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Examining the Mediating Role of Decision Making in the Relationship between Training, Grit, and Task Performance among Private University Lecturers

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Abstract
This study investigates the influence of professional training and grit on the task performance of private university lecturers in Serang, Banten, with decision-making serving as a mediating variable. Previous studies have generally examined the direct effects of training and grit on performance, while limited research has integrated these variables into a comprehensive model within the context of Indonesian private higher education. A quantitative research design was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Data were collected through structured questionnaires from 254 lecturers selected using proportional random sampling from four private universities in Banten Province. The results indicate that training significantly affects task performance and decision-making, while grit significantly influences decision-making and task performance. The structural model demonstrates substantial explanatory power, with R^2 values of 0.409 for decision-making and 0.686 for task performance. Furthermore, decision-making partially mediates the relationships between training, grit, and task performance. These findings suggest that lecturer performance can be improved through effective training programs, stronger perseverance characteristics, and enhanced decision-making capabilities. The study contributes to human resource management literature by providing an integrated model of lecturer performance in private higher education.
Keywords: Training, Grit, Decision Making, Task Performance, Private University Lecturers

1. Introduction

The quality of higher education has become a major concern for many countries, including Indonesia, due to its important role in developing competitive human resources. In Indonesian higher education institutions, lecturers are central actors in achieving educational quality because they are responsible for implementing the Tri Dharma of Higher Education, which includes teaching, research, and community service. Consequently, improving lecturer performance has become a strategic priority for universities seeking to strengthen institutional competitiveness and academic quality. The Indonesian government has reinforced this agenda through Regulation of the Ministry of Higher Education, Science, and Technology Number 39 of 2025 (*Salinan-Permendiktisaintek-Nomor-39-Tahun-2025*, n.d.) concerning higher education quality assurance. The regulation emphasizes measurable academic outcomes, adaptive learning systems, and data-driven quality assurance mechanisms. However, despite these initiatives, Indonesia's higher education participation rate remains relatively low compared to several other countries. Organization for Economic Co-operation and Development (OECD) data in 2025 indicate that only 22.1% of Indonesia's adult population participates in higher education, compared to 25.9% in Brazil and 64.7% in Canada. These conditions highlight the importance of improving lecturer performance as part of broader efforts to enhance higher education quality and competitiveness. The issue of lecturers' functional positions is a very interesting topic to research, especially as lecturer performance is assessed based on the Tridharma indicators, which ultimately influence the status of assistant expert, lecturer, senior lecturer, and professor. The study results indicate that several aspects influence university performance, including grit, training, and decision-making (C. Chandrawaty, 2020; WOLOR et al., 2020). Task performance is defined as work ability and something that is achieved and achievements that are observed which are measured from the achievements of "Tri Dharma of Higher Education" represents the three fundamental missions of higher education institutions in Indonesia: education and teaching, research, and community service. Lecturer performance is commonly evaluated through task performance associated with the implementation of the Tri Dharma of Higher Education. According to the Operational Guidelines for Lecturer Workload (PO BKD) and Law No. 14 of 2005 concerning Teachers and Lecturers, lecturers are expected not only to carry out academic responsibilities but also to continuously develop professional competence and contribute to scientific advancement. Therefore, understanding factors that influence lecturers' task performance is important for both academic institutions and policymakers.
Improving national higher education quality depends largely on lecturers' ability to perform academic responsibilities effectively, which in turn is influenced by factors such as professional training, perseverance (grit), and decision-making capability. Grit functions as a pivotal construct that challenges the traditional paradigm attributing success exclusively to intellectual aptitude. Within the framework of positive psychology, grit is conceptualized as the persistent pursuit of high-level objectives, characterized by an enduring commitment to long-term goals despite the emergence of setbacks and obstacles. Consequently, this psychological variable emphasizes that sustained perseverance, rather than innate intelligence alone, serves as a primary determinant of exceptional achievement over extended durations.(Von Culin et al., 2014) (Hochanadel & Finamore, 2015). Training interventions are strategically implemented for both newly recruited personnel to facilitate effective onboarding and task acquisition—and incumbent employees, with the aim of augmenting the caliber of their contemporary and prospective performance. Empirical evidence from a multitude of studies corroborates that systematic training exert a substantial positive and significant influence on overall organizational performance (Adiwinata et al., 2018; Parta et al., 2023; Pramono & Prahiawan, 2021).
The mediating role of decision-making can be explained from both competency and psychological perspectives. Training contributes to improving lecturers' knowledge, technical skills, analytical ability, and problem-solving competence, which subsequently support more effective decision-making processes. Lecturers who receive adequate professional training are expected to make more accurate and strategic decisions in carrying out the Tri Dharma of Higher Education responsibilities.Previous studies have also emphasized that decision-making plays an important role in influencing individual and organizational performance. Participative and effective decision-making processes have been associated with higher lecturer performance, organizational effectiveness, and professional achievement. Based on these theoretical and empirical considerations, this study proposes decision-making as a mediating variable in the relationship between training, grit, and lecturers' task performance.Several previous studies have examined factors influencing lecturer performance in higher education. Prior research has shown that training contributes positively to employee and lecturer performance by improving competencies and professional capabilities (Yanto Niode et al., 2025). Other studies have emphasized the importance of grit in enhancing individual persistence, resilience, and task performance in academic settings (Handayani et al., 2025). In addition, decision-making has also been identified as an important factor affecting lecturer performance, particularly through participative and organizational decision processes (Sukirno & Siengthai, 2011)
However, previous studies tend to examine these variables separately or focus only on direct relationships between training, grit, and performance. Existing research has rarely integrated training, grit, and decision-making into a single comprehensive framework explaining lecturers' task performance, particularly within private higher education institutions in Indonesia. Furthermore, although several studies have explored mediating variables such as organizational support, innovative behaviour, job involvement, and organizational citizenship behaviour, limited attention has been given to the mediating role of decision-making in explaining how training and grit influence lecturers' task performance. Therefore, this study addresses the gap by examining the mediating role of decision-making in the relationship between training, grit, and task performance among private university lecturers in Indonesia. This study offers an integrated model that extends previous human resource management and higher education research by explaining the psychological and managerial mechanisms underlying lecturer performance improvement.

