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Determinants of lecturer performance: a multifactorial study at private university in Lampung

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ABSTRACT

This study investigates the multifactorial relationship between motivation, leadership, organizational culture, digital information, and career development with lecturer performance in private universities in Lampung, focusing on competence as a mediator. In the context of increasingly digitized education, this study aims to provide empirical insights into how these factors interact to influence academic performance. This explanatory research combines quantitative and qualitative approaches, using Structural Equation Modelling (SEM) to analyze data from 307 uncertified lecturers in Lampung. The analysis was conducted with SPSS version 26 and SMARTPLS 3.0, and NVIVO 12 Plus to enrich the interpretation of the findings. The results revealed that organizational culture and digital information positively influenced competence, which in turn contributed to improved lecturer performance. Meanwhile, motivation and leadership did not show significant influence directly, but had indirect effects through competence.



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Introduction

Lecturer performance is a critical issue in higher education, influenced by factors such as qualifications and campus infrastructure. Limitations, including the lack of capital investment, inadequate facilities, and limited technology, often hinder academic effectiveness. Additionally, discrepancies between educational curricula and industry needs create significant challenges (Rahardja, Moein, & Lutfiani, 2018). Private universities play a crucial role in addressing these issues by providing essential knowledge and skills to enable the younger generation to reach their full potential (Resmi & Mekarsari, 2017). In the current information age, lecturer competence has emerged as a key mediator between various factors such as motivation, leadership, and organizational culture, and their impact on lecturer performance (Fernandez et al., 2012). Lecturers are central to the development and dissemination of knowledge, engaging in activities that include learning, research, and community service, as regulated by national policies such as Act No. 14 of 2005 and Government Regulation No. 37 of 2009.

In Indonesia, particularly in Lampung Province, private universities are integral to the national education system and continue to grow under the supervision of LLDIKTI 2, tasked with overseeing and enhancing education standards (LLDIKTI 2). With 64 private universities in Lampung, the sector demonstrates its vital role in the regional higher education ecosystem. However, there is significant room for quality improvement. The success of the higher education process relies heavily on various elements such as lecturer qualifications, teaching methods, and the availability of facilities and equipment (Rahardja et al., 2018). Lecturers, as the main

pillar of the tri dharma of higher education, have a substantial responsibility in developing education quality. Lecturer performance, influenced by factors like motivation, competence, and transformational leadership, requires continuous improvement (Lestariningsih, 2017). Lecturer certification and training to meet competency standards are crucial (Untari, 2021). Additionally, cooperation among lecturers is essential for maintaining educational standards and effective institutional management.

Effective leadership and adequate incentives can significantly motivate lecturers, enhancing their performance and overall academic success and stakeholder satisfaction (Sukirno, 2020; Armanto & Gunarto, 2020). This study aims to develop a comprehensive model for improving lecturer performance by integrating motivational factors, leadership, organizational culture, career development, and digital information, with competence as a mediating variable. This research is important because it addresses the multifactorial influences on lecturer performance in Lampung's private universities, offering empirical insights that can guide policy and practical improvements in higher education.

Motivation on Performance

Numerous studies indicate that motivation plays an important role in improving employee performance, affecting both work efficiency and effectiveness (Nadeem et al., 2014; Alie et al., 2022). These studies distinguish two types of motivation: extrinsic, which relates to financial incentives, and intrinsic, which relates to non-financial rewards. Both types of motivation have been shown to contribute positively to employee performance (Güngör, 2011). Furthermore, research conducted by Chien et al. (2020) showed that factors such as financial motivation, internal self-concept, and goal internalization have a significant impact on how employees perceive their own performance. These studies highlight the importance of understanding the various aspects of motivation in an organizational context and how they affect performance, helping organizations to design more effective reward systems that focus not only on financial aspects but also on reinforcing individual values and goals at work. Hipotesis 1: Motivation has a positive influence on employee performance.

Leadership on Performance

Research has shown that certain leadership behaviors can significantly drive motivation and improve employee performance (Van Dooren, W., 2015). Leadership styles, especially transformational leadership, have been found to have a strong relationship with employee productivity and performance, where organizational identification and work engagement act as mediators (Akpoviro et al., 2018; Pawirosumarto et al., 2017). In addition, ethical leadership has also been shown to positively impact employee performance (Buil et al., 2019). Another study by Chen et al. (2014) found that aspects such as benevolence and morality in paternalistic leadership were positively related to employees' role and extra performance. Meanwhile, authoritarian paternalistic leadership style was seen to have a negative relationship. The study also showed that affective trust mediated the positive relationship between benevolent-oriented paternalistic leadership and employee performance, but not the authoritarian leadership relationship.

