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Talent Management and Lecturer Performance: The Moderating Role of Technostress

Sriwardani Sriwardani¹, Eggi Indriani Pratami², Fajar Eryanto Septiawan³

¹Universitas Langlangbuana, Bandung, Indonesia, sriwardani@unla.ac.id

²Politeknik Negeri Bandung, Bandung, Indonesia, eggi.pratami@polban.ac.id

³Universitas Langlangbuana, Bandung, Indonesia, fajar.eryanto@unla.ac.id

Corresponding Author: sriwardani@unla.ac.id¹

Abstract: Talent management has become an important strategic approach in higher education to enhance lecturer performance, particularly amid the digital transformation that has increased lecturers' exposure to technology-related work demands. In this context, lecturer performance may depend not only on institutional talent management practices but also on lecturers' ability to cope with digital work pressures. This study examines the effect of talent management on lecturer performance and the moderating role of technostress among lecturers in higher education institutions. A quantitative cross-sectional survey was conducted involving 200 lecturers from public and private higher education institutions in West Java Province, Indonesia. Data were collected through structured questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that talent management has a positive and significant effect on lecturer performance, whereas technostress has a negative and significant effect. In addition, technostress significantly moderates the relationship between talent management and lecturer performance, such that the positive effect of talent management becomes weaker when technostress is higher. These findings indicate that the effectiveness of talent management in improving lecturer performance depends partly on lecturers' digital work conditions. This study contributes to higher education human resource management literature by integrating talent management and technostress within a single model of lecturer performance. Practically, higher education institutions should strengthen talent management systems while simultaneously reducing technology-related work pressures through digital support, training, and more manageable academic work systems.

Keyword: Talent Management, Technostress, Lecturer Performance, Higher Education, Human Resource Management.

INTRODUCTION

Higher education institutions are increasingly required to enhance academic quality, research productivity, and institutional competitiveness in a rapidly changing environment (Hart & Rodgers, 2024; Salama & Hinton, 2023). In this context, lecturers represent a

strategic form of human capital because they are responsible not only for teaching and student supervision but also for research, community service, and a range of supporting academic duties. Lecturer performance therefore plays a central role in shaping institutional effectiveness, academic reputation, and long-term sustainability (de Villiers et al., 2025; Hossain et al., 2022; Rini et al., 2025). As universities face stronger competition, greater accountability, and accelerating digital transformation, improving lecturer performance has become inseparable from the way institutions manage academic talent and support lecturers in responding to changing work demands.

One strategic approach that has received growing attention in contemporary human resource management is talent management. Talent management refers to the systematic process through which organizations attract, identify, develop, deploy, and retain individuals who are considered critical to organizational success (Collings et al., 2019; Gallardo-Gallardo et al., 2020; Yildiz & Esmer, 2023). In higher education, talent management is especially relevant because lecturers are not merely employees but knowledge-based assets whose expertise, commitment, and professional development directly influence teaching quality, research output, and institutional performance. Effective talent management in universities may include merit-based recruitment, academic development opportunities, mentoring, performance support, career planning, and retention strategies designed to sustain lecturers' long-term contributions (Mahdzir & Ghazali, 2025; Ngema et al., 2025; Taamneh et al., 2022). Prior studies have shown that talent management contributes positively to employee commitment, retention, and organizational performance across sectors (Fidelis, 2025; Narayanan et al., 2019; Yuliana & Senen, 2023).

In higher education institutions, talent management is expected to enhance lecturer performance by creating a more supportive, developmental, and strategically aligned academic work environment. The positive role of talent management in lecturer performance can be understood from a strategic human resource management perspective, which emphasizes that organizational outcomes depend heavily on the effective management of valuable human resources. Talent management may improve lecturer performance because it expands access to professional development, clarifies role expectations, strengthens perceptions of organizational support, and aligns lecturers' competencies with institutional goals. Lecturers who perceive that their institutions invest in their growth and recognize their academic potential are more likely to demonstrate stronger engagement and higher performance in teaching, research, community service, and supporting academic responsibilities. Accordingly, this study proposes that talent management has a positive and significant effect on lecturer performance (H1).

This issue is particularly relevant in West Java Province, one of Indonesia's major higher education regions, where public and private higher education institutions operate in a competitive and increasingly digital academic environment. Lecturers across West Java are expected to maintain performance in teaching, research, and service while simultaneously adapting to the growing use of digital systems in instructional delivery, academic administration, communication, and reporting. The digital transformation of higher education has substantially increased lecturers' dependence on information and communication technologies in teaching, administration, communication, and research activities. Learning management systems, online meeting platforms, digital reporting systems, institutional portals, research databases, and continuous electronic communication have become embedded in lecturers' daily work. Although these technologies may improve flexibility and efficiency, they also create new work demands that can become sources of stress.

Technology-related strain in the workplace is commonly conceptualized as technostress, which refers to the stress experienced by individuals due to their inability or difficulty in coping with technology-related demands and continuous technological change

(Bondanini et al., 2020; Rohwer et al., 2022; Tarafdar et al., 2007). Technostress may arise in the form of techno-overload, when technology increases the amount and speed of work; techno-complexity, when digital systems are perceived as difficult to understand and operate; techno-invasion, when technology blurs the boundary between work and personal life through constant connectivity; techno-insecurity, when individuals feel threatened by technological change or by others' superior digital competence; and techno-uncertainty, when frequent updates and system changes create instability and ambiguity (La Torre et al., 2019; Tarafdar et al., 2019). In higher education institutions, these forms of stress are particularly relevant because lecturers often manage multiple digital systems simultaneously while being expected to maintain academic performance across teaching, research, and service.

