

Human resource management and lecturers' professional performance: The moderating role of continuing professional development

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Abstract

This study examines the effect of Human Resource Management (HRM) practices on lecturers' professional performance and investigates the moderating role of Continuing Professional Development (CPD) in this relationship. A quantitative research design was employed using a structured questionnaire distributed to lecturers at higher education institutions that have implemented formal HRM policies and CPD programs. The collected data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings indicate that effective HRM practices significantly enhance lecturers' professional performance. In addition, Continuing Professional Development is found to strengthen the relationship between HRM practices and professional performance, suggesting that lecturers who actively engage in continuous learning are better able to translate HRM policies into improved professional outcomes. These results are consistent with Human Capital Theory and Social Exchange Theory, which emphasize the importance of sustained investment in employee development and organizational support. Practically, the study highlights that professional development initiatives are most effective when integrated with supportive and well-structured HRM systems.

Keywords: Human Resource Management, Continuing Professional Development, Lecturers' Professional Performance

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh manajemen sumber daya manusia (MSDM) terhadap kinerja profesional dosen serta menguji peran moderasi Continuing Professional Development (CPD) dalam hubungan tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan penyebaran kuesioner terstruktur kepada dosen pada perguruan tinggi yang telah menerapkan kebijakan MSDM dan program CPD secara formal. Data dianalisis menggunakan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa praktik MSDM yang efektif berpengaruh positif terhadap kinerja profesional dosen. Selain itu, CPD terbukti memperkuat hubungan antara MSDM dan kinerja profesional dosen, yang mengindikasikan bahwa keterlibatan dosen dalam pengembangan profesional berkelanjutan membantu mengoptimalkan implementasi kebijakan MSDM dalam praktik kerja akademik. Temuan ini mendukung Human Capital Theory dan Social Exchange Theory yang menekankan pentingnya investasi berkelanjutan dalam pengembangan kompetensi serta dukungan organisasi. Secara praktis, penelitian ini menegaskan bahwa program CPD akan memberikan hasil yang lebih optimal apabila diintegrasikan dengan sistem MSDM yang terstruktur dan suportif.

Kata kunci: Manajemen Sumber Daya Manusia, Pengembangan Profesional Berkelanjutan, Kinerja Profesional Dosen

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1. Introduction

In an increasingly globalized academic environment, higher education institutions play a pivotal role in shaping societal progress and knowledge development (Jihane El Moussaddar et al., 2025). Lecturers, as key academic professionals, are central to the implementation of the Tri Dharma of Higher Education, which encompasses teaching, research, and community service (Khasanah et al., 2024). These three functions are inherently interconnected and cannot be separated, as the quality of academic outcomes is directly influenced by the effectiveness with which lecturers perform their roles. The competencies acquired by university graduates largely reflect the quality of educational services delivered by lecturers. As such, institutional credibility, academic relevance, and scholarly contribution in the contemporary era are closely tied to lecturers' professional performance. This condition highlights the necessity of managing and enhancing lecturer performance through structured and effective human resource management practices.

In practice, however, many higher education institutions continue to experience difficulties in managing lecturers' professional performance effectively (Sukanti, 2023). These challenges are often manifested in limited research productivity, low publication rates in high-impact journals, minimal involvement in community engagement activities, and stagnant teaching innovation. Such shortcomings are not solely attributable to individual lecturers but are frequently linked to institutional weaknesses in human resource management (HRM). These include non-merit-based recruitment and selection processes, inconsistent training programs, subjective performance appraisal mechanisms, and reward systems that fail to motivate academic staff. In addition, institutional commitment to Continuing Professional Development (CPD) remains insufficient, both in terms of policy formulation and practical implementation.

From an organizational standpoint, the relationship between HRM practices and lecturers' professional performance is critically important, as lecturers constitute the core intellectual capital of universities. Effective HRM practices are expected to create a supportive environment that fosters competence development, motivation, and professional accountability among academic staff (Hoang Dang et al., 2025). Nevertheless, the effectiveness of HRM practices is not automatically guaranteed. Their impact is closely associated with lecturers' engagement in ongoing professional development. CPD serves as a primary mechanism through which lecturers renew their knowledge and skills while reorienting their professional competencies to respond to changes in educational policies, technological advancement, and evolving global academic standards.