2. Literature Review

2.1. **Task Performance:**

Task performance encompasses the spectrum of employee behaviors instrumental in the conversion of organizational inputs into tangible outputs. It reflects the efficacy of personnel directly engaged in the technical core of the organization, specifically in the transformation of raw resources into finished goods or services. Consequently, this construct serves as a primary metric for assessing an individual's contribution to the organization's fundamental production processes. This definition relates to input and output and also shows that performance is closely related to work and its results (Colquitt et al., 2019). Furthermore, employee performance is heavily influenced and dependent on two crucial elements: competence and motivation. Competence encompasses knowledge, education, and experience. Competence directly impacts task performance. Higher levels of competence result in higher task performance. Competence fosters responsibility and participation in learning, assessment, and influences general policies. Furthermore, employees will have the courage to participate in various activities. Professional

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and competent employees (lecturers) will implement policies to improve task performance (Robbins & Judge, 2013).
Task performance exerts a robust and positive influence on job satisfaction, necessitating that organizational leadership strategically align personnel performance with broader productivity goals to enhance institutional profitability. Empirical evidence indicates a direct positive correlation between the dual dimensions of employee exploration and exploitation and overall task performance. Furthermore, the analysis reveals a significant indirect pathway, wherein employee exploitation serves as a mediating mechanism between exploratory behaviors and task-related outcomes (Anon et al., 2022; Kim & Kim, 2021; Zhang et al., 2022).

2.2. Training

Training is the process of teaching new or existing employees the basic skills they need to perform their jobs, (Dessler, 2013). Activities are designed to provide learners with the knowledge and skills needed for their current jobs (Mondy & Martocchio, 2016). Training is conceptualized as the systematic acquisition of competencies essential for proficient job execution, equipping personnel with specialized, identifiable knowledge tailored to their immediate professional responsibilities. This developmental process encompasses both technical (hard) skills such as the mastery of internal digital infrastructure, financial statement analysis, and mechanical equipment configuration—and interpersonal (soft) competencies. The latter, which include communicative efficacy, mentorship, and collaborative synergy, are increasingly recognized as critical determinants of organizational performance that can be formally cultivated (Mathis et al., 2017).
Training represents an organized process of professional maturation, focusing on the enrichment of an individual's KSA (Knowledge, Skills, and Abilities) profile. By modifying both cognitive and behavioral attributes, training facilitates the transition of personnel toward higher levels of occupational proficiency. Therefore, employee training is crucial and closely linked to employee performance. Good training will result in good performance, and training also has a very positive impact on the company (Nurul Ichsan, 2020)