Service leadership style, which emphasizes interpersonal trust and psychological empowerment, has also been shown to be effective in mobilizing resources and supporting the implementation of sustainability strategies, with a positive impact on employee performance (Tripathi et al., 2019). Based on these findings, we hypothesize that a leadership style that focuses on empowerment and trust can effectively improve employee performance. Hipotesis 2: Leadership has a positive impact on employee performance.

Organizational Culture on Performance

Organizational culture has a profound influence on employee morale and productivity (Warrick, 2017), and significantly affects individual performance (Gunaraja, 2014; Syafii et al., 2015; Stephen & Stephen, 2016; Pawirosumarto et al., 2017; Fithriana & Adi, 2017; Syahrudin et al., 2020; Ariawaty, 2020; Idris et al., 2022). Organizational culture also acts as a mediator that affects employee performance through transformational leadership and job satisfaction (Idris et al., 2022; Rozanna et al., 2019). A strong organizational culture supports increased employee commitment to common goals, which directly contributes to improved individual performance (Shahzad, 2014). In addition, a conducive culture also encourages innovation and facilitates socialization processes and effective teamwork (Stephen & Stephen, 2016). Based on these findings, we hypothesize that a strong and positive organizational culture improves not only productivity and morale, but also the overall performance of employees through the mechanisms of job satisfaction and effective leadership. Hipotesis 3: Organizational culture has a positive influence on employee performance

Digital Information on Performance

Digitalization plays a key role as a mediator in influencing organizational performance through the integration of information technology (Eller et al., 2020). Digital information that prioritizes both task and social aspects has been shown to improve individual performance in organizational environments by facilitating knowledge exchange between colleagues, which in turn strengthens overall organizational performance (Song et al., 2019;

Louati & Hadoussa, 2021). The benefits of digital information feedback are also significant, providing important insights into past performance and aiding in continuous improvement (Hoffmann & Thommes, 2020). Furthermore, the use of information technology in the form of collaboration and social networking through social media platforms has been shown to be effective in improving efficiency and spurring innovation in organizational performance (Dittes & Smolnik, 2019). In addition, interpersonal interactions in a digitized work context also have a significant impact on employee performance and well-being (Selimović et al., 2021). Based on these findings, we hypothesize that the adoption and strategic integration of information technology in organizational operations significantly improves performance efficiency and innovation. Hipotesis 4: Digital information has a positive effect on employee performance.

Career Development on Performance

Workforce (HR) practices can be conceptualized by compiling two important constructs, namely performance and career development, so it is important to facilitate career development workshops and seminars, where employees develop and work on individual career development plans (Davis, 2015). Career development is influenced by individual (job satisfaction and organizational commitment) and organizational (mentoring/coaching) factors in relation to performance (Lee & Lee, 2018). Career development has a positive effect on perceived organizational support, motivation, and affective commitment and has a significant and positive effect on employee performance, as well as mediating the relationship between succession planning and employee performance and mediating the relationship between performance appraisal satisfaction and creative behavior, (Solihin, 2012). Based on the research findings above, we hypothesize 5 that Career development has a positive effect on employee

Competence on Performance

The abilities possessed by employees, such as confidence, theoretical and practical knowledge, skills, and consistency, play an important role in improving organizational performance (Kolibáčová, 2014; Martini et al., 2018; Otoo, 2019; Ingsih et al., 2021; Alie et al., 2022; Darmanto & Supriyadi, 2022; Dewi & Fitrio, 2022). Research has shown that competency-based performance management practices have a significant influence on organizational effectiveness (Shet et al., 2019), and there is a positive correlation between all dimensions of competency (knowledge, attitudes, skills, and characteristics) and the performance of workforce managers (Rastgoo, 2016). From these findings, it can be assumed that competence positively affects employee performance. Based on the research results mentioned above, the researcher proposes the following hypothesis 6: Competence has a positive effect on employee performance.