Despite the recognized importance of these relationships, a notable research gap remains. Previous empirical studies have predominantly examined the relationship between HRM practices and employee performance within corporate or industrial settings (Suhail et al., 2025; Wongsansukcharoen & Thaweepaiboonwong, 2023). Research focusing on HRM practices in the context of higher education, particularly involving lecturers, is still limited. Moreover, existing studies tend to conceptualize

training or professional development as a mediating variable, rather than as a moderating factor that shapes the strength of the relationship between HRM practices and professional performance. Consequently, the role of CPD as a moderating variable that enhances or constrains the effectiveness of HRM practices on lecturers' professional performance in higher education has not been sufficiently explored.

In response to this gap, the present study introduces a conceptual framework that integrates human resource management and continuing professional development within the higher education context. Unlike prior studies that focus primarily on short-term training initiatives or administrative aspects of HRM, this study emphasizes the strategic alignment between HRM practices and CPD aimed at strengthening lecturers' academic, pedagogical, and research competencies. By doing so, the study extends beyond examining the direct impact of HRM practices on performance to investigating how CPD can reinforce the effectiveness of HRM in shaping professional outcomes.

Based on these considerations, this study seeks to examine the effect of human resource management practices on lecturers' professional performance, while also analyzing the moderating role of Continuing Professional Development (CPD) in this relationship. The study aims to contribute to the development of HRM models within higher education and to provide empirical evidence that can assist universities in designing integrated professional development strategies to enhance academic quality and institutional performance.

2. Literature Review

Resource-Based View Theory

The Resource-Based View (RBV) theory explains that an organization's competitive advantage is derived from its ability to effectively manage internal resources that are valuable, rare, inimitable, and non-substitutable (Mailani et al., 2024). Within the context of higher education, lecturers represent strategic organizational resources whose knowledge, skills, and professional capabilities directly determine the quality of teaching, research productivity, and community service outcomes.

From an RBV perspective, sustainable competitive advantage in universities is closely linked to the effectiveness of human resource management (HRM) practices (Pahuja et al., 2024). HRM functions such as merit-based recruitment and selection, continuous capacity-building initiatives, fair performance evaluation systems, and reward mechanisms that recognize academic achievement contribute to the development and retention of high-performing lecturers. These practices enable institutions to optimize their human resources and strengthen institutional performance.

Accordingly, RBV theory provides a strong theoretical foundation for examining the relationship between HRM practices and lecturers' professional performance. By viewing lecturers as core strategic assets, RBV emphasizes that effective HRM practices are essential for transforming individual capabilities into organizational excellence and long-term institutional sustainability.

Human Capital Theory

Human Capital Theory posits that investments in education, training, and professional development enhance individual productivity and performance by increasing knowledge, skills, and competencies (Sumual et al., 2024). The theory assumes that individuals who continuously develop their capabilities are better equipped to contribute to organizational objectives and adapt to dynamic environmental demands.

In the context of higher education, Continuing Professional Development (CPD) reflects an ongoing investment in the human capital of lecturers. CPD programs enable lecturers to refine their pedagogical approaches, strengthen academic and research competencies, and respond effectively to changes in educational policies, technological advancement, and global academic standards (Jaafar, 2006). Through structured and continuous learning activities, lecturers are better prepared to apply institutional policies and professional standards in their daily academic roles.

Importantly, Human Capital Theory supports the view that CPD does not operate independently but functions as a reinforcing mechanism that enhances the effectiveness of human resource management practices. Lecturers who actively engage in CPD are more capable of translating HRM policies—such as performance evaluation, career development pathways, and competency-based management—into improved professional performance. In this sense, CPD strengthens the relationship between HRM practices and lecturers' professional performance by ensuring that institutional investments in human resources yield meaningful and sustainable outcomes.

The Effect of Human Resource Management Practices on Lecturers' Professional Performance

The Resource-Based View asserts that effective HRM practices stand out as one of the primary factors that drive improvement at all organizational and individual levels. Within higher education institutions, HRM practices that consist of structural training, recruitment on the basis of merit, and the objective appraisal and evaluation of performance are key pillars in enhancing lecturers' competencies and motivation (Mattjik et al., 2020).

