



Management Quality and Its Functions Affect the Lecturer's Working Satisfaction and Department Performance: A Study in Nunukan State Polytechnic Indonesia

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Abstract

The quality and function of management are an important part of improving the quality of educational institutions. The purpose of this study is to ascertain and examine how management quality and its operations affect lecturers' job happiness and department performance at the Nunukan State Polytechnic of Indonesia. This research is quantitative. Data were collected from 23 lecturers who teach in this department using the census method. The author uses Smart PLS version 3.20 to analyze the data that has been collected using a questionnaire. This study found that the quality of management and although not significantly, its functions have a good impact on lecturers' performance and job happiness.

Keywords: Management Quality, Lecturer's Working Satisfaction, Department Performance

1. Introduction

The personnel within an organization constitute a valuable asset capable of fostering organizational growth and continuously adapting to a dynamic environment. It is imperative for human resources to consistently develop their potential, aligning with the vision, mission, and goals of the organization they are a part of. In Higher Education, an institution dedicated to the field of education, enhancing the quality and competence of its resources is integral, with a particular focus on the professional development of teaching staff, commonly referred to as lecturers. Lecturers not only play the role of transferring knowledge and attitude transfer but also can act as agents of change that can bring the University to grow and develop. The role of lecturers is also expected to be able to build an intelligent society from an educational process that is produced. An important implementing element in a tertiary institution is the role of the lecturer in carrying out the tri-dharma activities of the tertiary institution, especially the first dharma, namely education. Higher education as an organization that utilizes lecturers is demanded to be able to provide various work facilities and services that can support work

implementation. This is needed so that lecturers can carry out their work well and, in the end, they feel satisfaction in working to improve the performance of the department.

2. Literature Review

2.1 Management Quality

Quality management is important in increasing employee satisfaction and performance. Improving the quality of management is urgently needed to improve the performance of education staff in particular so that they become professional educators and educational staff who are expected to have mutually beneficial cooperation when doing instructional and learning activities in the educational environment so that the management of educators and the teaching of educational staff is one of the keys to a successful education for produce a generation that is superior and ready to compete. (Latief, 2010)

2.2 Managemet Function

The management function stands as the fundamental responsibility that leaders must fulfill within any organization. While there may be varying perspectives on the specific types of management functions, it is notable that these



opinions ultimately complement each other, as highlighted by Awaluddin and Hendra (2018).

Below is stated by George. R. Terry that Functions Management consists of:

1. Planning Function Determine in advance the program that will help achieve the company's goals that have been set
2. Organizing Functions\Organize Designing the arrangement of the various relationships between positions, personnel, and physical factors
3. Directional Function Carrying out work, making sure that employees want to work together effectively
4. Coordination function
5. Controlling/supervision function Observing and comparing the implementation with the plan and correcting it if there is a deviation, or if necessary, readjusting the plan that has been made.

2.3 Lecturer Working Satisfaction

A study conducted by Azizaha stated that building job satisfaction for lecturers can be done through the improvement of transformational leadership and improvement of management quality. (Azizaha et al., 2020). Lecturer job satisfaction is a determinant of lecturer commitment and it must exist beforehand individuals make organizational commitments. Job satisfaction is not an isolated aspect; rather, it manifests in various attitudes exhibited by an individual. For instance, when a person is content in their work, it reflects in their demeanor, fostering qualities such as increased loyalty to the organization, a strong work ethic, organizational dedication, adherence to established rules, and other positive attributes.

2.4 Department Performance

The case study on Department Performance serves as an illustration showcasing the organization of departments through concepts of performance management in a business using the balanced scorecard program for performance assessment (Şenel, Rouyendegh, & Demir, 2022). By the findings presented by Shaheen (2022), the hypothesis is substantiated, demonstrating the

noteworthy and advantageous influence of quality management on operational performance.