A growing body of research suggests that technostress has important consequences for well-being and work outcomes. Studies have shown that technostress is associated with fatigue, reduced job satisfaction, lower well-being, and weaker performance in technology-intensive work environments (Haixu & Ismail, 2025; La Torre et al., 2019; Tarafdar et al., 2019). In higher education, university teachers and academic staff are increasingly exposed to technology-related overload, complexity, and constant digital communication, which may reduce concentration, deplete psychological resources, and interfere with teaching and research effectiveness. Recent studies have documented technostress among university teachers and academics and linked it to diminished well-being, work strain, and performance-related difficulties (Patra & Bansal, 2025; Truța et al., 2023; X. Wang & Li, 2019). The negative relationship between technostress and lecturer performance can be explained by the fact that technology-related strain consumes lecturers' cognitive, emotional, and temporal resources. When lecturers are required to continuously adapt to complex systems, respond to online communication, and cope with unstable or demanding technologies, their ability to focus on core academic tasks may decline. Excessive digital work demands may reduce concentration, create fatigue, weaken job satisfaction, and interfere with effective performance in teaching, research, and community service. Therefore, this study proposes that technostress has a negative and significant effect on lecturer performance (H2).

Despite the growing attention to both talent management and technostress, studies that integrate these two constructs within a single explanatory model of lecturer performance remain limited. Existing talent management research has largely emphasized its positive role in performance, engagement, and retention, whereas technostress studies have mainly focused on the negative consequences of digital work demands for well-being and productivity. In practice, however, these two streams are closely connected. Universities may invest in lecturer development, career support, and performance management, yet the benefits of these practices may be weakened when lecturers simultaneously experience high levels of technostress. In other words, lecturer performance in digitally transformed higher education cannot be adequately explained only by the presence of supportive talent management practices; it must also be understood in relation to the technological pressures embedded in academic work.

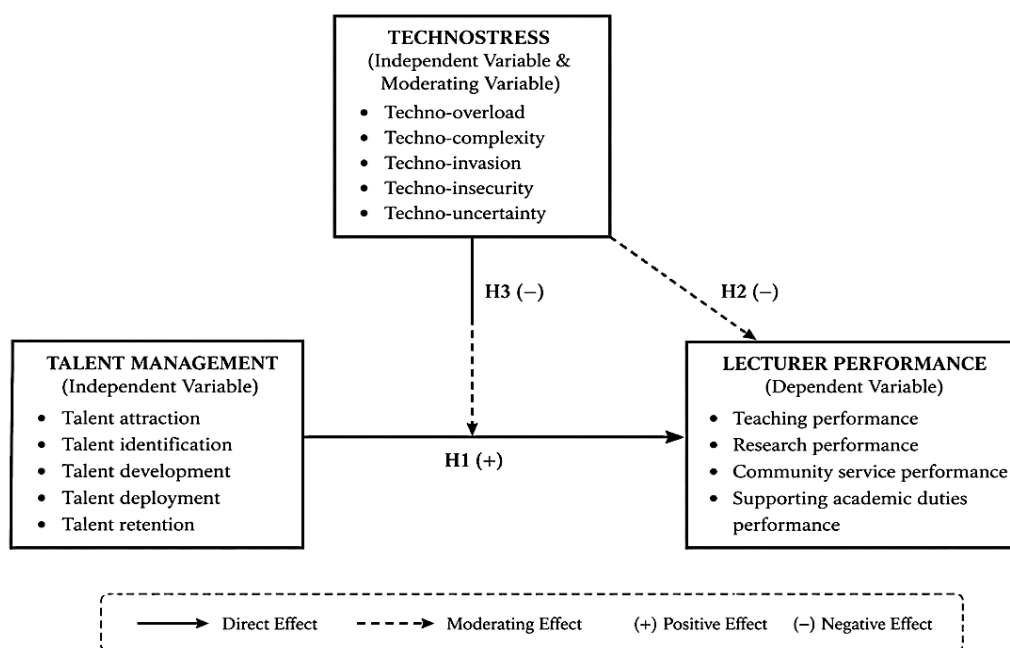
This study addresses three important gaps in literature. First, although prior studies have consistently demonstrated the positive contribution of talent management and the negative consequences of technostress, research integrating these two constructs within a single explanatory model of lecturer performance remains limited. Second, limited empirical attention has been devoted to higher education lecturers in Indonesia, particularly in West Java Province, where digital transformation and increasing institutional competition have intensified academic work demands. Third, technostress research in higher education has predominantly positioned technostress as a direct antecedent of well-being or performance, whereas empirical evidence regarding its role as a moderating mechanism that influences the effectiveness of talent management remains scarce. Addressing these gaps is important for

developing a more comprehensive and contextualized explanation of lecturer performance in digitally transformed higher education.

Accordingly, the novelty of this study lies in positioning technostress as a moderating variable that functions as a boundary condition affecting the relationship between talent management and lecturer performance. Unlike previous studies that primarily examined the direct effect of technostress on employee or lecturer performance, this study demonstrates that technostress can weaken the positive influence of talent management on lecturer performance. By integrating talent management and technostress within a single explanatory framework, this study extends the strategic human resource management literature and offers a more nuanced understanding of how digital work pressures shape the effectiveness of talent management in higher education institutions.