2.3. Grit

Grit was first proposed by (Duckworth et al., 2007) to refer to persistence and interest in long-term goals. Through qualitative inquiries involving high-achieving individuals across diverse domains—including commerce, academia, the arts, and athletics—Duckworth (2016) identified a universal trait characterized by the relentless pursuit of objectives despite setbacks and periods of stagnation. This phenomenon, conceptualized as Grit, is structured as a hierarchical construct comprising two synergistic dimensions: consistency of interest and perseverance of effort. Within this framework, gritty individuals perceive the path to achievement as a metaphorical marathon, prioritizing long-term endurance over short-term intensity. Consequently, those exhibiting high levels of grit demonstrate superior resilience compared to peers who may succumb to frustration or disengagement when faced with boredom or adversityGrit is a psychological characteristic that reflects passion and perseverance in achieving long-term goals, (Schimschal et al., 2021). Grit is persistence and passion for long-term goals related to academic success, (Halperin & Eldar Regev, 2021)

2.4. Decision Making

According to (Colquitt et al., 2019), Decision-making is conceptually defined as the systematic process of evaluating and identifying the most optimal alternative from a diverse array of possibilities to facilitate effective problem resolution. This process involves the rational evaluation of various options and is influenced by both individual and organizational factors. Decision making means a way to achieve some results or solve some problems, the result of a process that is influenced by many forces, (Gibson et al., 2019). Decision making is choices made from among two or more alternatives, (Robbins & Judge, 2013).
Decision-making is positioned in this study as an important mediating mechanism linking training and grit to lecturers' task performance. Conceptually, decision-making represents a cognitive and behavioral process through which individuals evaluate alternatives, solve problems, and determine appropriate actions in achieving organizational and professional objectives. In the context of higher education, lecturers are frequently required to make academic, instructional, research, and administrative decisions that directly influence their task performance.

3. Methodology

To address the research objectives, a quantitative approach was implemented, allowing for a structured evaluation of the variables under study examine the relationship between task performance, training, grit, and decision-making (see Figure 1). Quantitative methods rely on structured procedures and measurable data, which supports objectivity and reliability in the analysis of the relationships reported in previous research.