2.5 Academic Quality Management and Lecturer Working Satisfaction

A major mediating factor in the relationship between job happiness and leadership behavior is academic quality management. (Hussin & Jabbar, 2019). The results of the inferential statistical tests described by Ma'rifah show that leadership behavior to management quality has a favorable and noteworthy impact on job satisfaction. It was also clarified that quality and management quality positively and strongly impacted leadership behavior and job satisfaction. (Singaga & Ma'rifah, 2023)

2.6 Management Function and Lecturer Working Satisfaction

In the study conducted by Hasballah (2021), it was observed that knowledge management significantly influenced the effectiveness of lecturers and work satisfaction. More specifically, it was shown that knowledge management had a major effect on lecturers' performance and work satisfaction. Furthermore, job satisfaction showed a significant impact on lecturers' performance on its own. Furthermore, the study discovered that knowledge management significantly impacted job satisfaction, which in turn had an indirect effect on lecturer performance.

2.7 Academic Quality Management and Department Performance

Successful organizations adopt quality management as a philosophy to attain sustainable business performance. According to Aichouni et al. (2023), the statistical findings further demonstrate a noteworthy improvement in department performance through quality management methods within the surveyed organizations.

2.8 Management Function and Department Performance

For staff members to effectively contribute to the organization's overall success or company, performance management entails a collaborative process between a manager and employees with the purposes of planning, monitoring, and reviewing staff objectives or work goals (Atmaja, Zaroni, &

Yusuf, 2023). It can be defined as a methodical process intended to improve individual and team performance to improve organizational performance (Armstrong, 2021).

2.9 Hypothesis

A hypothesis serves as a conjecture or provisional outcome in research. Comprising both an alternative and null hypothesis, it posits assumptions about relationships and differences among research subjects. The alternative hypothesis, often referred to as the accepted hypothesis, asserts the presence of these assumptions, while the null hypothesis, conversely, suggests their absence. In cases of final verification and hypothesis testing, the null hypothesis holds particular significance as it refutes the alternative hypothesis, maintaining that relationships and differences do not exist (Bulajic, Stamatovic, & Cvetanovic, 2012). Numerous theories have already been developed, including:

Hypothesis 1

$H_0: \alpha_1 = 0 \rightarrow$ There is not an appreciable correlation between professor job satisfaction and academic quality management.

$H_a: \alpha_1 \neq 0 \rightarrow$ There is a relationship between job satisfaction among lecturers and academic quality management.

Hypothesis 2

$H_0: \alpha_2 = 0 \rightarrow$ There is no clear correlation between management function and lecturer job happiness.

$H_a: \alpha_2 \neq 0 \rightarrow$ There is a connection between lecturers' job happiness and their supervisory role.

Hypothesis 3

$H_0: \alpha_2 = 0 \rightarrow$ Department performance and academic quality management are unaffected.

$H_a: \alpha_2 \neq 0 \rightarrow$ Department performance and academic quality management are related.

Hypothesis 4

$H_0: \partial_1 = 0 \rightarrow$ The performance of a department and managerial role are unaffected.

$H_a: \partial_1 \neq 0 \rightarrow$ There is an effect between management function and department performance

Hypothesis 5

$H_0: \partial_3 = 0 \rightarrow$ Department performance and lecturer job satisfaction are

unaffected.

$H_a: \partial_3 \neq 0 \rightarrow$ There is a relationship between department performance and professor job happiness.

3. Methodology

This study used an accidental random sampling technique with variables consisting of several indicators to determine quality and management functions, then tested the instrument's validity and reliability using SPSS 21 software to ensure all items from the questionnaire were valid and reliable. Then the researcher used SmartPLS 3.20 to analyze the data. The Research Model shown in chart 1

3.1 Designing Structural Model

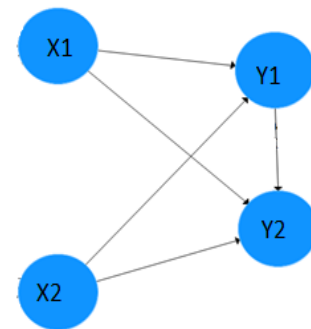


Chart 1: Research Model

whereas:

X1 = academic quality management

X2 = management function

Y1 = lecturer working satisfaction

Y2 = department performance

Establishing the measuring framework (outer model) Neither the measurement model nor the outer model have been created because this investigation is fully quantitative.

