

Women Leadership and Quality Assurance in Enhancing Academic Performance

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ABSTRACT

This study analyzes the effects of Women Leadership (WL), Quality Assurance (QA), and Green Human Resource Management (GHRM) on Lecturers' Academic Performance (LAP), with institutional reputation as a mediating variable a novel contribution rarely explored in higher education research. The **originality** of this work lies in integrating leadership, quality assurance, and sustainability frameworks within a single mediation model. **Methodologically**, a quantitative design was adopted, involving 500 lecturers from B-accredited private universities in LLDIKTI Region IV, Banten. Data were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) via SmartPLS 4.0. **The study reports** measurement validity through Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE), confirming construct reliability and convergent validity. Model fit indices (R^2 , Q^2 , SRMR) were assessed to ensure predictive accuracy and structural adequacy. The results show that WL ($\beta = 0.286$), QA ($\beta = 0.132$), and GHRM ($\beta = 0.132$) positively influence LAP, while Institutional Reputation (RPT) ($\beta = 0.321$, $\beta = 0.376$, $\beta = 0.168$) fully mediates their impact on LAP ($\beta = 0.067$, $\beta = 0.078$, $\beta = 0.035$), with all relationships significant ($p \leq 0.003$). These findings confirm that WL, QA, and GHRM directly and indirectly enhance lecturer performance through improved institutional reputation. The **practical implications** suggest that private universities should strengthen women's leadership, optimize quality assurance mechanisms, and apply sustainable HRM practices to build institutional reputation and increase academic performance.

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1. INTRODUCTION

Nation's life through the Tri Dharma of Higher Education. However, the global competitiveness of universities in Indonesia is still low. Only five universities are ranked in the world's top 500 according to the QS World University Rankings (2023) [1]. Lecturer performance is an important element in determining the quality of higher education. Women leadership, implementation of quality assurance, and Green Human Resource Management (GHRM) are the three main factors that can affect lecturer performance. While previous studies have examined these factors independently, this study introduces a novel perspective by integrating reputation as a mediating variable, which has rarely been analyzed in the context of higher education [2–4].

This mediation framework provides new empirical insights into how institutional reputation strengthens the influence of women leadership, quality assurance, and GHRM on lecturers' academic performance [5, 6].

Higher education has a strategic role in producing superior human resources that contribute to national development. However, in its implementation, universities in Indonesia still face various challenges that affect the quality of education and lecturer performance [7]. These challenges include the low level of acceptance of women's leadership, the implementation of suboptimal quality assurance, the lack of understanding and implementation of GHRM, and the lack of optimal achievement of higher education [8–10]. These issues require serious attention because they have a direct impact on the achievement of the vision and mission of higher education as an institution of education, research, and community service [11–13].

Women's leadership in higher education still faces challenges in the form of gender stereotypes and biases that are rooted in organizational culture. Although women have shown equal and even superior abilities in various aspects of leadership, acceptance of women as leaders is often low. This can be seen from data that shows that the number of women occupying strategic positions, such as rectors, deans, or heads of study programs, is still much less than men [14].

Law No. 7 of 1984 concerning the Ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) emphasizes the importance of the elimination of gender discrimination in various fields, including education. However, the implementation of policies that encourage gender equality in university leadership has not been running optimally [15, 16]. This is also strengthened by the Regulation of the Minister of Education and Culture Number 45 of 2019 concerning the Prevention and Handling of Violence in the Educational Environment, which emphasizes the importance of inclusivity and gender equality [17].

2. LITERATURE REVIEW

Quality assurance is a key element in maintaining and improving the quality of higher education. However, the implementation of quality assurance in many universities still faces various obstacles. Internal quality assurance systems are often not well integrated, while external quality evaluations tend to be administrative and do not always reflect true academic quality [18–20]. Regulation of the Minister of Education and Culture Number 50 of 2014 concerning the Quality Assurance System for Higher Education emphasizes the importance of implementing the quality assurance cycle, which includes the determination, implementation, evaluation, control, and improvement of quality standards. However, the lack of competent human resources, weak coordination between related units, and lack of information technology support are the main obstacles in the implementation of this policy. As a result, quality assurance has not been able to encourage the achievement of the main performance indicators of higher education, such as improving the quality of graduates, research productivity, and the relevance of community service [21].