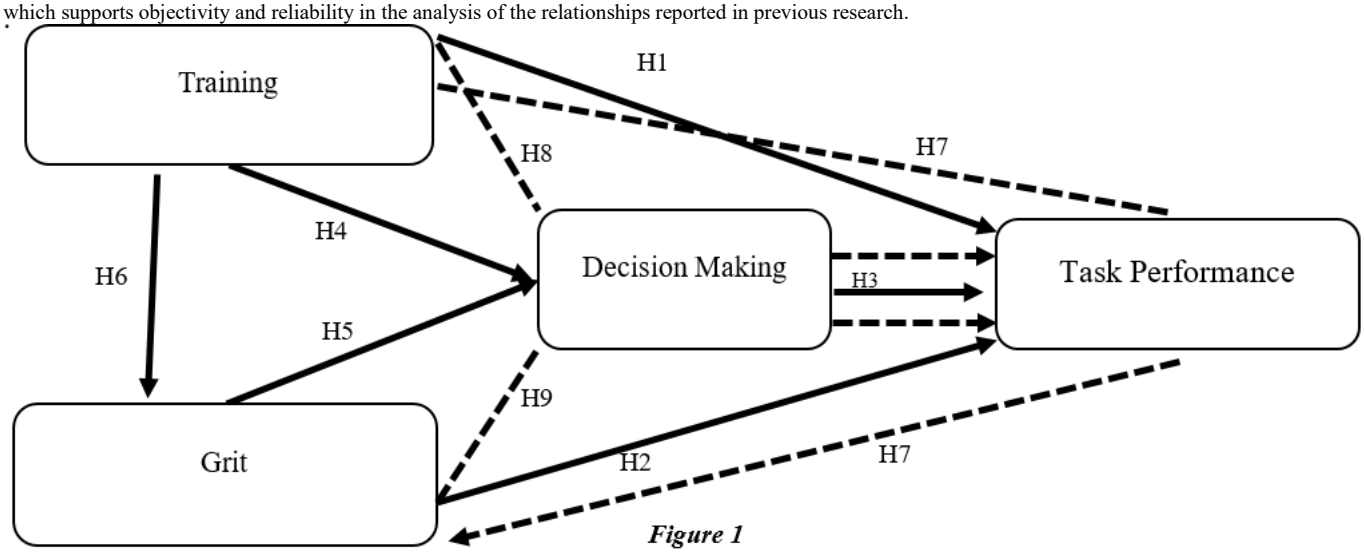

Figure 1
Conceptual Framework Model

. This study adopts a quantitative research design, a systematic approach employed to validate objective theories by investigating the correlations between specific variables. These variables are operationalized through standardized instruments, facilitating the collection of quantifiable data that are subsequently subjected to rigorous statistical analysis (Sarstedt et al., 2016). Partial Least Squares Structural Equation Modeling (PLS-SEM) was selected as the analytical technique in this study because the proposed research model involves multiple latent constructs and mediating relationships, resulting in a relatively complex structural framework. PLS-SEM is considered appropriate for predictive-oriented studies that emphasize variance explanation and the examination of relationships among constructs simultaneously. In addition, this method is suitable for handling complex models with moderate sample sizes and does not require strict assumptions regarding multivariate normality. The use of PLS-SEM in this study is also supported by the adequacy of the sample size. Based on the Krejcie and Morgan sampling approach, a minimum representative sample was determined from the target population, and the final sample of 254 respondents exceeded the recommended minimum requirement for SEM-PLS analysis. Furthermore, PLS-SEM was preferred over covariance-based SEM because the primary objective of this study is to predict and explain the relationships among training, grit, decision-making, and task performance rather than to confirm an established theoretical model.
Data were collected using structured questionnaires distributed to lecturers at private universities in Banten Province. The measurement items used in this study were adapted from established instruments in previous studies related to training, grit, decision-making, and task performance to ensure conceptual consistency and content validity. All constructs were measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Methodological integrity was ensured by adopting a rigorous two-tier assessment framework, which involved a detailed examination of both the measurement (outer) model and the structural (inner) model. To facilitate transparency and allow for future replication, the systematic stages of the analytical procedure are illustrated in Figure 2.

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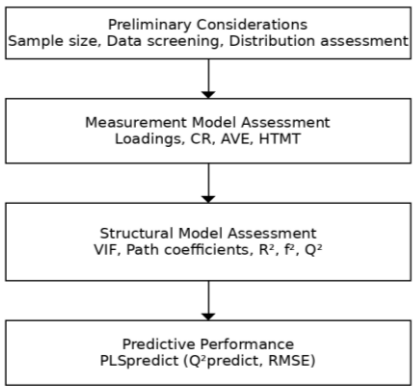

Figure 2. PLS-SEM Analytical Workflow

Sample theory Krejcie & Morgan, 1970 (Krejcie & Morgan, 1970) is a method for determining sample size based on categorical data types. This method was developed by Krejcie and Morgan in 1970. The advantages of the Krejcie and Morgan method: Produce identical sample sizes, no need to carry out complicated calculations, provide 95% confidence in the population. The following is a table of Krejcie and Morgan's calculations.

The population of this study consisted of lecturers from four private universities in Banten Province, namely Faletehan University, Serang Raya University, Bina Bangsa University, and Banten Jaya University. To improve sample representativeness, this study employed a proportional random sampling technique based on the number of lecturers at each institution. Through this approach, each university was represented proportionally according to its population size, thereby reducing the possibility of overrepresentation or underrepresentation from a particular institution.

The final sample consisted of 254 lecturers, distributed proportionally across the participating universities. This sampling approach was intended to provide a more balanced representation of lecturers' characteristics within the selected private higher education institutions. However, this study acknowledges the potential limitation of sampling bias, as the respondents were limited to private universities within the Banten region. Therefore, the findings may not be fully generalizable to all higher education institutions in Indonesia, particularly public universities or institutions with different organizational characteristics. Future studies are encouraged to include broader institutional coverage to enhance the generalizability of the findings.