Constructing a Path Diagram

To create the path diagram, the regression must be computed using SmartPLS using the following data:

Since the goal of the study is to look into the relationships between independent and dependent variables, the formulation can be made as follows:



$$Y1 = \alpha_1 X1 + \alpha_2 X2 + \epsilon_1 \dots\dots\dots(1)$$

$$Y2 = \beta_1 X1 + \beta_2 X2 + \beta_3 Y1 + \mu \dots\dots\dots(2)$$

This formulation needs to be modified to be

$$Y1 = \alpha_1 \text{Log } X1 + \alpha_2 \text{Log } X2 + \epsilon_1 \dots\dots\dots(1)$$

$$Y2 = \beta_1 \text{Log } X1 + \beta_2 \text{Log } X2 + \beta_3 \text{Log } Y1 + \mu \dots\dots\dots(2)$$

Whereas:

ϵ_1 = error term of Y1

μ_1 = error term of Y2

3.2 Hypothesis Parameter

A comparison of the P-value with a 95% confidence level (alpha = 0.05) and a significance level of 0.05 is used to determine whether to accept a hypothesis. If the P-value is 0.05 or less.

When the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, the hypothesis is said to be true. Moreover, the T table mentions 2.160 as a significant figure.

3.3 Data Collected

The information was gathered through an unintentional random sampling technique, wherein questionnaires were distributed to all respondents. These respondents were selected based on various variables, including academic quality management, management function, lecturer working satisfaction, and the performance of the State Polytechnic. Additionally, each of the variables comprises several indicators. The indicators for the management quality variable include raw input, instrumental input, environment, a direct result, and final result. For the management function variable, the indicators encompass planning, organizing, actuating, and controlling. Indicators including financial, physical, social, and psychological satisfaction are used to gauge how satisfied lecturers are with their jobs. The improved performance of the institution variable is assessed using indicators like raw input, process, output, and outcome. Afterward, SPSS version 21 was used to evaluate the instrument's validity and reliability and make sure each questionnaire item was appropriate. Data analysis was conducted through the utilization of the Path Analysis instrument, employing Smart-

PLS version 3.20. In the analytical procedure, the path diagram was created, the structural model (inner and outer models) was designed, the path diagram was converted into regressions, the hypothesis parameters were assessed, and the suggested hypotheses were carefully examined.

Smart-PLS 3.20 was chosen for several reasons in this study. Firstly, the research involved a relatively small sample size of only 18 respondents. Additionally, as the research focused on path analysis, SmartPLS provided a suitable platform. The software's ease of use was another factor, especially given that the data did not necessarily need to adhere strictly to normality and linearity assumptions. Furthermore, SmartPLS was selected because it allows for the assessment of not only the significance of direct effects but also the significance of indirect effects in the analysis.

3.4 Validity and Reliability

Using version 17 of SPSS, the outcomes can be presented as follows: Pearson Correlation is shown in Table 1.