Research conducted in the context of higher education has continued to emphasize the affirmative impacts of HRM on individual. Improved post-secondary HRM policy frameworks, help garner lecturer and staff commitment, esteem, and dedication to their staff-posts (Pausits et al., 2022). This, in effect, translates to the attainments of social responsibility, educational facilitation, and research. Hence, the first hypothesis (H1): Human resource management practices have a positive and significant effect on lecturers' professional performance.

Continuing Professional Development (CPD) Moderates the Relationship Between HRM Practices and Lecturers' Professional Performance

According to Human Capital Theory, staff competencies and performance effectiveness are multiplied by well orchestrated education and training initiatives. Active CPD curricula lecturers, engaged in HRM workshops, professional seminars

and collaborative scholarship, possess the required knowledge to execute HRM frameworks and policies. Moreover, at the intersection of HRM policy frameworks and professional performance CPD is a moderator that strengthens the relationship. HRM policies coupled with high CPD engagement, clearly surpasses the performance of lecturers. Poor CPD engagement, irrespective of the policies in place, HRM or otherwise, performance outcomes are below target.

Badaruddin et al. (2024) and Swaroop & Verma (2024) corroborated these findings by showing that involvement in professional development increases the impact that HRM policies have on personal performance. Based on this reasoning, the second hypothesis (H2): Continuing Professional Development (CPD) moderates the relationship between human resource management practices and lecturers' professional performance

3. Research Method

This study employs a quantitative research design with a survey-based approach to examine the relationship between human resource management (HRM) practices and lecturers' professional performance (LPP), as well as the moderating role of continuing professional development (CPD). The higher education sector was chosen as the research setting because lecturers play a central role in the realization of institutional quality through teaching, research, and community engagement. Effective management of academic human resources is therefore essential for ensuring that universities remain competitive and responsive to changing educational demands.

The target population of this study includes all lecturers working at public and private universities in Bali Province. These institutions were selected to represent the diversity of academic and managerial contexts within Indonesian higher education. The sampling technique applied was purposive sampling, with specific inclusion criteria: lecturers who have served for at least one year, are actively engaged in teaching, research, or community service, and are willing to participate in the study by completing the research questionnaire. Based on the minimum sample size recommendation for PLS-SEM analysis (Hair et al., 2014), a total of 200 lecturers were determined as adequate for testing the proposed research model.

Data were collected using a structured online questionnaire distributed to eligible respondents. Each construct in the study was measured using items developed from previous validated instruments and rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was designed to capture respondents' perceptions regarding the implementation of HRM practices in their institutions, their participation in CPD activities, and their level of professional performance as lecturers. Prior to full distribution, the questionnaire was reviewed by academic experts to ensure content validity and clarity of wording.

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0 to test both direct and moderating relationships among variables. This analytical technique was chosen because it allows

for simultaneous estimation of complex causal relationships between constructs and is suitable for prediction-oriented models. The bootstrapping procedure with 5,000 resamples was applied to assess the statistical significance of path coefficients and the moderating effect of CPD.

The use of this quantitative methodological design enables empirical testing of how HRM practices influence lecturers' professional performance, and how CPD participation may strengthen this relationship. By integrating organizational and individual perspectives, the findings of this study are expected to provide theoretical contributions to the development of HRM models in higher education and practical insights for policymakers seeking to enhance lecturer performance through strategic professional development initiatives.

4. Results and Discussion

4.1. Results

Table 1 presents the results of the measurement model assessment, focusing on construct reliability and convergent validity. The evaluation demonstrates that all constructs meet the recommended criteria, indicating that the measurement instruments used in this study are both reliable and valid.

Table 1. Construct Reliability and Validity

Variable	Indicator	Outer Loading	Cronbach's alpha	Composite reliability	Composite reliability	AVE
Continuing Professional Development	CPD1	0.74	0.785	0.896	0.860	0.585
	CPD2	0.81				
	CPD3	0.77				
Human Resource Management	HRM1	0.72	0.717	0.759	0.746	0.576
	HRM2	0.76				
	HRM3	0.79				
Lecturers' Professional Performance	LPP1	0.75	0.79	0.866	0.858	0.571
	LPP2	0.80				
	LPP3	0.74				

For the Continuing Professional Development (CPD) construct, the outer loading values of the three indicators range from 0.74 to 0.81, exceeding the minimum threshold of 0.70. This indicates that each indicator contributes meaningfully to the measurement of CPD. The Cronbach's alpha value of 0.785 and composite reliability values ($\rho_a = 0.896$; $\rho_c = 0.860$) further confirm strong internal consistency. In addition, the AVE value of 0.585 surpasses the recommended cut-off of 0.50, providing evidence of adequate convergent validity.