Table 1. Sample Distribution

Name of Private College	Population	Proportion Formula	Sample
Faletehan University	138	(138/755)*254	46
Serang Raya University	172	(172/755)*254	58
Bina Bangsa University	356	(356/755)*254	120
Banten Jaya University	89	(89/755)*254	30
Total	**755**		**254**

4. Results and Discussion

4.1. Respondent profile

Data were elicited from a total of 254 respondents, representing the target population for this investigation four universities in Banten Province. The majority of respondents worked at Bina Bangsa University (47%), followed by Serang Raya University (23%), Faletehan University (18%), and Banten Jaya University (12%). This indicates that the largest participation came from Bina Bangsa University, accounting for nearly half of the total respondents. In terms of length of service, the majority of respondents had between 1–5 years of work experience (34%), followed by 6–10 years (32%), more than 10 years (28%), and the remainder less than 1 year (6%). These data indicate that the majority of respondents were teaching staff with medium to long-term work experience. In terms of gender, the composition of respondents was quite balanced, with 48% male and 52% female. This reflects a relatively even representation between male and female lecturers. Based on educational background, the majority of respondents had completed a Master's degree (83%), while 17% had completed a Doctoral degree. This indicates that the majority of teaching staff are still at the Master's level, although a significant proportion already have doctoral qualifications. In terms of academic position, the majority of respondents held the status of Assistant Professor (40%), followed by those without an academic position (31%), Lecturer (16%), Associate Lecturer (11%), and Professor (2%). Thus, the academic position structure shows a dominance at the initial level of academic career, namely Assistant Professor.

4.2. Common Method Bias

The assessment of Common Method Bias (CMB) is essential to mitigate systematic measurement errors that may distort data interpretation. A primary source of such inaccuracies is method variance, which can artificially inflate the observed correlations between variables, thereby compromising the internal validity of the study. Common method bias is a bias that can occur due to measurements of several variables carried out using the same method and measuring instrument, resulting in similarities in the wording of questionnaire statements that can produce similar responses from respondents. Common method bias can also arise because there is a tendency for respondents to agree or respond to questionnaires in a lenient manner, or even extreme ways to adjust to their mood, thus encouraging respondents to provide an inaccurate assessment of the questionnaire statements (overreporting or underreporting). The results of the common method bias test can be seen in the following table:

Table 2. Common Methode Bias

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.919	40.939	40.939	13.919	40.939	40.939
2	3.907	11.490	52.429	3.907	11.490	52.429
3	2.183	6.421	58.850	2.183	6.421	58.850
4	1.901	5.592	64.443	1.901	5.592	64.443
5	1.630	4.793	69.236	1.630	4.793	69.236
6	1.181	3.474	72.709	1.181	3.474	72.709
7	1.056	3.106	75.815	1.056	3.106	75.815

4.3. Convergent Validity Test

Convergent validity is assessed by evaluating the outer loadings of each manifest indicator to determine its correlation with the respective exogenous or endogenous latent construct. This procedure evaluates the extent to which a manifest indicator accurately captures its underlying latent variable, thereby confirming the instrument's psychometric validity. While a loading factor exceeding 0.7 is conventionally regarded as the ideal threshold for construct validity, a value above 0.5 is deemed acceptable in exploratory research or empirical studies involving complex latent dimensions.

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Table 3. Convergent Validity Results

Variabel	Indikator	Indikator	*Standardized Loading Factor* (SLF)	*Average Variance Extracted* (AVE)
Task Performance (TP)	*Education*	TP1	0.888	0.748
		TP2	0.848	
		TP3	0.877	
		TP4	0.844	
	Research	TP5	0.797	0.690
		TP6	0.813	
		TP7	0.844	
		TP8	0.867	
	Community Service	TP9	0.843	0.685
		TP10	0.837	
		TP11	0.819	
		TP12	0.810	
Training (TR)	*Skill*	TR1	0.921	0.852
		TR2	0.925	
	Knowledge	TR3	0.924	0.843
		TR4	0.913	
	Aptitudes	TR5	0.872	0.775
		TR6	0.888	
Grit (G)	*Consistency of Interest*	G1	0.853	0.761
		G2	0.844	
		G3	0.919	
	Perseverance of Effort	G4	0.866	0.732
		G5	0.939	
		G6	0.756	
Decision Making (DM)	*Problem Identification*	DM1	0.877	0.793
		DM2	0.903	
	Decision Process	DM3	0.925	0.856
		DM4	0.925	
	Solution Development	DM5	0.957	0.918
		DM6	0.960	
	Alternative Assessment	DM7	0.918	0.738
		DM8	0.797	
	Decision Evaluation	DM9	0.948	0.903