Table 1. Pearson Correlation

Items	Pearson Correlation	Description
X1	0.671	Valid
X2	0.502	Valid
X3	0.646	Valid
X4	0.526	Valid
X5	0.423	Valid
X6	0.493	Valid
X7	0.792	Valid
X9	0.431	Valid
X10	0.791	Valid
X11	0.789	Valid
X12	0.758	Valid
X13	0.752	Valid
X14	0.799	Valid
X15	0.904	Valid
X16	0.503	Valid
X17	0.583	Valid



X18	0.674	Valid
X19	0.594	Valid
X20	0.355	Valid
X21	0.699	Valid
X22	0.698	Valid
X23	0.768	Valid
X24	0.497	Valid
X25	0.383	Valid
X26	0.658	Valid
X30	0.372	Valid
X31	0.482	Valid
X33	0.433	Valid
X34	0.562	Valid
X35	0.550	Valid
X36	0.619	Valid
X37	0.883	Valid
X38	0.775	Valid
X39	0.406	Valid
X40	0.624	Valid
X42	0.534	Valid
X43	0.655	Valid
X44	0.679	Valid
X45	0.840	Valid
X46	0.808	Valid
X47	0.435	Valid
X48	0.615	Valid
X49	0.628	Valid
X50	0.826	Valid
X51	0.766	Valid

X23	0.949	Reliable
X24	0.952	Reliable
X25	0.952	Reliable
X26	0.952	Reliable
X27	0.953	Reliable
X28	0.953	Reliable
X29	0.954	Reliable
X30	0.953	Reliable
X31	0.952	Reliable
X32	0.953	Reliable
X33	0.953	Reliable
X34	0.951	Reliable
X35	0.951	Reliable
X36	0.951	Reliable
X37	0.949	Reliable
X38	0.950	Reliable
X39	0.953	Reliable
X40	0.951	Reliable
X41	0.954	Reliable
X42	0.951	Reliable
X43	0.951	Reliable
X44	0.951	Reliable
X45	0.949	Reliable
X46	0.950	Reliable
X47	0.952	Reliable
X48	0.951	Reliable
X49	0.951	Reliable
X50	0.950	Reliable
X51	0.950	Reliable

Upon examination of the tested data, it can be concluded that all items are deemed valid, as evidenced by Pearson Correlation coefficients exceeding 0.3 for each item.

Table 2. Pearson Correlation coefficients

Items	Pearson Correlation	Description
X1	0.952	Reliable
X2	0.952	Reliable
X3	0.952	Reliable
X4	0.952	Reliable
X5	0.953	Reliable
X6	0.952	Reliable
X7	0.950	Reliable
X8	0.954	Reliable
X9	0.953	Reliable
X10	0.950	Reliable
X11	0.951	Reliable
X12	0.952	Reliable
X13	0.952	Reliable
X14	0.950	Reliable
X15	0.950	Reliable
X16	0.952	Reliable
X17	0.951	Reliable
X18	0.952	Reliable
X19	0.953	Reliable
X20	0.953	Reliable
X21	0.951	Reliable
X22	0.951	Reliable

The analysis of the tested data allows us to affirm that all items are reliable, as indicated by Cronbach's Alpha values surpassing 0.6 for each item. The Pearson Correlation coefficients are shown in Table 2.

4. Finding and Analysis

This research is quantitative research with some types of variables such as exogenous, intervening, and endogenous variables. For this type of research, Smart PLS version 3.20 could effectively be used for analyzing data. This kind of analysis is called path analysis.

4.1 Results

By using the Smart PLS 3.20 version, the figure of the model with the loading factor is shown in Figure 1. Path coefficients, Construct Reliability, and Total Effect can be displayed in Figures 2 to 5. Upon scrutinizing the tested data, it can be concluded that Management Function, Lecturer Working Satisfaction, and Department Performance exhibit reliability, as reflected by Cronbach's Alpha values exceeding 0.6 for these variables. While academic quality management