From a resource-based perspective, talent management can be understood as an organizational resource that supports lecturer development, engagement, and productivity through institutional investments such as training, mentoring, career support, and performance management. However, the benefits of these organizational resources may not be fully realized when lecturers are simultaneously exposed to high levels of technology-related stress. In digitally intensive academic environments, lecturers may receive institutional support in the form of development opportunities, performance feedback, or strategic deployment, yet still struggle to perform effectively if they are overwhelmed by technological complexity, excessive online demands, and constant connectivity. In such situations, technostress may weaken the positive effect of talent management on lecturer performance because lecturers' psychological energy, attention, and work focus are diverted toward coping with digital work pressures rather than translating institutional support into effective academic performance. Conversely, when technostress is lower, lecturers are more likely to make effective use of institutional support provided through talent management practices. Under such conditions, development opportunities, mentoring, performance support, and recognition are more likely to be translated into improved teaching, research, and academic service performance. Accordingly, this study proposes that technostress significantly moderates the relationship between talent management and lecturer performance, such that the positive effect of talent management on lecturer performance becomes weaker when technostress is higher (H3).

Based on the arguments above, this study proposes a conceptual framework in which talent management functions as the independent variable, lecturer performance serves as the dependent variable, and technostress acts both as an independent variable and as a moderate variable in the relationship between talent management and lecturer performance. This framework reflects the assumption that lecturer performance in higher education is shaped not only by strategic talent management practices but also by the extent to which lecturers experience technology-related work pressures in digitally intensive academic environments. The proposed conceptual framework is presented in Figure 1.



Source: Authors own work (2026)

Figure 1. Proposed Conceptual Framework of Talent Management, Technostress, and Lecturer Performance

Based on these considerations, this study examines the relationship between talent management, technostress, and lecturer performance among lecturers in higher education institutions in West Java Province, Indonesia. Specifically, the study aims to examine the effect of talent management on lecturer performance, analyze the effect of technostress on lecturer performance, and investigate the moderating role of technostress in the relationship between talent management and lecturer performance. By positioning technostress not only as a direct predictor of lecturer performance but also as a contextual factor that may weaken the effectiveness of talent management, this study contributes to the higher education human resource management literature and provides empirical insight into how universities can better manage lecturer performance in an increasingly digital academic environment.

METHOD

This study employed a quantitative cross-sectional survey design to examine the effect of talent management on lecturer performance and the moderating role of technostress among lecturers in higher education institutions in West Java Province, Indonesia. A cross-sectional survey is appropriate for examining relationships among variables measured at a single point in time and is widely used in organizational and higher education research (Creswell & Creswell, 2018; Hunziker & Blankenagel, 2024; Qureshi et al., 2024). West Java was selected because it is one of Indonesia's major higher education regions, characterized by a large number of public and private universities and the increasing digitalization of academic work systems.

The target population comprised lecturers working in public and private higher education institutions across West Java Province. Purposive sampling was used to select respondents who met the following criteria: (1) actively employed as lecturers in West Java, (2) had at least one year of work experience, and (3) were involved in teaching and academic responsibilities supported by digital systems. Based on these criteria, 200 lecturers were included in the study. Data was collected through an online structured questionnaire distributed using Google Forms. The questionnaire consisted of two sections: the first

captured demographic information, while the second measured the study variables using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The study measured talent management, technostress, and lecturer performance. Talent management was measured using five indicators related to talent attraction, identification, development, deployment, and retention, adapted from prior talent management literature (Collings et al., 2019; Gallardo-Gallardo et al., 2020; Narayanan et al., 2019). Technostress was measured using five indicators representing techno-overload, techno-complexity, techno-invasion, techno-insecurity, and techno-uncertainty, adapted from Tarafdar et al. (2007), Tarafdar et al. (2019), and La Torre et al. (2019). Lecturer performance was measured using four indicators reflecting teaching, research, community service, and supporting academic duties. The operational definitions and indicators of all variables are presented in Table 1.

Data was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. PLS-SEM is appropriate for predictive and explanatory models involving latent constructs and moderating effects (Hair et al., 2022). The analysis was conducted in two stages. First, the measurement model was evaluated through indicator reliability, internal consistency reliability, convergent validity, and discriminant validity using outer loadings, Cronbach's alpha, Composite Reliability (CR), Average Variance Extracted (AVE), the Fornell–Larcker criterion, and the Heterotrait–Monotrait ratio (HTMT) (Hair et al., 2022; Henseler et al., 2015). Second, the structural model was assessed by examining path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and the significance of direct and moderating effects using the bootstrapping procedure. The interaction term between talent management and technostress was included to test the moderating hypothesis. The stages of analysis are summarized in Table 2. Participation in the study was voluntary, and respondents were informed that their responses would be kept confidential and used only for academic purposes.