According to the empirical results presented in Table 3, all manifest indicators exhibit Standardized Loading Factors (SLF) exceeding the 0.70 threshold. Furthermore, the Average Variance Extracted (AVE**)** for each construct surpasses 0.50, providing robust evidence of convergent validity. Consequently, it can be established that all measurement items accurately and reliably operationalize the latent variables within this theoretical framework.

4.4. Results of Discriminant Validity Test with HTMT (Heterotrait-Monotrait Ratio)

Discriminant validity was also calculated using the Heterotrait-Monotrait Ratio (HTMT). A small HTMT value (below the threshold = 0.90) indicates that discriminant validity is met. This means that the latent constructs differ significantly. The calculated Heterotrait-Monotrait Ratio (HTMT) values, utilized to assess discriminant validity, are detailed in the following table

Table 4. Results of Discriminant Validity Test with HTMT (Heterotrait-Monotrait Ratio)

	DM.1	DM.2	DM.3	DM.4	DM.5	G.1	G.2	TP.1	TP.2	TP.3	TR.1	TR.2
DM.1												
DM.2	0.748											
DM.3	0.745	0.819										
DM.4	0.851	0.772	0.885									
DM.5	0.762	0.835	0.887	0.852								
G.1	0.529	0.183	0.293	0.212	0.304							
G.2	0.512	0.335	0.268	0.304	0.399	0.882						
TP. 1	0.805	0.623	0.721	0.748	0.674	0.343	0.239					
TP. 2	0.808	0.723	0.775	0.637	0.710	0.439	0.431	0.768				
TP. 3	0.763	0.787	0.809	0.556	0.705	0.376	0.314	0.739	0.860			
TR. 1	0.575	0.503	0.521	0.745	0.650	0.153	0.142	0.675	0.558	0.437		
TR. 2	0.399	0.345	0.575	0.580	0.459	0.093	0.119	0.461	0.482	0.458	0.852	
TR. 3	0.492	0.488	0.489	0.632	0.461	0.129	0.085	0.506	0.547	0.566	0.864	0.810

As illustrated in the table above, the Heterotrait-Monotrait Ratio (HTMT) values remain consistently below the 0.90 threshold, thereby establishing robust discriminant validity. These findings substantiate the discriminant validity of the model, demonstrating that each latent construct is empirically unique. The manifest indicators exhibit sufficient differentiation across their respective variables, thereby confirming that conceptually distinct constructs are not subject to significant statistical overlap.

4.5. Construct Reliability

Following the initial assessment, the construct reliability analysis was performed to evaluate the internal consistency and stability of the indicators relative to their respective latent variables. Within the PLS-SEM framework, reliability is established when Cronbach's alpha exceeds 0.60 and Composite Reliability (CR) surpasses the 0.70 threshold. Adherence to these criteria confirms that the measurement scales are psychometrically sound and capable of yielding consistent results. The summarized reliability metrics for all constructs are presented below.

Table 5. Construct Reliability Value

Variable	Indicator	*Cronbach's alpha*	*Composite reliability*
Task Performance (TP)	*Education*	0.887	0.922
	Research	0.850	0.899
	Community Service	0.846	0.897
Training (TR)	*Skill*	0.826	0.920
	Knowledge	0.814	0.915
	Aptitudes	0.709	0.873
Grit (G)	*Consistency of Interest*	0.842	0.905
	Perseverance of Effort	0.815	0.892
Decision Making (DM)	*Problem Identification*	0.740	0.884
	Decision Prosess	0.831	0.922
	Solution Development	0.911	0.957
	Alternative Assessment	0.658	0.849
	Decision Evaluation	0.893	0.949

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Next, a reliability test was conducted by calculating the Cronbach's alpha and construct reliability (CR) values. A reliability test can be categorized as having a Cronbach's alpha value >0.6 and a construct reliability (CR) value >0.7 s (Hair et al., 2019). In Table 4.10, the variables have a Cronbach's alpha value >0.6 and a construct reliability value >0.5. Thus, it can be stated that all variables have good reliability.

