

# The Impact of Organizational Culture, Transformational Leadership and Job Satisfaction on the Performance of Private University Lecturers

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## Abstract

*There are still a small number of private universities that have achieved superior accreditation rankings. The main factor that can influence an institution's accreditation ranking is lecturer performance. Research was conducted to examine the impact of organizational culture, transformational leadership and job satisfaction on lecturer performance. This research uses a survey method covering a population of 489 private university lecturers in Bogor. Data collection was carried out using a questionnaire which was analyzed using the SEM-PLS technique. Research findings show that organizational culture has a direct effect on lecturer performance and indirectly through job satisfaction, while transformational leadership has an indirect effect on lecturer performance through job satisfaction. The recommendation submitted to university leaders is to improve lecturer performance through strengthening the university's organizational culture and increasing lecturer job satisfaction.*

**Keywords:** *Organizational Culture, Transformational Leadership, Job Satisfaction, Lecturer Performance.*

## Introduction

The number of universities that have achieved a superior accreditation ranking is still small, only 3% of the total number of universities in Indonesia, which is 3,352 universities. As many as 43% of the number of universities with superior accreditation rankings are state universities. Meanwhile, the number of state universities is only 5% of the total universities in Indonesia.

Private universities are universities owned and managed by individuals or legal entities, generally foundations. In contrast to state universities where almost all of the university's needs are funded by the state, private universities have almost all of their implementation and development costs met by the community, one of which comes from students. One strategy used by private universities to increase the number of students is to increase their institutional accreditation ranking.

The main factor that influences the assessment of institutional accreditation is the performance of lecturers in implementing the tridarma of higher education, including education, research and community service. Colquitt et al. (2011) have developed an Integrative Model of Organizational Behavior, which explains that employee or lecturer performance can be influenced directly by individual mechanisms and indirectly by organizational mechanisms, group mechanisms and individual characteristics. The individual mechanism in this research uses job satisfaction variables, the organizational mechanism uses organizational culture variables and the group mechanism uses transformational leadership variables.

The novelty of this research can be seen from the research design carried out through an integrative study to test whether there is a direct or indirect impact, the application of organizational culture and transformational leadership style at universities on lecturer performance and job satisfaction. The findings of this research will be used to design strategies to improve lecturer performance through organizational culture, leadership style and job satisfaction to achieve superior accreditation ratings.

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## Literature Review

There are several previous studies on lecturer performance. Anwar et. al (2017) found that organizational culture and transformational leadership influence lecturer performance. Sihombing M. (2020) found that there was an indirect influence of transformational leadership and work discipline on lecturer performance which was mediated by job satisfaction. Abdillah et al. (2021) found that there is an influence of transformational leadership and organizational culture on lecturers' research performance.

### *Lecturer Performance*

Performance is a number of behaviors and contributions of organizational members to achieve organizational goals. Performance is reflected in the work results shown by employees (Colquitt, 2011). This performance is a record of the production results of a certain job or certain activity in a certain time period (Gomes, 2010). Meanwhile, Robbins and Mary Coulter (2012) argue that performance is the final result of an activity, with the criteria being whether this result can be said to be efficient and effective.

From these understandings it can be synthesized that lecturer performance is a concrete and measurable work result that can be achieved by a lecturer from an activity carried out in accordance with the duties and responsibilities given to him to achieve organizational goals. Based on this understanding, lecturer performance has 4 (four) indicators, namely: quantity of work results, quality of work results, work efficiency, and work productivity

### *Organizational Culture*

Organizational culture is a pattern of basic assumptions, that a group has discovered, created or developed in learning to overcome problems of external change and internal integration, which has worked quite well and been tested, for this reason, it needs to be taught to new members as the correct way to understand, think, and feel in relation to these external and internal problems (Scandura, 2016). Organizational culture is a pattern of basic assumptions created, discovered or developed by a group of people such as learning to overcome problems, adapting to externals, and internal integration which can be considered valid and therefore taught to new members to understand, think about and relate to problems (Dele, 2015). Meanwhile, Daft (2016) argues that organizational culture is a pattern of shared values and assumptions about how things can be done in an organization. From these understandings it can be synthesized that organizational culture is a system of shared meaning that is adopted and developed to overcome problems, adapt to external and internal integration which will influence work attitudes and behavior as well as relationships between its members, which become the strength of organizational members and differentiate them from the organization. other. Based on this understanding, organizational culture has 12 indicators: innovation and risk, attention to detail, benefit orientation, people orientation, team orientation, aggressiveness, stability, values, norms, the nature of human relations, the essence of working relationships between organizations, and the relationship between organizations and society.