Table 1. Operational Definition of Variables

Variable	Role	Operational definition	Main dimensions / indicators
Talent Management	Independent variable	Institutional practices aimed at attracting, identifying, developing, deploying, and retaining lecturers as strategic academic talent in higher education institutions	Talent attraction; talent identification; talent development; talent deployment; talent retention
Technostress	Independent and moderating variable	Stress experienced by lecturers due to technology-related work demands and digital work pressures in academic environments.	Techno-overload; techno-complexity; techno-invasion; techno-insecurity; techno-uncertainty
Lecturer Performance	Dependent variable	The extent to which lecturers effectively perform their academic responsibilities in higher education institutions.	Teaching; research; community service; supporting academic duties

Source: Processed research data (2026)

Table 2. Data Analysis Procedure

Stage	Analytical focus	Indicators/outputs
Measurement model evaluation	Assess validity and reliability of constructs.	Outer loadings, Cronbach's alpha, Composite Reliability (CR), Average Variance Extracted (AVE), Fornell–Larcker criterion, HTMT
Structural model evaluation	Assess the explanatory and predictive power of the model	Collinearity, path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2)
Hypothesis testing	Examine the significance of direct and moderating effects	Bootstrapping results, t-values, p-values, significance of the interaction term

Source: Processed research data (2026)

RESULT AND DISCUSSION

Respondent Characteristics

A total of 200 lecturers from public and private higher education institutions in West Java Province, Indonesia, participated in this study. The respondents represented diverse demographic and professional backgrounds in terms of gender, age, educational level, years of service, and institutional affiliation. This diversity is important because it reflects the heterogeneous characteristics of lecturers working in digitally transforming higher education environments across West Java and provides a broader basis for examining perceptions of talent management, technostress, and lecturer performance.

Table 3. Respondent Characteristics

Characteristic	Category	Frequency	Percentage
Gender	Male	108	54.0
	Female	92	46.0
Age	< 30 years	24	12.0
	30–39 years	78	39.0
	40–49 years	61	30.5
	≥ 50 years	37	18.5
Educational level	Master's degree	132	66.0
	Doctoral degree	68	34.0
Years of service	1–5 years	41	20.5
	6–10 years	63	31.5
	11–15 years	52	26.0
	> 15 years	44	22.0
Institution type	Public university	11	5.5
	Private university	189	94.5

Source: Processed research data (2026)

Table 3 shows that 108 respondents (54.0%) were male and 92 (46.0%) were female. In terms of age, the largest proportion of respondents was in the 30–39 years category (39.0%), followed by 40–49 years (30.5%), ≥ 50 years (18.5%), and < 30 years (12.0%). Regarding educational level, most respondents held a master's degree (66.0%), while the remaining 34.0% held a doctoral degree. In terms of years of service, 31.5% had worked for 6–10 years, 26.0% for 11–15 years, 22.0% for more than 15 years, and 20.5% for 1–5 years. With regard to institutional affiliation, 11 respondents (5.5%) came from public universities and 189 respondents (94.5%) from private universities.

The respondent profile indicates that the sample was largely composed of lecturers aged 30–49 years, holding master's degrees, and having between 6 and 15 years of service. These characteristics suggest that the study primarily captured the perspectives of active mid-career lecturers who are directly involved in teaching, academic administration, and the use of digital work systems in higher education. It should also be noted that the sample was dominated by lecturers from private universities. This distribution should be taken into account when interpreting the findings and their generalizability across different types of higher education institutions in West Java Province.

Measurement Model Evaluation

The measurement model was assessed by examining indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. All indicator loadings exceeded the recommended threshold of 0.70, indicating satisfactory indicator reliability.

Table 4. Measurement Model Results

Variable	Number of items	Outer loading range	Cronbach's Alpha	Composite Reliability	AVE
Talent Management	5	0.748–0.861	0.884	0.915	0.682
Technostress	5	0.731–0.846	0.872	0.907	0.661
Lecturer Performance	4	0.762–0.883	0.861	0.906	0.708

Source: Processed research data (2026)

As presented in Table 4, the outer loading values ranged from 0.748 to 0.861 for talent management, from 0.731 to 0.846 for technostress, and from 0.762 to 0.883 for lecturer performance. These results indicate that all indicators loaded adequately on their respective constructs and were appropriate for measuring the underlying latent variables.

Internal consistency reliability was assessed using Cronbach's alpha and Composite Reliability (CR). The results show that all constructs exceeded the recommended threshold of 0.70. Talent management had a Cronbach's alpha of 0.884 and a CR of 0.915, technostress had a Cronbach's alpha of 0.872 and a CR of 0.907, and lecturer performance had a Cronbach's alpha of 0.861 and a CR of 0.906. These findings indicate that the indicators within each construct consistently measured the same underlying concept and that the constructs had satisfactory internal reliability.

Convergent validity was evaluated using the Average Variance Extracted (AVE). The AVE values were 0.682 for talent management, 0.661 for technostress, and 0.708 for lecturer performance, all of which exceeded the recommended minimum threshold of 0.50. This indicates that each construct explained more than half of the variance of its indicators and therefore met the requirement for convergent validity. Overall, the results in Table 4 confirm that the constructs used in this study were statistically reliable and valid for further analysis.

Discriminant Validity

Discriminant validity was examined using the Fornell–Larcker criterion and the Heterotrait–Monotrait ratio (HTMT).

Table 5. Discriminant Validity
Panel A. Fornell–Larcker Criterion

Variable	Talent Management	Technostress	Lecturer Performance
Talent Management	0.826		
Technostress	-0.312	0.813	
Lecturer Performance	0.621	-0.417	0.841

Source: Processed research data (2026)

Panel B. HTMT Ratio

Construct pair	HTMT value
Talent Management – Technostress	0.381
Talent Management – Lecturer Performance	0.702
Technostress – Lecturer Performance	0.489

Source: Processed research data (2026)

Table 5 shows that the square root of the AVE for each construct was greater than its correlations with other constructs, thereby satisfying the Fornell–Larcker criterion. Specifically, the square root of AVE was 0.826 for talent management, 0.813 for technostress, and 0.841 for lecturer performance. In addition, the HTMT values were 0.381 for talent management–technostress, 0.702 for talent management–lecturer performance, and 0.489 for technostress–lecturer performance, all of which were below the recommended threshold of 0.90. These results indicate that the three constructs were empirically distinct

from one another and that the measurement model met the required discriminant validity criteria.