can't be Reliable because Cronbach's Alpha is below 0.6

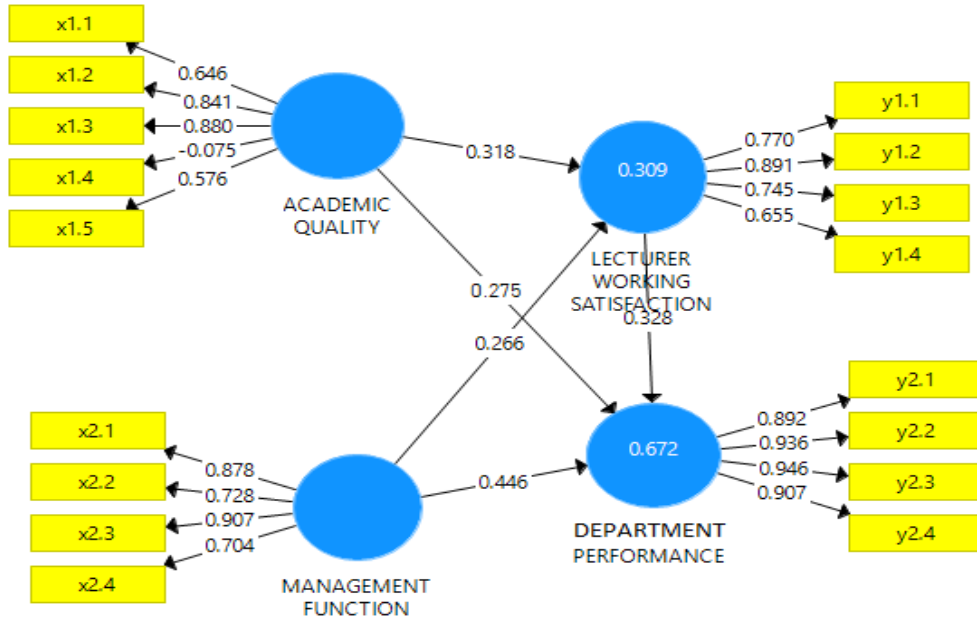


Figure 1. The model with loading factor

Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Error (STE...)	T Statistics (O /ST...)	P Values
ACADEMIC QUALITY -> LECTUR...	0.275	-0.075	0.484	0.352	0.729
ACADEMIC QUALITY -> LECTUR...	0.318	0.307	0.515	0.617	0.545
LECTURER WORKING SATISFACT...	0.328	0.414	0.300	1.095	0.288
MANAGEMENT FUNCTION -> L...	0.446	0.592	0.347	1.284	0.215
MANAGEMENT FUNCTION -> L...	0.266	0.385	0.479	0.556	0.585

Figure 2. The path coefficient

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance...
Management Function	0.823	0.851	0.882	0.655
Lecturer Working	0.787	0.990	0.852	0.593
Department Performance	0.940	0.945	0.957	0.848
Academic Quality	0.590	0.865	0.748	0.447

Figure 3. Construct Reliability and Validity

Total Effects

	Original ...	Sample ...	Standard ...	T Statistic...	P Values
Management Function -> Lecturer Working Satisfaction	0.266	0.447	0.380	0.701	0.492
Management Function -> Department Performance	0.533	0.700	0.376	1.417	0.174
Lecturer Working Satisfaction -> Department Performance	0.328	0.315	0.171	1.916	0.071
Academic Quality -> Lecturer Working Satisfaction	0.318	0.211	0.422	0.753	0.461
Academic Quality -> Department Performance	0.275	0.124	0.434	0.632	0.535

Total Indirect Effects

	Original ...	Sample ...	Standard ...	T Statistic...	P Values
Management Function -> Lecturer					
Management Function -> Department	0.087	0.125	0.140	0.625	0.540
Lecturer Working -> Department					
Academic Quality -> Lecturer Working					
Academic Quality -> Department	0.104	0.076	0.166	0.629	0.537

Figure 4. Total Effect and Total Indirect Effects

The parameter values are as follows:

$\alpha_1 = 0.318$, signifying that an increase in academic quality management is associated with an increase in lecturer working satisfaction.