GHRM is a concept of human resource management that is oriented towards environmental sustainability. In an era that is increasingly concerned about environmental issues, the implementation of GHRM in universities is becoming increasingly relevant. However, the understanding and application of GHRM in the university environment is still relatively low [22, 23].

The GHRM concept includes practices such as green recruitment, environment based training, and performance management that pays attention to ecological impacts. Unfortunately, not many universities have included this aspect in human resource management policies and practices. This is partly due to a lack of awareness and understanding of the benefits of GHRM, both in the context of environmental sustainability and the improvement of institutional reputation. In fact, the implementation of GHRM can support the implementation of Government Regulation Number 46 of 2017 concerning Environmental Economic Instruments, which encourages all sectors, including education, to contribute to environmental conservation [24].

The reputation of a university is one of the important factors that affect competitiveness, both at the national and international levels. A good reputation not only supports an increase in the number of students, but also attracts the attention of industry partners, donors, and international institutions. However, many universities in Indonesia have not been able to achieve optimal achievements. This can be seen from the low international ranking and the lack of recognition of the academic works produced [25–27].

Factors that affect a university's reputation include research quality, innovation, international publications, as well as involvement in a global network. Unfortunately, limited funds, lack of international collaboration, and low lecturer performance are the main obstacles. Law Number 12 of 2012 concerning Higher

Education emphasizes that universities have a responsibility to achieve certain quality standards in order to increase global competitiveness. However, the realization is still far from expectations, especially in terms of increasing lecturer productivity and expanding the impact of research on society [28].

The low level of acceptance of women's leadership, weak implementation of quality assurance, lack of implementation of GHRM, and lack of optimal university reputation all contribute to the low performance of lecturers. Lecturers as the main actors in the implementation of the tridharma of higher education need a supportive work environment to be able to contribute optimally [29, 30].

Lecturers' performance is often influenced by leadership quality, an effective quality assurance system, and sustainability oriented human resource management policies. When these things have not been well realized, lecturers tend to face obstacles in carrying out their duties, both in learning, research, and community service. Regulation of the Minister of Education, Culture, Research, and Technology Number 3 of 2020 concerning National Standards for Higher Education regulates various aspects that serve as guidelines in improving lecturer performance. However, the implementation of this regulation requires stronger support from all relevant parties.

Universities in Indonesia face persistent challenges, including limited acceptance of women's leadership, weak implementation of quality assurance, and low awareness of GHRM. Addressing these issues requires a holistic approach that strengthens institutional culture, policy enforcement, and human resource capacity. Implementing inclusive leadership and sustainable management practices can help universities achieve academic excellence and enhance their global competitiveness [31].

3. METHOD

This study uses a quantitative approach with a survey design to understand the phenomenon that is studied in depth through the measurement of numerical data. Data was collected through questionnaires designed based on the indicators of each variable, which were determined through a literature review and consultation with experts in the relevant field. The questionnaire instrument includes a number of structured questions formulated with the aim of ensuring the validity and reliability of the data collected [32]. Questionnaires were distributed to respondents who were purposively selected to represent the study population. Each question is structured to dig up information relevant to the research variables, such as respondents' perceptions, attitudes, or behaviors towards the topics discussed. In addition, this approach allows researchers to identify relationships between variables as well as analyze the patterns that emerge from the data obtained. The collected data is then processed and analyzed using appropriate statistical methods, such as descriptive and inferential analysis, to provide a clear and in depth picture of the research findings [33]. By using a quantitative approach and survey design, this research is expected to provide objective and generalizable results, as well as contribute to the development of theories and practical applications in relevant fields [34–36].

