	0.162	0.182	0.170	0.954	0.340
H4: Leader Expectation (X1) → Lecturer Research Performance (Y)	0.382	0.357	0.192	1.990	0.047
H5: Cowoker Pressure (X2) → Lecturer Research Performance (Y)	0.177	0.189	0.145	1.219	0.223
H6: Leader Expectation (X1) → Organizational Support (Z) → Lecturer Research Performance (Y)	0.211	0.205	0.128	1.642	0.101
H7: Cowoker Pressure (X2) → Organizational Support (Z) → Lecturer Research Performance (Y)	-0.123	-0.128	0.124	0.995	0.320

Discussion

Based on the results of hypothesis testing above, it is known as follows:

H1: Leader Expectation (X1) → Organizational Support (Z)

The test results show that Leader Expectations have a significant effect on Organizational Support with a coefficient of 0.396 and a p-value of 0.000. This means that the higher the leader's

expectations, the greater the support felt by lecturers in the organizational environment. These results support hypothesis H1, so it can be concluded that this hypothesis is accepted.

H2: Coworker Pressure (X2) → Organizational Support (Z)

The test results show that Coworker Pressure has a significant effect on Organizational Support with a coefficient of 0.473 and a p-value of 0.000. This means that the greater the pressure from colleagues, the greater the organizational support felt by lecturers. This hypothesis is accepted because the effect is significant.

H3: Organizational Support (Z) → Lecturer Research Performance (Y)

The test results show that Organizational Support has no significant effect on Lecturer Research Performance with a coefficient of 0.162 and a p-value of 0.340. Since the p-value is greater than 0.05, this hypothesis is not significantly supported. This means that organizational support does not have a strong direct influence on lecturers' research performance.

H4: Leader Expectation (X1) → Lecturer Research Performance (Y)

The test results show that Leader Expectations have a significant effect on Lecturer Research Performance with a coefficient of 0.382 and a p-value of 0.047. This means that the expectations given by the leader are able to improve the research performance of lecturers. This hypothesis is supported by the data and accepted.

H5: Coworker Pressure (X2) → Lecturer Research Performance (Y)

The test results show that Coworker Pressure has no significant effect on Lecturer Research Performance with a coefficient of 0.177 and a p-value of 0.223. Because the p-value is greater than 0.05, this hypothesis is not significantly supported. This means that peer pressure does not have a significant effect on lecturers' research performance.

H6: Leader Expectation (X1) → Organizational Support (Z) → Lecturer Research Performance (Y) The test results show that Leader Expectations have no significant effect on Lecturer Research Performance through Organizational Support with a coefficient of 0.211 and a p-value of 0.101. Since the p-value is greater than 0.05, this hypothesis is not significantly supported. This means that organizational support does not mediate the effect of leader expectations on lecturer research performance.

H7: Coworker Pressure (X2) → Organizational Support (Z) → Lecturer Research Performance (Y) The test results show that Coworker Pressure has no significant effect on Lecturer Research Performance through Organizational Support with a coefficient of -0.123 and a p-value of 0.320. Since the p-value is greater than 0.05, this hypothesis is not significantly supported. This means that organizational support does not mediate the effect of peer pressure on lecturer research performance.

The hypotheses that are significant and support the relationships in the model are H1, H2, and H4, which indicate that Leader Expectation and Coworker Pressure have a significant influence on Organizational Support, and Leader Expectation has a direct influence on Lecturer Research Performance. The other hypotheses are not significant and do not support, including the indirect effect through organizational support.

These results show that expectations from leaders play an important role in improving lecturers' research performance, but peer pressure does not directly affect research performance.

CONCLUSION

The results of quantitative analysis of 90 respondents show that expectations from leaders have a significant influence on the research performance of lecturers in private universities. The higher the expectations given, the greater the impetus for lecturers to increase productivity in research. In addition, peer pressure also acts as a push factor that motivates lecturers to meet the standards of their peers, which in turn contributes to improving research performance.

Organizational support plays an important mediating role in the relationship between leader expectations, peer pressure, and research performance, where organizations that provide positive facilities and encouragement can overall improve lecturers' performance. The quantitative model used in this study shows a significant relationship between the three factors, which are interrelated and influence each other, as shown by the SmartPLS analysis results.

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