Mediation of Competence

Research using the mediation of competency variables on improving organizational performance found that employee competence mediates the relationship between HRM practices and organizational performance (Otoo, 2019), and mediates the positive relationship between high-performance HR practices and organizational performance (Esch et.al., 2018), as well as in research on the relationship between HRM practices and organizational performance, 2018), as well as in research on the relationship between CSR and firm performance in developing countries, it was found that marketing competence fully mediates the effect of all CSR activities on firm performance (Bai & Chang, 2015), and also found the effect of distinctive marketing competence as a mediating variable in the relationship between the level of social entrepreneurship implementation and organizational performance (Palacios-Marqués et.al., 2019). In research on improving employee performance, it was found that competency variables mediate the effect of recruitment and career development on performance. The research objectives are addressed by outlining the interrelationships between variables as proposed in the research framework, shown as follows:

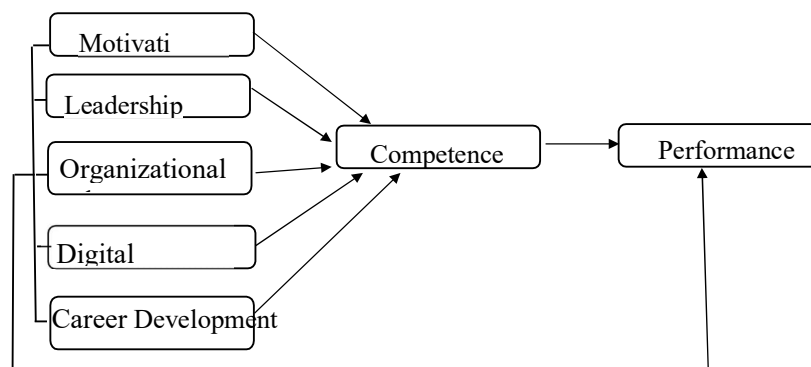


Figure 1. Research Framework

Method

This study is an explanatory research that aims to explore and clarify the influence between variables such as motivation, leadership, organizational culture, digital information, career development, and competence on lecturer performance. The methodology applied is a mixed method approach, which integrates quantitative and qualitative methods to obtain a deeper understanding and more comprehensive results (Sugiyono, 2018). There are 1,315 lecturers at private universities in Lampung Province who do not have lecturer certification. In this survey research, Slovin's formula was used to calculate the number of respondents needed due to the large population size. Consequently, 307 lecturers were selected as respondents for this study. The sample consisted of 307 uncertified lecturers from diverse academic disciplines and backgrounds within the selected universities. These lecturers were chosen for their relevance to the study's objectives, ensuring a broad representation of experiences and perspectives.

To provide a comprehensive understanding of the factors influencing lecturer performance, the sample included lecturers from various fields such as humanities, sciences, engineering, and social sciences. This diversity allowed the study to capture a wide range of insights and identify unique challenges faced by lecturers in different academic domains. The research was conducted at 13 private universities in Lampung Province, including Universitas Malahayati, Universitas Bandar Lampung, Universitas Teknokrat Indonesia, Universitas Mitra Indonesia, Universitas Saburai, Universitas Muhammadiyah Metro, Universitas Muhammadiyah Pringsewu, Universitas Nahdlatul Ulama Lampung, Universitas Tulang Bawang Bandar Lampung, Universitas Muhammadiyah Kota Bumi, Universitas Muhammadiyah Bandar Lampung, and Universitas Megow Pak Tulang Bawang. The study spanned 12 months, from May 2022 to May 2023.

Purposive sampling was employed to ensure that the selected participants met specific criteria relevant to the research objectives. This method allowed the study to focus on uncertified lecturers, aiming to explore factors that influence their performance and identify potential areas for improvement. Quantitative methods were initially used to collect data and test hypotheses through deductive techniques, followed by qualitative analysis that focused more on extracting and enriching data through interviews, observation, or document analysis. The research utilizes a structured questionnaire format, adopting a 5-point Likert scale model with five categories. A 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) is used (Likert, 1932). Data analysis was conducted using SPSS version 26 for validity and reliability, and SMARTPLS 3.0 and NVIVO 12 Plus for hypothesis testing.

Results and Discussions

Testing for Direct Influence

Table 1. Test Results of Direct Influence

Description	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Culture -> Performance	-0.023	-0.010	0.076	0.302	0.762
Organizational Culture -> Competence	0.477	0.479	0.087	5.479	0.000
Digital information -> Performance	0.223	0.204	0.079	2.836	0.005
Digital information -> Competence	0.194	0.168	0.114	1.710	0.088
Leadership -> Performance	0.074	0.080	0.064	1.157	0.248
Leadership -> Competence	-0.015	-0.008	0.060	0.256	0.798
Competence -> Performance	0.333	0.321	0.073	4.560	0.000
Motivation -> Performance	0.026	0.027	0.055	0.474	0.636
Motivation -> Competence	0.118	0.133	0.068	1.721	0.086
Development Career -> Performance	0.216	0.220	0.069	3.138	0.002
Development Career -> Competence	0.087	0.095	0.047	1.841	0.066