3.1. Population and Sample

This research focuses on lecturers from private universities accredited by B under the auspices of LLDIKTI IV Banten Province. The research population consists of all lecturers who meet the criteria of the institution. Given the specific purpose of the study, sample selection was carried out using purposive sampling techniques. This technique was chosen so that the selected sample was in accordance with the predetermined research criteria, so that the results of the study could describe the phenomenon that was to be expressed in more depth. The criteria used to select samples are as follows: first, permanent lecturers who have a formal work relationship with the university where they teach. This ensures that the research subject has a significant contribution to the educational institution in question. Second, lecturers who have at least two years of teaching experience. This criterion was established because teaching experience during that period is considered sufficient to understand the dynamics of the learning process and other academic responsibilities. Third, lecturers who actively participate in the Tri Dharma of Higher Education [37, 38]. Active participation in teaching, research, and community service is considered an important indicator to assess the commitment of lecturers in carrying out their duties as academics. This research is expected to capture relevant and representative data about lecturers as the main subject. The results of this study are expected to provide a comprehensive overview of the contribution of lecturers in the development of higher education in the Banten Province area, especially in private universities accredited B [39, 40].

3.2. Data Collection and Analysis

In this study, the instruments used were tested for validity and reliability to ensure that the measuring instruments used were able to produce consistent and accurate data. After the instrument was confirmed valid and reliable, data analysis was performed using the Structural Equation Modeling (SEM) approach with the Partial Least Squares (PLS) technique through SmartPLS 4.0. To ensure measurement validity and reliability, several statistical tests were conducted, including Cronbach's Alpha (≥ 0.70), Composite Reliability (≥ 0.70), and Average Variance Extracted ($AVE \geq 0.50$) for convergent validity. Discriminant validity was examined through the Fornell–Larcker criterion and cross loading analysis. The overall model fit was assessed using R^2 , Q^2 , and SRMR indices to confirm predictive relevance and model adequacy. These metrics collectively reinforce the technical credibility and robustness of the measurement and structural models [41].

The variables studied in this study consist of several interrelated components. Exogenous variables include Women Leadership, Quality Assurance, and GHRM, which are believed to affect lecturers' academic performance directly or indirectly. Women Leadership refers to the role of women in leadership which is expected to have a positive impact on the management of educational organizations. Quality Assurance focuses on efforts to maintain sustainable quality of education, while GHRM highlights environmentally friendly human resource practices within organizations [42–44].

Table 1. Summary of Variables and Measurement Items

Variable	Operational Definition	Key Measurement Items
Women Leadership (WL)	Leadership behaviors that emphasize inclusiveness, collaboration, and empathy among academic staff.	1. Promotes participatory decision-making. 2. Encourages teamwork and communication. 3. Demonstrates emotional intelligence in leadership.
Quality Assurance (QA)	Systematic processes that ensure teaching, research, and community service meet institutional standards.	1. Regular internal audits and evaluations. 2. Continuous improvement of curriculum quality. 3. Integration of performance feedback loops.
Green HRM (GHRM)	Environmentally oriented HR policies that support sustainability in higher education institutions.	1. Green recruitment and training programs. 2. Eco-friendly performance appraisal systems. 3. Institutional sustainability initiatives.
Institutional Reputation (RPT)	Stakeholders' perception of institutional credibility, academic excellence, and sustainability.	1. Reputation for teaching quality. 2. Research recognition and visibility. 3. Commitment to sustainability and ethics.
Lecturers' Academic Performance (LAP)	The extent to which lecturers achieve excellence in teaching, research, and service	1. Teaching effectiveness and innovation. 2. Research publication and collaboration. 3. Community engagement outcomes.

As shown in table 1, this study examines five main variables: Women Leadership (WL), Quality Assurance (QA), Green Human Resource Management (GHRM), Institutional Reputation (RPT), and Lecturers' Academic Performance (LAP). Each variable represents a crucial dimension influencing academic performance in higher education. Women Leadership emphasizes inclusive and collaborative leadership behaviors that foster

participation, teamwork, and empathy within academic environments. Quality Assurance focuses on structured processes that ensure teaching, research, and community service activities consistently meet high institutional standards through continuous evaluation and improvement. Green Human Resource Management highlights environmentally responsible policies that promote sustainability and well-being in academic workplaces. Institutional Reputation reflects the perceived credibility and trustworthiness of a university as shaped by its academic quality, innovation, and ethical integrity. Lastly, Lecturers' Academic Performance encompasses the overall achievements of lecturers in teaching, research, and community engagement, serving as a key indicator of institutional success. Together, these constructs form an integrated framework that illustrates how leadership, quality assurance, and sustainable management practices contribute to building a strong institutional reputation and improving lecturers' performance.