4.6. Coefficient of Determination (R^2)

Table 6. Results of the Coefficient of Determination (R^2)

Dependen Variable	R Square	R Square Adjusted
Grit (G)	0.004	0.000
Decision Making (DM)	0.409	0.404
Task Performance (TP)	0.686	0.683

The coefficient of determination (R^2) analysis reveals varying levels of explanatory power across the model's endogenous constructs. The (R^2) for Grit (G) was recorded at 0.004, suggesting that Training (TR) accounts for only 0.4% of its variance, with the vast majority (99.6%) attributable to external factors beyond this study's scope. In contrast, the model demonstrates moderate predictive strength for Decision-Making (DM), with an (R^2) of 0.409, indicating that Training and Grit collectively explain 40.9% of its variability. Most notably, the Task Performance (TP) construct exhibited a substantial (R^2) of **0.686**, confirming that **68.6%** of its variance is effectively captured by the interplay of Training, Grit, and Decision-Making, while the remaining 31.4**%** is influenced by unobserved variables.

4.7. Predictive Relevance (Q^2)

Dependen Variable	SSO	SSE	Q^2 (=1-SSE/SSO)
Grit (G)	1524.000	1520.194	0.002
Decision Making (DM)	2540.000	1902.382	0.251
Task Performance (TP)	3048.000	1896.240	0.378

Table 7. Predictive Relevance Test Results

As evidenced by the results presented in the table, the Stone-Geisser (Q^2) the calculated values for all latent constructs consistently surpass the zero threshold, thereby confirming the model's predictive relevance. These findings confirm the predictive relevance of the model, indicating that the exogenous variables possess sufficient explanatory power to predict the variance within the endogenous latent variables effectively.

4.8. Hypothesis Testing

The structural model assessment, as depicted in Figure 3, provides empirical support for all nine hypothesized relationships. These findings corroborate the theoretical framework proposed in this study, demonstrating consistent statistical significance across the tested paths

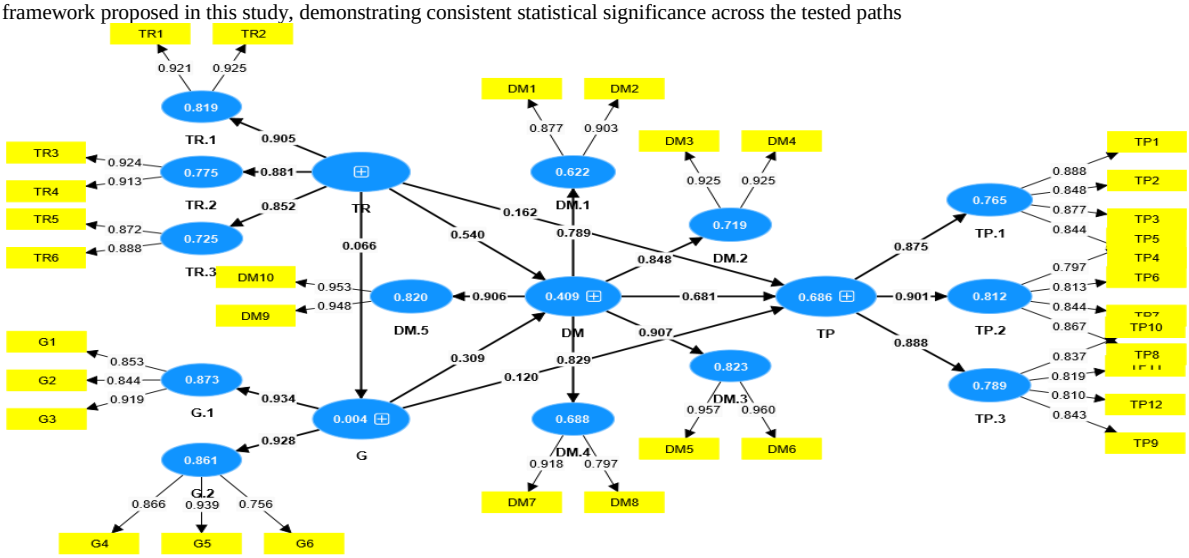

Figure 3. Structural equation modeling results. Source: Authors' work

Table 5. Hypotesis Testing Result

Effect	Koefisien	T Statistics	P	Conclusion
Training (TR) -> Task Performance (TP)	0.162	3.365	0.001	Supported
Grit (G) -> Task Performance (TP)	0.120	3.343	0.001	Supported
Decision Making (DM)-> Task Performance (TP)	0.681	16.068	0.000	Supported
Training (TR) -> Decicion Making (DM)	0.540	10.447	0.000	Supported
Grit (G) -> Decision Making (DM)	0.309	5.765	0.000	Supported
Training (TR) -> Grit (G)	0.066	1.013	0.311	Not Supported