Taken together, the results of the measurement model evaluation demonstrate that all constructs satisfied the criteria for indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Therefore, the study proceeded to the structural model evaluation and hypothesis testing.

Structural Model Evaluation

After the adequacy of the measurement model was established, the structural model was evaluated by examining the coefficient of determination (R^2), predictive relevance (Q^2), and effect size (f^2).

Table 6. Structural Model Quality

Indicator	Value	Interpretation
R^2 (Lecturer Performance)	0.521	Moderate explanatory power
Q^2	0.337	Predictive relevance supported
f^2 Talent Management $\rightarrow$ Lecturer Performance	0.287	Moderate effect
f^2 Technostress $\rightarrow$ Lecturer Performance	0.114	Small to moderate effect
f^2 Interaction (TM $\times$ TS) $\rightarrow$ Lecturer Performance	0.089	Small effect

Source: Processed research data (2026)

The results indicate that the R^2 value for lecturer performance was 0.521, meaning that 52.1% of the variance in lecturer performance was jointly explained by talent management, technostress, and the interaction between the two variables. This suggests that the proposed model had moderate explanatory power in accounting for lecturer performance in higher education institutions.

The Q^2 value of 0.337 indicates that the model had satisfactory predictive relevance. Furthermore, the effect size analysis shows that talent management had a moderate effect on lecturer performance ($f^2 = 0.287$), whereas technostress had a small-to-moderate effect ($f^2 = 0.114$), and the interaction between talent management and technostress had a small effect ($f^2 = 0.089$). Although the interaction effect was smaller in magnitude than the direct effect of talent management, its statistical significance indicates that technostress meaningfully altered the strength of the relationship between talent management and lecturer performance. Overall, these findings suggest that lecturer performance is meaningfully explained by the combined influence of strategic talent management practices and technology-related work pressures in digitally intensive academic environments.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS.

Table 7. Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient (B)	T-Value	P-Value	Result
H1	Talent Management $\rightarrow$ Lecturer Performance	0.486	6.214	< 0.001	Supported
H2	Technostress $\rightarrow$ Lecturer Performance	-0.271	3.487	0.001	Supported
H3	Talent Management $\times$ Technostress $\rightarrow$ Lecturer Performance	-0.183	2.764	0.006	Supported

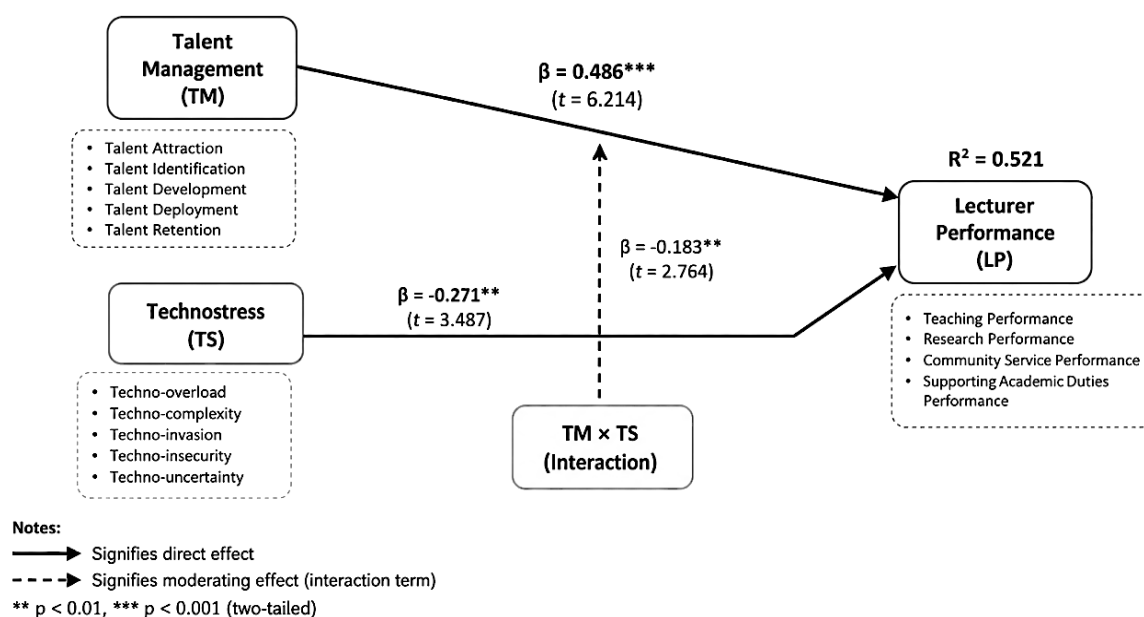
Source: Processed research data (2026)

The results of the hypothesis testing presented in Table 7 show that all three proposed hypotheses were supported.

First, talent management had a positive and significant effect on lecturer performance ($\beta = 0.486$; $t = 6.214$; $p < 0.001$), thereby supporting H1. This finding indicates that lecturers who perceive stronger institutional talent management practices tend to report higher academic performance. In practical terms, talent management practices such as development opportunities, recognition of academic potential, strategic deployment, and retention support appear to contribute positively to lecturers' effectiveness in teaching, research, community service, and supporting academic duties.