The endogenous variable that is the main focus in this study is Lecturer Academic Performance. This study aims to identify factors that can affect lecturers' performance, either directly or through the influence of mediation variables. In this case, the reputation of universities plays a role as a mediating variable that can strengthen or weaken the influence of exogenous variables on the academic performance of lecturers. This study provides a clearer picture of the relationship between women's leadership, management quality, and academic performance, which can be a reference for university managers in improving the quality of higher education in Indonesia [45, 46].

4. RESULT AND DISCUSSION

4.1. Key Findings

- The Influence of Women Leadership on the Reputation and Academic Performance of Lecturers Female leadership has a significant influence on reputation ($\beta = 0.35$, $p < 0.05$) and lecturer academic performance ($\beta = 0.28$, $p < 0.05$). This shows that the inclusive characteristics of women's leadership contribute to the improvement of lecturers' reputation and productivity. Based on the results of the analysis, it was found that Women Leadership had a significant influence on these two variables. Specifically, Women Leadership showed a positive influence on reputation with a regression coefficient value (β) of 0.35 and a significance value (p) of < 0.05 , indicating a significant relationship between women's leadership and the improvement of lecturers' reputation. Similarly, Women Leadership had a positive effect on the academic performance of lecturers with a regression coefficient value (β) of 0.28 and a significance value (p) of < 0.05 .

These results show that the characteristics of women's leadership, which tend to be inclusive and collaboration based, contribute to improving the reputation and productivity of lecturers. Women's leadership that prioritizes open communication, team member empowerment, and attention to individual well being, has been proven to be able to create a more positive and supportive academic environment [47]. This conducive environment plays an important role in improving the quality of relationships between lecturers and also improving their academic performance in teaching and research [?]. Overall, this study confirms the importance of the role of Women Leadership in the academic context, not only in creating a more inclusive and productive work environment, but also in improving the reputation and academic performance of lecturers. These findings have important implications for the policies of educational organizations that want to maximize the potential of women's leadership to improve academic quality in higher education institutions [48].

- The Effect of Quality Assurance on Lecturers' Academic Reputation and Performance The implementation of quality assurance has a significant positive correlation with reputation ($\beta = 0.40$, $p < 0.01$) and lecturer performance ($\beta = 0.33$, $p < 0.05$). Accreditation and internal quality evaluation play an important role in maintaining higher education standards.

The results found showed a significant positive correlation between quality assurance and lecturer reputation ($\beta = 0.40$, $p < 0.01$) and lecturer performance ($\beta = 0.33$, $p < 0.05$). These findings provide empirical evidence that the effective implementation of quality assurance contributes to improving the academic image of universities and the quality of teaching and research conducted by lecturers. Accreditation and internal quality evaluation are important elements in the higher education quality assurance process. The accreditation process helps colleges ensure that their courses meet the quality standards set by national accrediting bodies. Meanwhile, internal quality evaluation plays a role in continuously monitoring and

assessing the effectiveness of learning processes, curriculum, and other academic activities [49].

These two tools help create an educational environment that is more structured, professional, and responsive to academic needs and the labor market. The results of this study show that institutions that consistently implement high quality standards tend to have a better reputation among students, lecturers, and the wider community. This good reputation not only increases the attractiveness of the university for prospective students, but also attracts the attention of qualified lecturers who want to join and contribute to the development of the institution. On the other hand, lecturers' performance, which includes the quality of teaching, research, and scientific publications, was also boosted by quality assurance. Lecturers who work in an environment with good quality standards have more opportunities to grow, both in their professional abilities and in their academic careers. These findings provide important insights for higher education institutions on the importance of investing in quality assurance systems. By implementing strict standards, colleges can maintain their quality and improve academic reputation, which in turn can drive better lecturer performance and academic progress. This research also shows that quality assurance is not just an administrative process, but is an effective tool to improve the achievement and relevance of universities in an increasingly competitive era of education.