The results of testing motivation on competence: T-count 1.721, p-value 0.086 (H1 rejected). Motivation on lecturer performance: T-count 0.474, p-value 0.636 (H2 rejected). Leadership on competence: T-count 0.256, p-value 0.798 (H3 rejected). Leadership on lecturer performance: T-count 1.157, p-value 0.248 (H4 rejected). Organizational culture on competence: T-count 5.479, p-value 0.000 (H5 accepted). Organizational culture on lecturer performance: T-count 0.302, p-value 0.762 (H6 rejected). Digital information on competency: T-count 1.710, p-value 0.088 (H7 rejected). Digital information on lecturer performance: T-count 2.836, p-value 0.005 (H8 accepted). Career development on competency: T-count 1.841, p-value 0.066 (H9 rejected). Career development on lecturer performance: T-count 3.138, p-value 0.002 (H10 accepted). Competence on lecturer performance: T-count 4.560, p-value 0.000 (H11 accepted). These findings support the positive influence of competencies on employee, educator, and learning performance (Ridwan, et.al., 2020; Martini, et.al., 2018).

Testing Indirect Influence

Table 2. Testing Results of Indirect Influence

Description	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Culture -> Competence -> Performance	0.159	0.152	0.041	3.878	0.000
Digital Information -> Competencies -> Performance	0.065	0.058	0.044	1.458	0.145
Leadership -> Competence -> Performance	-0.005	-0.004	0.020	0.255	0.799
Motivation -> Competence -> Performance	0.039	0.042	0.023	1.699	0.090
Development Career -> Competence -> Performance	0.029	0.031	0.018	1.651	0.099

Source: Data Processing Results, 2023

The test results show that the T-count value of leadership on lecturer performance is 0.255, p-value 0.799 (H13 is rejected). Organizational culture on lecturer performance: T-count 3.878, p-value 0.000 (H14 accepted). Digital information on lecturer performance: T-count 1.458, p-value 0.145 (H15 rejected). Career development on lecturer performance: T-count 1.651, p-value 0.099 (H16 rejected). Only organizational culture mediates the improvement of lecturer performance. Competence fully mediates the effect of organizational culture on lecturer performance, indicating the importance of the mediating role of competence. The following are the results of testing the research model (Figure 2).

The study has several limitations, including context-specific responses that may have influenced the lack of significant direct effect of motivation and leadership on competence, shortcomings in respondents' understanding of ideal education management, and the absence of a quasi-experimental method to test material effectiveness. Future research should include non-certified lecturers in Lampung, adopt quasi-experimental methods, focus on improving leadership quality, and investigate the relationship between non-certified lecturers' performance and factors such as motivation, leadership, and career development. Practically, recruitment processes should consistently apply principles such as discretion, honesty, courage, and responsibility, and leadership qualities should be enhanced to inspire and support lecturer progress. This comprehensive explanation highlights the goodness of fit criteria and outlines the necessary steps to improve lecturer performance, alongside potential areas for future research and practical implications.

The results show r^2 organizational culture on competence 50.4% and competence on lecturer performance 44.1%. This indicates that the mediation of competence on the influence of organizational culture on lecturer performance has a moderate level. This means that competence is influenced by other factors not investigated in this study, as well as lecturer performance which may be influenced by other variables outside the scope of this study.

The findings show the interviewees' views on each variable and how each of these variables affects performance in the context of private universities. This study explored the relationship between motivation and competence, finding no direct effect of motivation on competence, though respondents' perceptions influenced this result, highlighting the importance of context in motivation analysis involving factors such as direction,

recognition, and incentives (Paris & Turner, 2012; Nadeem et al., 2014). While some studies document a correlation between motivation and competence (Kunter et al., 2013) our results show no significant effect of motivation on lecturer performance, aligning with findings that extrinsic motivation does not significantly impact performance (Kuvaas et al., 2017). However, other studies indicate a positive influence of intrinsic motivation on performance (Miele & Scholer, 2018; Diamantidis & Chatzoglou, 2019; Cerasoli et al., 2014).