Second, technostress had a negative and significant effect on lecturer performance ($\beta = -0.271$; $t = 3.487$; $p = 0.001$), thereby supporting H2. This result indicates that higher levels of technology-related work pressure are associated with lower lecturer performance. In the context of higher education, excessive digital demands, constant connectivity, and the complexity of digital systems may reduce lecturers' ability to perform their academic duties effectively.

Third, the interaction effect between talent management and technostress was found to be negative and significant ($\beta = -0.183$; $t = 2.764$; $p = 0.006$), thereby supporting H3. This result indicates that technostress weakens the positive relationship between talent management and lecturer performance. In other words, although talent management contributes positively to lecturer performance, its beneficial effect becomes less pronounced when lecturers experience higher levels of technostress. This moderating result represents the central contribution of the study because it demonstrates that the effectiveness of talent management in improving lecturer performance is contingent upon the level of technostress experienced by lecturers.



Source: Processed research data (2026)

Figure 2. Structural Model Results

Figure 2 further illustrates the structural model results. The figure shows that talent management had a positive and significant effect on lecturer performance, whereas technostress had a negative and significant effect. In addition, the interaction effect between talent management and technostress was negative and significant, confirming that technostress weakened the positive contribution of talent management to lecturer performance. The R^2 value of 0.521 shown in the model indicates that lecturer performance was moderately explained by the combined effects of talent management, technostress, and their interaction.

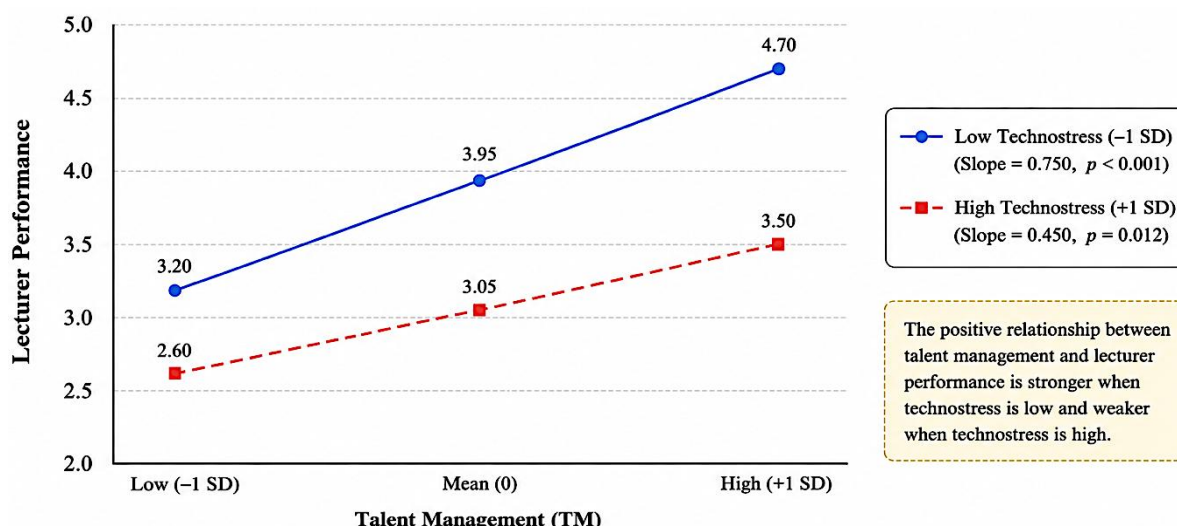


Figure 3. Moderating Effect of Technostress on the Relationship between Talent Management and Lecturer Performance

Figure 3 illustrates the moderating role of technostress in the relationship between talent management and lecturer performance. The interaction plot shows that the positive relationship between talent management and lecturer performance was stronger when technostress was low and became weaker when technostress was high. This is indicated by the steeper slope of the line representing low technostress compared with the flatter slope of the line representing high technostress. The figure therefore confirms the negative moderating effect identified in the structural model and indicates the effectiveness of talent management in improving lecturer performance. The findings of this study provide important insight into lecturer performance in higher education institutions operating in increasingly digital academic environments. Overall, the results demonstrate that lecturer performance is shaped by the interaction between organizational talent management practices and lecturers' experiences of technology-related work pressure. The study therefore contributes to the higher education human resource management literature by showing that lecturer performance in contemporary universities cannot be understood solely in terms of institutional support and development systems but must also be interpreted in relation to the digital conditions under which lecturers perform their academic roles, which depend on the level of technostress experienced by lecturers.

Discussion

The findings of this study provide important insights into lecturer performance within higher education institutions operating in increasingly digital academic environments. The results demonstrate that lecturer performance is determined not only by organizational talent management practices or individual responses to technology but also by the interaction between institutional human resource strategies and lecturers' experiences of technology-related work pressure. This perspective contributes to the higher education human resource management literature by suggesting that lecturer performance in contemporary universities should be understood as the outcome of both organizational capabilities and the digital work environment in which academic activities take place. As universities become increasingly dependent on digital technologies, the effectiveness of human resource practices likewise depends on lecturers' ability to adapt to evolving technological demands.