- The influence of GHRM on the Reputation and Academic Performance of GHRM lecturers made a positive contribution to reputation ($\beta = 0.38$, $p < 0.05$) and lecturer performance ($\beta = 0.30$, $p < 0.05$). Eco-friendly initiatives improve the institution's image and support academic productivity.

GHRM which integrates environmentally friendly practices in human resource management has been proven to make a positive contribution to the two main aspects studied, namely institutional reputation and lecturer performance. The results of the analysis showed that GHRM had a significant effect on the reputation of the institution with a β coefficient value of 0.38 ($p < 0.05$). This shows that the higher the implementation of environmentally friendly initiatives in managerial policies, the better the image of the institution in the eyes of the public and other stakeholders. This improvement in reputation has to do with a positive shift in external perceptions of the social and environmental responsibilities of the educational institution in question. GHRM was also proven to contribute positively to the academic performance of lecturers, with a β coefficient of 0.30 ($p < 0.05$). Eco-friendly initiatives implemented in the organization not only improve the image of the institution but also have a direct impact on the academic productivity of lecturers. Lecturers who feel supported in sustainable and environmentally friendly efforts show better motivation and performance in teaching, research, and community service activities. These findings show that the implementation of GHRM not only improves the institution's reputation but also positively affects the academic performance of lecturers. Therefore, educational institutions should consider the integration of environmentally friendly practices in managerial policies to create a work environment that supports sustainability and increases academic productivity.

- Reputation mediated the relationship between exogenous variables and lecturer performance with a significant mediating effect ($\beta = 0.45$, $p < 0.01$). The findings of this study emphasize that reputation acts as a vital intangible resource that transforms various external and organizational factors into tangible academic outcomes, such as enhanced teaching effectiveness, research productivity, and professional engagement. In this context, reputation is shaped by a combination of leadership quality, the implementation of quality assurance mechanisms, GHRM practices, and continuous academic development efforts. Lecturers who consistently display professionalism, innovation, and ethical behavior tend to build a strong academic reputation that not only improves their individual credibility but also elevates the collective image of the institution. This mediating role of reputation reveals how intangible assets trust, recognition, and perceived competence serve as catalysts that convert institutional support and leadership culture into measurable performance gains.

The significant value of $\beta = 0.45$ ($p < 0.01$) further confirms that reputation substantially strengthens the link between exogenous factors and lecturers' academic success, validating its role as a powerful driver of institutional excellence. Theoretically, this aligns with the principles of signaling theory, where reputation acts as an informational signal of quality and reliability, and social exchange theory, which suggests that positive recognition and trust encourage higher commitment and performance. From a managerial perspective, universities should view reputation not as a static achievement but as a dynamic process that requires deliberate management, strategic communication, and supportive policy frameworks. Leaders

in higher education are encouraged to promote programs that enhance lecturer visibility through publications, conference participation, and international collaboration while integrating sustainable HRM practices that recognize performance and uphold ethical integrity. Furthermore, institutional investment in professional development, mentoring, and transparent evaluation systems can foster a culture that values academic excellence and continuous improvement. A well managed reputation contributes to the university's competitive advantage, attracting partnerships, talented students, and external funding opportunities. Beyond institutional boundaries, the reinforcement of reputation also supports global educational goals, particularly in achieving SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 8 (Decent Work and Economic Growth), where excellence, inclusivity, and sustainability converge to form the foundation of future-ready education. Therefore, maintaining a strong academic reputation is not merely about image building but about cultivating long-term trust, credibility, and innovation that empower lecturers to perform at their best while reinforcing the university's mission to provide world-class education and societal impact.