$\alpha_2 = 0.266$, indicating that an increase in management function leads to an increase in lecturer working satisfaction.

$$\begin{aligned}
 Y_1 &= 0.318X_1 + 0.266X_2 \\
 Y_2 &= 0.275X_1 + 0.533X_2 + 0.328Y_1 \\
 X_{1.1} &= 0.646X_1 \\
 X_{1.2} &= 0.841X_1 \\
 X_{1.3} &= 0.880X_1 \\
 X_{1.4} &= -0.075X_1 \\
 X_{1.5} &= 0.576X_1 \\
 X_{2.1} &= 0.878X_2 \\
 X_{2.2} &= 0.728X_2 \\
 X_{2.3} &= 0.907X_2 \\
 X_{2.4} &= 0.704X_2 \\
 Y_{1.1} &= 0.770Y_1 \\
 Y_{1.2} &= 0.891Y_1 \\
 Y_{1.3} &= 0.745Y_1 \\
 Y_{1.4} &= 0.655Y_1 \\
 Y_{2.1} &= 0.892Y_2 \\
 Y_{2.2} &= 0.936Y_2 \\
 Y_{2.3} &= 0.946Y_2 \\
 Y_{2.4} &= 0.907Y_2
 \end{aligned}$$

Figure 5. The path analysis formulation results are listed below based on the Total Effects:

$\beta_1 = 0.275$, suggesting that an increase in academic quality management is linked to an increase in department performance.

$\beta_2 = 0.533$, implying that an increase in management function is associated with an increase in department performance.



$\beta_3 = 0.328$, indicating that an increase in lecturer working satisfaction leads to an increase in department performance.

4.1.1 Examining the Hypothesis

Examining Hypothesis 1

T-test = 0.753, while t table = 2.160

H₀ is accepted while H_a is rejected since the t-table is greater than the t-test. This shows that academic quality management and professor work satisfaction are not significantly correlated.

Examining Hypothesis 2

T-test = 0.701, while t table = 2.160

H₀ is accepted while H_a is rejected since the t-table is greater than the t-test. This suggests that the management function and job satisfaction of lecturers are not correlated in any way.

Examining Hypothesis 3

T-test = 0.632, while t table = 2.160

H₀ is accepted while H_a is rejected since the t-table is greater than the t-test. This suggests that department performance and academic quality management have no discernible relationship.

Examining Hypothesis 4

T-test = 1.417, while t table = 2.160

H₀ is accepted while H_a is rejected since the t-table is greater than the t-test. This suggests that the performance of the department and management function are not significantly impacted.

Examining Hypothesis 5

T-test = 1.916, while t table = 2.160

H₀ is accepted while H_a is rejected since the t-table is greater than the t-test. This implies that there is no discernible relationship between department performance and lecturer working satisfaction.

4.2 Discussion

The results of the analysis using the accidental random sampling technique with variables consisting of several indicators to determine the management function, then testing the instrument's validity and reliability using SPSS 21 software to ensure all items from the questionnaire are appropriate. And use SmartPLS 3.20 to analyze the data. Based on data obtained from the Lecturer of

the Department of Business Administration at the Samarinda State Polytechnic. It is known that the research population is 18 people to produce data:

1. There is no statistically significant effect of Management Function on Lecturer Working Satisfaction.
2. Management Function does not exert a significant impact on Department Performance.
3. Lecturer Working Satisfaction does not significantly influence Department Performance.
4. Academic Quality does not have a significant effect on Lecturer Working Satisfaction.
5. Academic Quality has no significant impact on Department Performance.

Conclusion

Based on the analysis's findings, it can be said that there is no meaningful relationship between the Department of Business Administration's and Nunukan State Polytechnic's lecturers' job satisfaction and the quality of management. Similarly, there is no meaningful relationship between management functions and lecturers' work satisfaction. There is no meaningful correlation between management functions and department performance, no meaningful relationship between management quality and department performance, and no meaningful relationship between lecturer job satisfaction and the business administration department's performance at Nunukan State Polytechnic. This can be taken into consideration for the management of the Nunukan State Polytechnic that to increase lecturer satisfaction and performance it does not depend on the quality of management and its functions.

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