The first major finding of this study indicates that talent management has a positive and significant effect on lecturer performance. This result suggests that lecturers are more likely to perform effectively when higher education institutions implement systematic strategies for attracting, identifying, developing, deploying, and retaining academic talent. In higher education, these strategies include transparent recruitment, continuous professional development, mentoring, career planning, performance support, and institutional recognition of academic achievements (Aithal & Maiya, 2023; Burleigh et al., 2023; Musakuro, 2022). Such organizational investments strengthen lecturers' competencies, motivation, and organizational commitment, enabling them to perform more effectively across their core responsibilities in teaching, research, community service, and academic administration.

This finding is consistent with the Strategic Human Resource Management (SHRM) literature, which emphasizes that organizational performance is strongly influenced by how institutions develop and utilize their human capital (Collings et al., 2019; Narayanan et al., 2019; Shah et al., 2024). However, the present study extends this literature by showing that the positive contribution of talent management remains robust within digitally transformed higher education institutions, where lecturers are expected to perform increasingly complex academic roles supported by digital technologies. Unlike previous studies that primarily examined talent management as a direct determinant of employee or organizational performance across diverse organizational settings, the present findings highlight its strategic role in enhancing lecturer performance within universities facing growing digital demands. This extension is particularly important because higher education institutions must balance academic autonomy, knowledge creation, teaching responsibilities, and expanding digital administrative requirements.

These findings suggest that effective talent management should be viewed not merely as an administrative human resource function but as a long-term institutional strategy for enhancing academic performance. Universities that invest consistently in lecturer development are better positioned to strengthen educational quality and institutional competitiveness while sustaining lecturer performance amid the growing complexity of digital academic environments.

The second major finding of this study indicates that technostress has a negative and significant effect on lecturer performance. This result suggests that technology-related work pressure has become a critical challenge for lecturers in digitally transformed higher education institutions. The increasing reliance on learning management systems, academic information systems, digital communication platforms, online teaching technologies, and electronic administrative reporting has substantially reshaped lecturers' daily work practices. Although these technologies improve efficiency, accessibility, and institutional responsiveness, they also require lecturers to continuously adapt to evolving technological demands. When these demands exceed lecturers' cognitive and psychological capacities, they may experience fatigue, frustration, reduced concentration, and lower work effectiveness, ultimately affecting their performance in teaching, research, community service, and academic responsibilities.

The negative relationship identified in this study is consistent with previous research showing that technostress adversely affects employee well-being, productivity, and job performance (La Torre et al., 2019; Tarafdar et al., 2007, 2019). Likewise, studies in higher education have reported that lecturers experiencing higher levels of technostress tend to experience greater emotional exhaustion, work strain, and lower teaching effectiveness (Patra & Bansal, 2025; Truța et al., 2023; X. Wang & Li, 2019). Collectively, these findings suggest that the adverse effects of technostress have become increasingly common across higher education institutions undergoing rapid digital transformation.

However, the present study extends previous research by providing empirical evidence from higher education institutions in West Java, Indonesia, where universities continue to accelerate digital transformation while facing increasing institutional competition. Unlike many international studies that primarily examined the direct psychological consequences of technostress on individual well-being or job performance, the present findings suggest that technostress should also be understood within a broader organizational context. Technology-related work pressure not only affects lecturers' individual productivity but may also reduce their capacity to fully utilize organizational support and professional development opportunities, thereby limiting the effectiveness of institutional human resource management.

The present findings further suggest that technostress has evolved from a temporary consequence of technological change into an ongoing organizational challenge in contemporary universities. Unlike earlier studies that primarily focused on online teaching or technology adoption during periods of digital transition, this study indicates that technology-related work demands have become embedded in lecturers' routine responsibilities. Lecturers are now expected to integrate multiple digital platforms into teaching, research management, academic administration, student supervision, institutional reporting, and professional communication, increasing both cognitive workload and emotional pressure.

These findings suggest that the success of digital transformation should be evaluated not only in terms of technological implementation or institutional efficiency but also by lecturers' capacity to adapt to evolving digital work demands without experiencing excessive psychological strain. Accordingly, technostress should be addressed as a strategic organizational issue rather than merely an individual psychological concern. Universities can mitigate its adverse effects through continuous digital skills development, user-friendly academic information systems, responsive technical support, and realistic digital workload management, thereby enabling lecturers to perform more effectively in technology-intensive academic environments.

The most significant contribution of this study lies in demonstrating that technostress significantly moderates the relationship between talent management and lecturer performance, such that the positive influence of talent management weakens as lecturers experience higher levels of technostress. These findings indicate that the effectiveness of institutional talent management depends not only on the quality of human resource practices but also on the digital work environment in which lecturers perform their academic responsibilities. Consequently, organizational investments in lecturer recruitment, development, mentoring, and retention are unlikely to achieve their full potential when lecturers face excessive technology-related work pressures.

This finding extends previous studies by integrating two streams of literature that have largely developed independently. Previous studies on talent management have consistently demonstrated that effective talent management contributes positively to employee and organizational performance by strengthening competencies, motivation, and organizational commitment (Collings et al., 2019; Narayanan et al., 2019; Shah et al., 2024). Conversely, studies on technostress have predominantly examined its direct effects on employee well-being, emotional exhaustion, job satisfaction, and performance (La Torre et al., 2019; Tarafdar et al., 2007, 2019). While these studies have generated important insights, relatively limited attention has been given to understanding how technostress influences the effectiveness of organizational human resource practices. By positioning technostress as a moderating mechanism rather than merely a direct predictor of lecturer performance, the present study provides a more comprehensive explanation of how digital work conditions shape the relationship between talent management and lecturer performance.