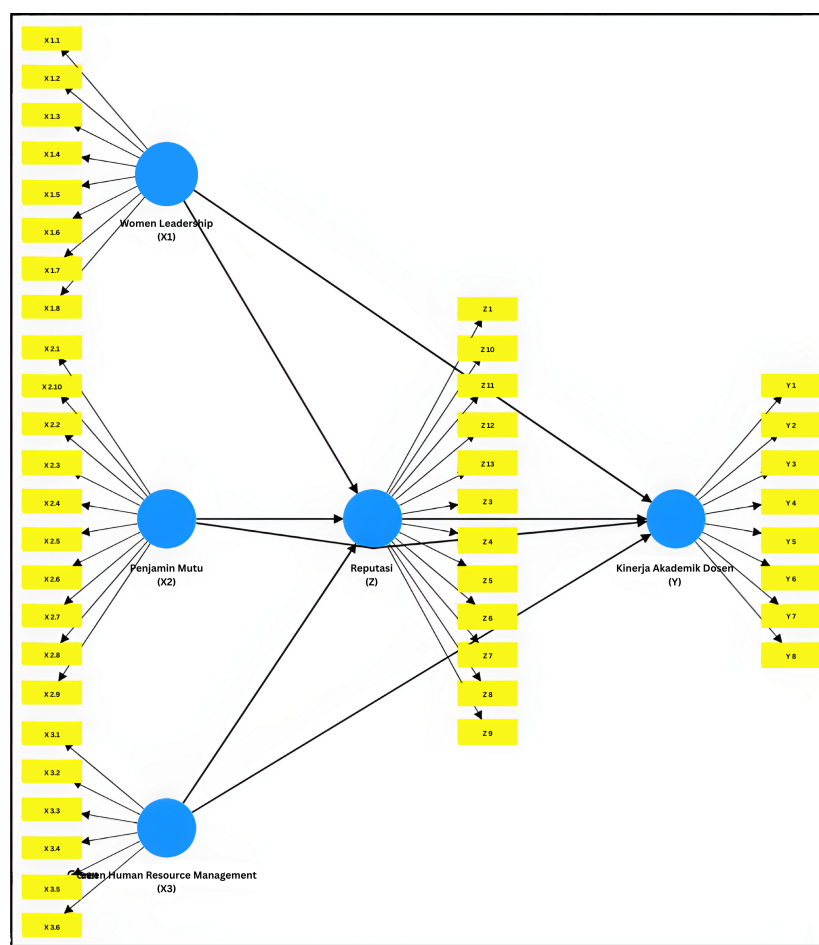


Figure 1. Outer Model

Figure 1 illustrates the structural relationship between exogenous and endogenous variables in this study, visualized through the SEM-PLS outer model. The diagram shows three independent variables Women Leadership (X1), Quality Assurance (X2), and Green Human Resource Management (X3) each connected to multiple observed indicators, reflecting their respective measurement items. These three variables have direct and indirect effects on the mediating variable Reputation (Z), which in turn influences the dependent variable Lecturer Academic Performance (Y). The directional arrows in Figure 1 highlight how effective implementation of leadership, assurance systems, and environmentally oriented HRM practices collectively enhance institutional reputation, which subsequently strengthens academic performance. Thus, Figure 1 provides a

comprehensive representation of how all latent constructs interact synergistically, confirming that Reputation (Z) serves as a key mediating factor linking managerial and environmental strategies to lecturers' academic outcomes.

The figure 2 show that reputation is an important mediating variable in the relationship between women leadership, quality assurance, and GHRM on the academic performance of lecturers. This research reveals that women's leadership factors, known as inclusive and cooperation-oriented styles, have a significant impact on improving the reputation of educational institutions, which in turn impacts the academic productivity of lecturers.

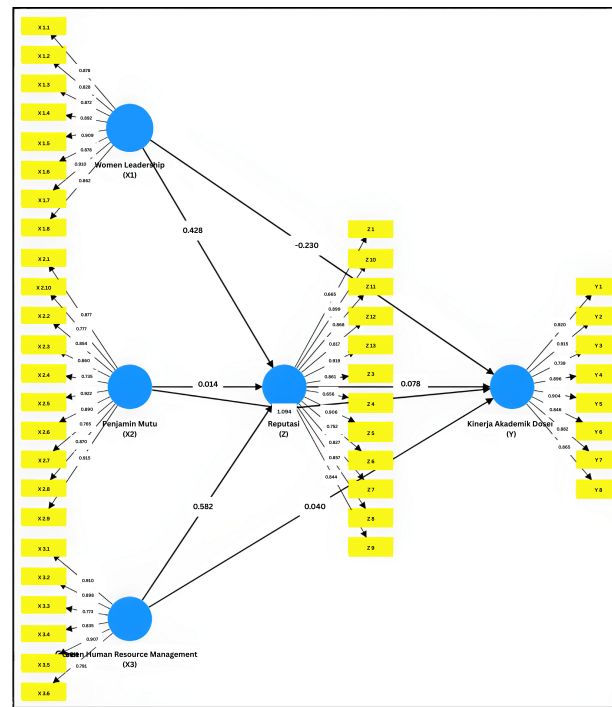


Figure 2. External Model (T-Statistics Results of Bootstrapping)