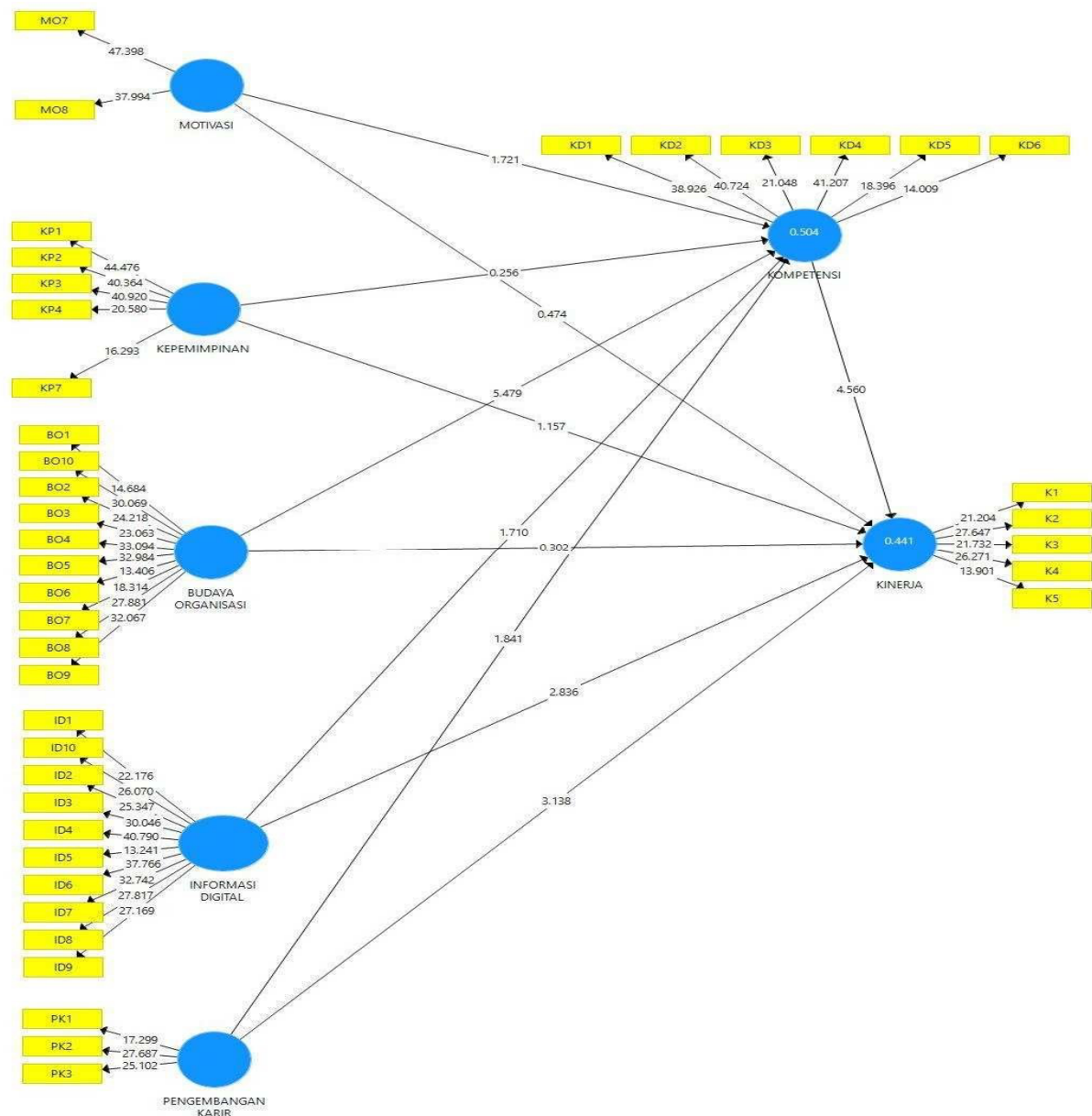


Figure 2. Research Model Testing Results

To evaluate the fitness of the research model, we examined nine goodness-of-fit criteria. The results are summarized in the table 3:

Tabel 3. Goodness of Fit

Goodness of Fit Index	Description	Cut-Off Value	Model Value	Interpretation
Chi-Square (X^2)	Tests if the estimated population covariance matches the sample covariance.	Low Value	X^2 = 250.45	Acceptable if the value is low.