Table 6. Inderect Testing Result

Effect	Koefisien	T Statistics	P	Conclusion
Training (TR) -> Grit (G) -> Task Performance (TP)	0.007	0.905	0.365	Not Supported
Training (TR) -> Decision Making (DM) -> Task Performance (TP)	0.187	5.266	0.000	Supported
Grit (G) -> Decision Making (DM) -> Task Performance (TP)	0.326	8.948	0.000	Supported

5. Conclusion

Based on the analysis of the research results, the following conclusions were reached:

1. Training has a positive and significant effect on lecturers' task performance. Regular training programs can significantly improve lecturer performance, especially as knowledge is constantly evolving and lecturers are required to improve their performance, one way being through training.
2. Grit has a positive and significant effect on lecturers' task performance. The Perseverance of Effort dimension recorded the highest score for respondents' commitment to continuing to work hard to develop themselves as lecturers, even though the results are not immediate.
3. Decision-making has a positive and significant effect on lecturers' task performance, with an average Decision-Making (DM) score of 4.45. This value indicates a relatively high level of Decision-Making (DM) among respondents.
4. Training has a positive and significant effect on lecturers' decision-making. The Skills dimension recorded the highest score, particularly for the Training aspect, which aims to teach lecturers the skills they need. On the other hand, the Aptitudes dimension recorded the lowest score, particularly for the ability of training conducted at universities to motivate lecturers to be more committed.

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5. Grit has a positive and significant effect on lecturers' decision-making. Descriptively, grit significantly influences decision-making by: Strengthening resilience to stress and uncertainty, Encouraging consistency in evaluating alternatives, Improving decision-making quality at both the individual and organizational levels, Correlating with other factors such as resilience, leadership, and organizational support, which strengthen its effect.
6. Training has no effect on lecturers' grit. Short training programs or motivation-based interventions do not always result in significant increases in grit levels. Factors such as training duration, cultural context, measurement methods, and participant characteristics often influence results. Interventions that are too short (<4 weeks) or do not explicitly target the "perseverance" and "consistency of interest" aspects tend to fail to significantly increase grit. Grit is a relatively stable trait, not a state—it is difficult to change through brief training.
7. Generally, in mediation analysis, a variable (such as grit) is said to mediate the relationship between the independent variable (training) and the dependent variable (task performance) only if its indirect effect is significant (usually $T > 1.96$ and $p < 0.05$). Many studies show that grit can act as a mediator in some contexts, but this is not always consistent—it depends on the context, type of training, and respondent characteristics (Cho & Kim, 2022; Yu et al., 2024; Liu et al., 2024). In some studies, grit has been shown to strengthen performance through certain psychological mechanisms, but other results show weak or insignificant mediation effects, indicating that the relationship between the variables is not always directly established (Jiang et al., 2023; Zhang et al., 2025).
8. Training has a positive effect on task performance through lecturers' decision-making. Well-designed training programs can improve decision-making skills, which in turn improves task performance. This mechanism typically involves increased cognitive competence, self-confidence, and situational reflection, which accelerates responses to complex tasks. Studies across various sectors (industry, education, healthcare, and technology) show a significant positive mediating effect of decision-making.
9. Grit positively influences task performance through lecturer decision-making. Individuals with high grit tend to make more effective and consistent decisions, resulting in significantly improved performance in various contexts such as organizations, education, and leadership. Grit (perseverance and consistency of purpose) positively contributes to task performance, particularly through effective decision-making. The mediating mechanism of "decision-making" emerges in the form of an individual's ability to: resist distractions and stress, maintain focus on long-term goals, analyze work options more rationally and responsibly, and demonstrate self-regulation, which impacts more stable task performance.

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