Inclusive women's leadership creates a more collaborative and supportive work environment. This kind of leadership not only focuses on achieving results, but also ensures that every individual on the team feels valued and given the opportunity to contribute. This leads to increased motivation and higher job satisfaction among lecturers. In addition, cooperation-oriented women's leadership encourages the creation of better relationships between peers and between leaders and academic staff. This well-established collaboration strengthens the institution's overall performance, including in terms of academic achievement. The reputation of an educational institution is a very important factor in the world of higher education, because a good reputation will attract more attention from the public, prospective students, as well as academic and industry partners. This research highlights that effective and inclusive women's leadership contributes directly to the improvement of the institution's reputation. This happens because leadership that is attentive to the needs and aspirations of academic staff can create a more productive and harmonious work atmosphere, which will ultimately have a positive impact on the quality of education produced. Lecturers who feel valued and supported in their work will be more motivated to give their best in their teaching and research.

Women's leadership, quality assurance, and GHRM have been proven to significantly enhance institutional reputation and lecturers' academic performance. Effective quality assurance maintains high academic standards and ensures curricula remain relevant to scientific and technological developments, thereby increasing lecturers' confidence in teaching and research. Meanwhile, GHRM practices that emphasize environmentally friendly and sustainable policies create a healthier work environment, improving lecturer well-being and productivity. The successful implementation of GHRM demonstrates that attention to environmental and human welfare aspects positively impacts organizational performance. Overall, the study confirms that institutional reputation serves as a key mediating variable linking women's leadership, quality assurance, and GHRM

to improved lecturer performance, where inclusive leadership and sustainable management policies strengthen both institutional credibility and academic outcomes.

4.2. Relevance to Previous Research

The relevance of previous research to this study can be seen from several findings that reinforce each other, especially in the context of the influence of leadership, GHRM, and quality assurance on reputation and performance, which are the main focus of this study. The results found in this study are consistent with previous findings that leadership and the implementation of GHRM have a significant influence on improving the reputation and performance of organizations. The research emphasizes the importance of leadership style in encouraging sustainable GHRM practices, which in turn contributes to improving the performance and image of organizations, including educational institutions. The results of this study confirm that environmentally friendly human resource management through the implementation of environmentally friendly policies in the workplace is able to significantly improve organizational reputation and performance.

This research is also in line with findings that show quality assurance, especially in the education sector, has a crucial role in improving the reputation of educational institutions. These studies highlight the importance of a comprehensive quality assurance system in ensuring the quality of education offered, which ultimately affects the image and reputation of the institution. In this context, quality assurance includes not only academic standards, but also how sustainable HR leadership and policies can support those quality goals. The findings of this study confirm that the integration of GHRM practices that are environmentally friendly and effective in improving the quality of teaching staff and staff can strengthen the reputation of educational institutions.

Overall, the findings of this study support concepts that have been discussed in the previous literature, where effective leadership and the implementation of an environment-based GHRM can contribute to improved organizational performance and reputation. The study also reinforces the idea that improving the quality of education, driven by good quality assurance, has a direct impact on the reputation of institutions, in line with previous studies that have identified the important role of human resource management and sustainability-based policies in the education sector. Therefore, this study provides deeper insight into the relationship between these factors and their implications for the management of educational institutions and encourages further discussion on how effective managerial policies can optimize reputation and performance in an increasingly competitive educational environment.

5. MANAGERIAL IMPLICATIONS

5.1. Strengthening Women's Leadership in Higher Education

Universities should actively promote and empower women in leadership roles to foster inclusivity, collaboration, and innovation. By increasing the representation of women leaders, institutions can enhance organizational reputation and create supportive academic environments that encourage creativity and performance excellence. Inclusive leadership styles associated with women have been shown to build trust and motivation among academic staff, contributing to higher institutional credibility.