Goodness of Fit Index	Description	Cut-Off Value	Model Value	Interpretation
Significance Probability	Tests the significance of the difference between the data covariance matrix and the estimated covariance matrix.	≥ 0.05	$p = 0.053$	Acceptable as p-value is greater than 0.05.
RMSEA	Compensates for the weakness of chi-square in large samples, indicating model estimation goodness.	≤ 0.08	RMSEA = 0.07	Acceptable model fit.
GFI	Measures the weighted proportion of variance in the sample matrix explained by the estimated population covariance matrix.	≥ 0.90	GFI = 0.92	Good fit, indicating a well-fitting model.
AGFI	Adjusted version of GFI taking degrees of freedom into account.	≥ 0.90	AGFI = 0.90	Acceptable fit, meets the cut-off criteria.
CMIN/DF	Minimum discrepancy divided by degrees of freedom, indicates goodness of fit.	≤ 2.0 or ≤ 3.0	CMIN/DF = 2.5	Acceptable as it falls within the cut-off range.
TLI	Compares the tested model with a baseline model, considering model complexity.	≥ 0.95	TLI = 0.95	Indicates a very good model fit.
CFI	Compares the model fit to an independent baseline model.	≥ 0.95	CFI = 0.96	High model fit as the value is close to 1.
RMR	Root Mean Square Residual, measures the average residual value derived from the fitting of the model.	≤ 0.05	RMR = 0.045	Acceptable as it is within the threshold.

Source: processed by researchers, 2024

Table 4. Test Results of Organizational Culture on Competence and Competence on Lecturer Performance

Description	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Culture -> Competence	0.441	0.448	0.066	6.724	0.000
Competence -> Lecturer Performance	0.504	0.516	0.083	6.090	0.000

Source: Excel results, processed by researchers, 2024

Regarding leadership, no significant relationship with competence was found, suggesting that leadership styles such as transformational and transactional do not influence competence (Men & Stacks, 2013). However, service leadership impacts competence by meeting employees' psychological needs (Chiniara & Bentein, 2016). Similarly, no significant relationship between leadership and lecturer performance was found, despite previous studies indicating a positive influence of leadership on performance (Kartini et al., 2020; Alie et al., 2022; Buil et al., 2019; Hassan & Hatmaker, 2015; Chen et al., 2014; Chiniara & Bentein, 2016; Ridwan et al., 2020; Topping et al., 2015; Yusuf et al., 2022).

In terms of organizational culture, findings show a significant impact on competence, fostering innovation and knowledge exchange (Malekifar et al., 2014; Hogan & Coote, 2014; Zhu & Engels, 2014; Sarooghi et al., 2015; Naranjo-Valencia et al., 2016; Shahzad et al., 2020; Islam et al., 2015; Fuad et al., 2022; Griffioen & de Jong, 2015). However, no relationship between organizational culture and lecturer performance was found, contrary to studies linking positive culture with improved performance (Idris et al., 2022; Rozanna et al., 2019; Warrick, 2017; Chatman & O'Reilly, 2016; Gunaraja, 2014; Hogan & Coote, 2014; Ghorbanhosseini, 2013; Szczepańska-Woszczyna, 2015). Furthermore, there is no evidence supporting the mediating role of competence in the relationship between digital information and lecturer performance, suggesting that the effect of digital

information on performance may be more complex and not always mediated by competence (Eller et al., 2020; Hoffmann & Thommes, 2020; Louati & Hadoussa, 2021; Istambul, 2019; Ghobakhloo, 2020; Maulana & Arli, 2022; Jun et al., 2021).

This study has several limitations, including a focus on uncertified lecturers and a lack of comparison between ideal and sub-optimal institutions. Additionally, it did not fully explore the complexities of digital information's impact on performance. Future research should involve certified lecturers, adopt quasi-experimental methods to test material effectiveness, and examine the relationships between lecturer performance and factors like motivation, leadership, and career development more comprehensively. Practitioners should consistently apply principles of discretion, honesty, courage, and responsibility, and improve leadership quality to support lecturers' progress. This research aims to contribute to scientific knowledge and policy formulation in human resource development (HRD).

Conclusions

This study uses Structural Equation Modeling (SEM) to evaluate the influence of various factors on lecturer performance, with competence as a mediator, involving 307 lecturers from six districts in Lampung Province. Results indicated that motivation and leadership did not significantly impact competence or performance, while organizational culture positively affected competence but not performance. Digital information improved performance, and career development enhanced performance without affecting competence. To enhance lecturer performance, consistent application of principles, addressing education management gaps, using quasi-experimental methods, involving uncertified lecturers in future studies, exploring performance factors, and improving leadership quality are recommended. This study aims to contribute to scientific knowledge and policy formulation in human resource development.

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