Similarly, the Human Resource Management (HRM) construct shows satisfactory measurement properties. The outer loadings of HRM indicators vary between 0.72 and 0.79, suggesting acceptable indicator reliability. Although the Cronbach's alpha value is relatively moderate at 0.717, both composite reliability measures ($\rho_a = 0.759$; $\rho_c = 0.746$) exceed the minimum acceptable level, indicating consistent measurement. The

AVE value of 0.576 confirms that the construct explains more than half of the variance of its indicators, thereby meeting the criterion for convergent validity.

For Lecturers' Professional Performance (LPP), all indicators demonstrate adequate outer loading values ranging from 0.74 to 0.80. The construct exhibits strong reliability, as reflected by a Cronbach's alpha of 0.790 and composite reliability values of 0.866 (ρ_a) and 0.858 (ρ_c). The AVE value of 0.571 further indicates that the indicators collectively provide a valid representation of the underlying construct.

Overall, the results confirm that all constructs in the model satisfy the requirements for indicator reliability, internal consistency reliability, and convergent validity. Consequently, no indicators were removed, and the measurement model is considered suitable for further structural model analysis.

Table 2. R-Square

	R-square	R-square adjusted
Lecturers' professional performance	0.942	0.941

From Table 2, the R-square value of 0.942 indicates that 94.2% of the variance in Lecturers' Professional Performance is explained by the independent and moderating variables included in the model. This demonstrates an exceptionally strong predictive power. The adjusted R-square of 0.941 further confirms this accuracy by accounting for the number of predictors in the model, with only a minimal reduction. Together, these values suggest that the model is highly robust and provides a very good fit for predicting lecturers' professional performance.

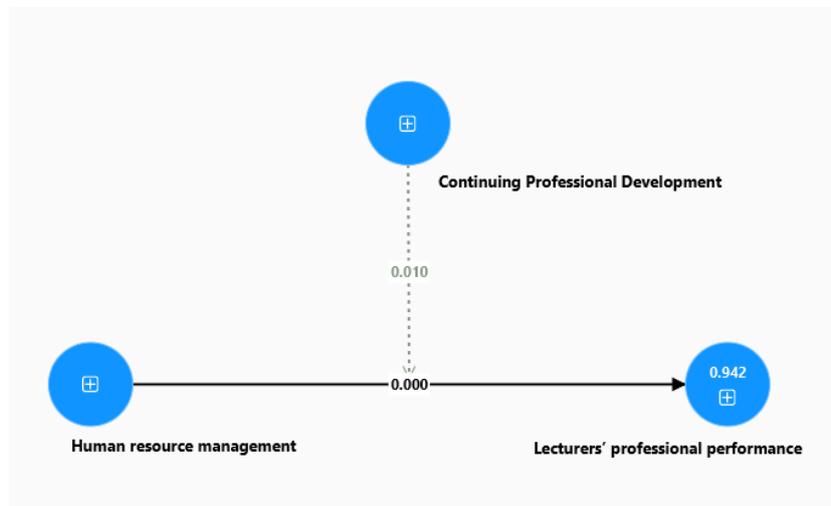


Figure 1. Structural Equation Model Testing

The structural model assessment reveals a significant direct effect of Human Resource Management (HRM) on Lecturers' Professional Performance (see Table 3). The path coefficient shows a positive value ($\beta = 0.526$), indicating that improvements in HRM practices are associated with higher levels of lecturers' professional performance. This relationship is statistically significant, as evidenced by a T-statistic of 4.919, which exceeds the critical value of 1.96, and a p-value of 0.000. These findings suggest that effective HRM practices play an important role in enhancing lecturers' performance across teaching, research, and community service activities.

Table 3. Regression Weight Structural Equational Model.