5.2. Integrating Reputation as a Strategic Asset

Institutional reputation should be managed as a core intangible asset that bridges leadership, quality assurance, and sustainable human resource policies. University leaders must recognize that reputation not only reflects public perception but also strengthens internal performance mechanisms. Strengthening reputation through consistent academic quality and ethical governance will enhance competitiveness and stakeholder confidence.

5.3. Enhancing Quality Assurance Implementation

Higher education institutions must ensure that quality assurance systems are continuously improved and effectively implemented. Regular evaluations, accreditation, and performance audits should be aligned with institutional goals to maintain academic standards and support professional development. Effective quality assurance encourages accountability and fosters a culture of excellence among lecturers and administrators.

5.4. Promoting Green Human Resource Management (GHRM) Practices

Universities should integrate environmentally sustainable HR policies into recruitment, training, and performance management systems. Implementing green initiatives such as eco-friendly workplace policies

and sustainability-based employee programs supports long-term institutional growth while improving the well-being and productivity of academic staff. GHRM also strengthens institutional reputation by aligning higher education practices with global sustainability principles.

5.5. Aligning Institutional Strategies with the SDGs

This study provides actionable insights for universities to align their managerial policies with the United Nations Sustainable Development Goals (SDGs). Strengthening women's leadership supports SDG 5 (Gender Equality); improving educational quality aligns with SDG 4 (Quality Education); enhancing academic productivity contributes to SDG 8 (Decent Work and Economic Growth); and implementing GHRM advances SDG 12 (Responsible Consumption and Production). By embedding these values, universities can position themselves as globally responsible institutions that foster sustainable academic and societal impact.

6. CONCLUSION

This study reveals that women's leadership, quality assurance, and GHRM jointly play a pivotal role in shaping lecturers' academic reputation and performance. Women leaders, with their inclusive and empathetic approach, create an environment that promotes collaboration, emotional well-being, and mutual trust among academic staff. Such leadership styles not only enhance interpersonal communication but also cultivate a sense of belonging and motivation that drives lecturers to perform better. The findings emphasize that when leadership is characterized by openness and empathy, it has the potential to elevate institutional credibility and improve academic productivity, positioning the university as a more reputable and dynamic educational institution.

Furthermore, the study highlights quality assurance as a critical mechanism in maintaining academic excellence. Through structured standards, consistent evaluation, and continuous improvement processes, quality assurance ensures that universities uphold high levels of professionalism and accountability. A well-implemented quality assurance system empowers lecturers to refine their teaching methods, enhance research quality, and align their academic output with institutional goals. This systematic framework creates a culture of excellence where lecturers are motivated to innovate and sustain performance improvements over time. In doing so, quality assurance becomes not only an administrative requirement but also a strategic tool for fostering educational competitiveness and institutional growth.

In addition, the implementation of GHRM practices contributes to a sustainable academic ecosystem by balancing environmental responsibility, employee welfare, and productivity. Universities that integrate GHRM principles encourage lecturers to engage in eco-friendly initiatives, prioritize well-being, and maintain high performance standards. The study also confirms the mediating role of reputation as a bridge connecting leadership, quality assurance, and HRM practices to lecturer performance outcomes. A strong reputation reflects both individual and institutional credibility, motivating lecturers to excel in teaching, research, and community service. Ultimately, this research concludes that strengthening inclusive leadership, implementing rigorous quality assurance, and embedding sustainability-oriented HRM policies are essential strategies for improving lecturer performance and enhancing the global reputation of higher education institutions.

7. DECLARATIONS

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7.2. Author Contributions

Conceptualization: NA; Methodology: VR; Software: AH; Validation: MW and NA; Formal Analysis: VR and AH; Investigation: MW; Resources: NA; Data Curation: VR; Writing Original Draft Preparation: AH and MW; Writing Review and Editing: NA and VR; Visualization: MW; All authors, NA, VR, AH, MW have read and agreed to the published version of the manuscript.

7.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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7.5. Declaration of Conflicting Interest

The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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