The moderating effect identified in this study may be interpreted from a resource-based perspective. Talent management provides lecturers with valuable organizational resources,

including professional development opportunities, career advancement, institutional recognition, mentoring, and performance support (Musakuro, 2022; Ramaditya et al., 2022; Shah et al., 2024). These resources enhance lecturers' competencies and their capacity to perform effectively. However, the benefits of these organizational resources depend on lecturers having sufficient psychological energy, cognitive capacity, and work focus to utilize them effectively (Krishnan, 2022; Kusumowardhani, 2026; Y. Wang, 2024). High levels of technostress divert lecturers' cognitive and emotional resources toward adapting to technological change, learning new digital systems, responding to continuous online communication, and managing increasingly complex digital administrative requirements. Consequently, fewer personal resources remain available to maximize the benefits of talent management initiatives, thereby weakening their positive effect on lecturer performance.

Compared with previous international studies, the present findings suggest that the relationship between talent management and lecturer performance should no longer be interpreted as universally stable across organizational contexts. Instead, its effectiveness depends on the digital work conditions in which lecturers perform their academic responsibilities. This finding is particularly relevant for higher education institutions because lecturers simultaneously undertake teaching, research, community engagement, academic administration, and student supervision, all of which increasingly rely on digital technologies. Consequently, digital work pressures may influence lecturer performance not only directly but also indirectly by reducing the effectiveness of institutional human resource strategies. These findings therefore extend the Strategic Human Resource Management (SHRM) literature by demonstrating that the effectiveness of talent management is contingent upon the digital work environment.

Building on this finding, the present study contributes more explicitly to both Strategic Human Resource Management (SHRM) and Resource-Based Theory (RBT). From an SHRM perspective, talent management practices do not generate uniformly positive outcomes across organizational settings; rather, their effectiveness depends on the digital work environment in which lecturers perform their academic responsibilities. From an RBT perspective, organizational resources such as talent development, mentoring, and career support create value only when lecturers possess sufficient psychological and cognitive capacity to utilize them effectively. Accordingly, technostress functions as a boundary condition that determines whether talent management can be translated into improved lecturer performance, thereby extending existing SHRM and RBT explanations beyond the predominantly direct-effect relationships reported in previous studies.

Taken together, these findings provide a more comprehensive explanation of lecturer performance in higher education institutions undergoing digital transformation. By integrating strategic talent management and technostress within a single explanatory framework, this study demonstrates not only that talent management enhances lecturer performance but also that its effectiveness depends on lecturers' digital work conditions. This integrated perspective provides a more nuanced understanding of how organizational support and technology-related work pressures jointly shape lecturer performance in contemporary higher education.

From a practical perspective, the findings indicate that universities should integrate talent management initiatives with strategies to reduce technostress rather than treating them as separate managerial issues. Investments in lecturer recruitment, development, performance evaluation, mentoring, and retention are unlikely to achieve optimal outcomes if lecturers continue to experience excessive digital workloads and technology-related work pressures. Such strategies may include continuous digital competency development, user-friendly academic information systems, responsive technical support, realistic digital administrative workloads, and institutional policies that establish clearer boundaries for digital

communication and online work expectations. Through this integrated approach, higher education institutions will be better positioned to strengthen lecturer performance while sustaining organizational effectiveness in increasingly digital academic environments.

CONCLUSIONS

This study examined the effect of talent management on lecturer performance and the moderating role of technostress among lecturers in higher education institutions in West Java Province, Indonesia. The findings demonstrate that talent management has a positive and significant effect on lecturer performance, whereas technostress has a negative and significant effect. Furthermore, technostress significantly weakens the positive relationship between talent management and lecturer performance, indicating that the effectiveness of talent management depends partly on lecturers' ability to cope with technology-related work pressures.

The findings contribute to the higher education human resource management literature by extending the understanding of lecturer performance in digitally transformed higher education institutions. Theoretically, this study demonstrates that technostress should not be viewed solely as a direct antecedent of lecturer's performance but also as a moderating mechanism that influences the effectiveness of talent management. By integrating talent management and technostress within a single explanatory framework, this study enriches the strategic human resource management literature by explaining not only whether talent management improves lecturer performance but also under what digital work conditions its positive effects are strengthened or weakened. Practically, higher education institutions should strengthen talent management while simultaneously reducing technostress through continuous digital skills training, improved technological support, and more manageable digital workloads.

This study has several limitations that should be considered when interpreting the findings. First, the cross-sectional design captures the relationships among variables at a single point in time and therefore does not permit strong causal inferences regarding the effects of talent management and technostress on lecturer performance. Second, the use of purposive sampling limits the generalizability of the findings because respondents were selected based on specific criteria rather than through probability sampling. Moreover, the sample was predominantly drawn from private higher education institutions, which may limit the applicability of the findings to public universities that operate under different governance structures, organizational cultures, and resource conditions. Consequently, the findings should be interpreted primarily within the context of private higher education institutions in West Java rather than generalized to all higher education settings. Third, this study relied on self-reported data, which may be subject to common method bias and respondents' subjective perceptions. Future studies are therefore encouraged to employ longitudinal research designs, probability sampling techniques, more balanced samples from public and private universities, and additional contextual variables to provide a more comprehensive understanding of lecturer performance in digitally transformed higher education settings.

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