	Original sample	Sample mean	Standard deviation	T statistics	P values
HRM >> LPP	0.526	0.527	0.107	4.919	0.000
CPDx HRM >> LPP	0.044	0.040	0.017	2.594	0.010

In addition to the direct effect, the results also demonstrate a significant moderating role of Continuing Professional Development (CPD) in the relationship between HRM and lecturers' professional performance. The interaction term between CPD and HRM exhibits a positive path coefficient ($\beta = 0.044$), with a T-statistic of 2.594 and a p-value of 0.010. This indicates that CPD strengthens the positive influence of HRM practices on lecturers' professional performance. In other words, when lecturers are more actively involved in professional development activities, the effectiveness of HRM practices in improving performance becomes more pronounced.

Overall, these results confirm that HRM practices not only have a direct and substantial impact on lecturers' professional performance but also exert a stronger influence when supported by continuous professional development. This highlights the importance of integrating strategic HRM policies with ongoing professional learning initiatives to achieve sustainable improvements in academic performance.

4.2. Discussion

This study highlights the central role of Human Resource Management (HRM) in shaping lecturers' professional performance within higher education institutions. The findings suggest that effective HRM practices provide the structural and managerial foundation necessary for lecturers to perform optimally in their academic roles. Through transparent evaluation systems, recognition of academic achievements, career development opportunities, and supportive working conditions, HRM creates an environment that encourages professional accountability and sustained performance.

The results further indicate that Continuing Professional Development (CPD) plays a critical moderating role in this relationship. Rather than acting as an independent driver of performance, CPD strengthens the effectiveness of HRM practices by enhancing lecturers' capacity to translate institutional policies into tangible professional outcomes. Lecturers who actively engage in continuous learning activities are better prepared to respond to academic demands, pedagogical innovation, and evolving institutional expectations, thereby maximizing the benefits of well-implemented HRM systems.

From a theoretical standpoint, these findings are consistent with Human Capital Theory, which emphasizes that investment in knowledge and skills enhances individuals' productive potential. CPD represents a sustained investment in lecturers' human capital, enabling them to update their competencies and align their professional practices with institutional standards. When combined with effective HRM practices, this investment becomes more impactful, as lecturers possess both the capability and the organizational support needed to improve their performance.

In addition, the moderating role of CPD can be explained through Social Exchange Theory. Supportive HRM practices signal organizational commitment to lecturers' professional growth, while CPD provides the means for lecturers to reciprocate this support through increased dedication, innovation, and professional responsibility. This reciprocal relationship strengthens the link between HRM and performance, demonstrating that organizational support and individual development function synergistically rather than independently.

From a practical perspective, the findings suggest that CPD initiatives are unlikely to yield optimal outcomes if implemented in isolation. Without coherent HRM systems that recognize, support, and reward professional growth, the benefits of CPD may not be fully realized. Higher education institutions are therefore encouraged to adopt an integrated approach that aligns CPD programs with strategic HRM policies to enhance teaching quality, research productivity, and community engagement.

Overall, this study contributes to the higher education literature by demonstrating that lecturers' professional performance is shaped not only by the presence of HRM practices but also by the extent to which these practices are reinforced through continuous professional development. This integrated perspective provides a more comprehensive understanding of performance enhancement in academic institutions.

5. Conclusion

This study concludes that Human Resource Management (HRM) plays a significant role in enhancing lecturers' professional performance, particularly when supported by Continuing Professional Development (CPD). While CPD does not function as a direct predictor of performance, it serves as a strengthening mechanism that amplifies the effectiveness of HRM practices. These findings reinforce Human Capital Theory, which emphasizes the importance of sustained investment in skills and competencies, as well as Social Exchange Theory, which highlights the role of organizational support in fostering reciprocal professional commitment.

The results suggest that higher education institutions seeking to improve lecturers' performance should not treat CPD as a standalone initiative. Instead, CPD should be strategically embedded within broader HRM frameworks that promote fairness, recognition, and long-term career development. Institutions that successfully integrate CPD with robust HRM practices are more likely to cultivate competent, committed, and high-performing lecturers.

Despite its contributions, this study has certain limitations. The research was conducted within a specific institutional and regional context, which may limit the generalizability of the findings to other higher education settings. In addition, the cross-sectional research design does not capture changes in professional performance over time. Future studies are therefore encouraged to adopt longitudinal or mixed-method approaches and to incorporate additional organizational factors, such as organizational culture, leadership style, and digital competencies, as moderating or mediating

variables. Such efforts would further enrich understanding of lecturers' professional performance in an evolving educational landscape.

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