### *Transformational Leadership*

Transformational leadership is leadership that involves, inspiring all members to commit to a shared vision that gives meaning to the development of their own potential and some problems from a new perspective (Colquitt, 2011). Transformational leadership places greater emphasis on leaders changing the values, beliefs and needs of their followers by leading to superior performance in organizations facing demands for renewal and change (Luthans, 2011). Meanwhile, Robbins and Judge (2017) argue that transformational leadership inspires subordinates to eliminate their own interests for the good of the organization and has a great influence on their subordinates. From these definitions it can be synthesized that transformational leadership is leadership that is able to change the values, beliefs and needs of followers by inspiring all members to commit to achieving organizational goals through developing their own potential by directing superior performance in facing the demands of organizational renewal and change. Based on this understanding, transformational leadership has 4 (four) indicators: the influence of idealism, inspirational motivation, intellectual stimulation, and individual consideration.

### *Job Satisfaction*

Job satisfaction is an individual's attitude towards his job, which originates from his perception of his job (Gibson, 2012). Job satisfaction is a positive attitude from workers including feelings and behavior towards their work through assessing one's work as a sense of appreciation in achieving one of the important work values (Afandi, 2018). Meanwhile, Luthans (2011) argues that job satisfaction is a happy emotional state or positive emotion that comes from assessing one's work or work experience. From these definitions it can be synthesized that job satisfaction is a person's emotional state, either positive or negative, which reflects an employee's feelings towards his or her work. Based on this understanding, job satisfaction has 5 (five) indicators: the job itself, salary and wages, promotions, supervision, and coworkers,

### *Organizational Culture and Lecturer Performance*

Organizational culture is needed to improve performance, because organizational culture is a habit that produces norms, values and rules agreed upon by its members, thus organizational culture is a factor that can influence performance. Febianti and Nurwan (2020), Anra and Yamin (2017), Paais (2018), Rifani and Pohan (2019) and Lumbanraja and Surianta (2019), found that organizational culture has a direct positive and significant effect on employee performance.

### *Transformational Leadership and Lecturer Performance*

Transformational leadership is a leadership style that is carried out through identifying necessary changes, developing a vision to guide the direction of the changes that will be carried out and implementing plans so that changes can occur. Meanwhile, lecturer performance is the level of achievement in implementing an activity program or policy in realizing the vision, mission, goals and objectives of the organization as outlined through the university's strategic planning. So that transformational leadership influences lecturer performance. Angriani et al., (2020), and Asbari (2019), found that transformational leadership has a positive and significant effect on performance.

### *Job Satisfaction and Lecturer Performance*

Job satisfaction is needed in realizing performance, because job satisfaction with performance is the lecturer's emotional attitude towards the organization, if the attitude is positive then the expected performance will be achieved according to the specified target, so job satisfaction is an important factor in influencing lecturer performance. The higher the job satisfaction, the higher the lecturer's performance will be. Yuen et al. (2018), Arifin (2017), Ramli (2018), Suryadi et al. (2019) and Subarto et al. (2021) concluded that job satisfaction has a direct positive and significant effect on performance.

### *Organizational Culture and Job Satisfaction*

Organizational culture is needed to increase job satisfaction, because organizational culture is the perception of its members towards the organization, if the perception is good then organizational members will feel satisfied with what they experience, so organizational culture is an important factor in influencing job satisfaction. Chipunza and Malo (2017), Suradi (2017), Ratnasari (2020) and Wahyudin et al. (2021) found that organizational culture has a direct positive and significant effect on job satisfaction.

### *Transformational Leadership and Job Satisfaction*

Transformational leadership at universities allows each lecturer to receive special attention to the need to excel and develop themselves to achieve the highest achievements so that it has an impact on lecturer satisfaction with their work. Thus, transformational leadership is an important factor in influencing job satisfaction. Sihombing (2020), Suryadi et al. (2019) and Jumiran et al. (2020) found that transformational leadership has a significant effect on job satisfaction.

*Organizational Culture, Job Satisfaction and Lecturer Performance*

Job satisfaction can be an intervening variable, if the value of the lecturer's performance achievement from the organizational culture variable through job satisfaction is greater than the value of the direct influence of organizational culture on performance without going through job satisfaction. Sari et al. (2021) found that organizational culture has an indirect effect on lecturer performance through job satisfaction.

*Transformational Leadership, Job Satisfaction and Lecturer Performance*

Job satisfaction can be an intervening variable, if the performance achievement of the transformational leadership variable through job satisfaction, the value is greater than the value of the direct influence of transformational leadership on performance without going through job satisfaction. Putri and Meria (2022) found that transformational leadership has an indirect effect on employee performance through job satisfaction.

*Research Hypothesis*

H1: Organizational culture has a direct positive effect on lecturer performance

H2: Transformational leadership has a direct positive effect on lecturer performance

H3: Job satisfaction has a direct positive effect on lecturer performance

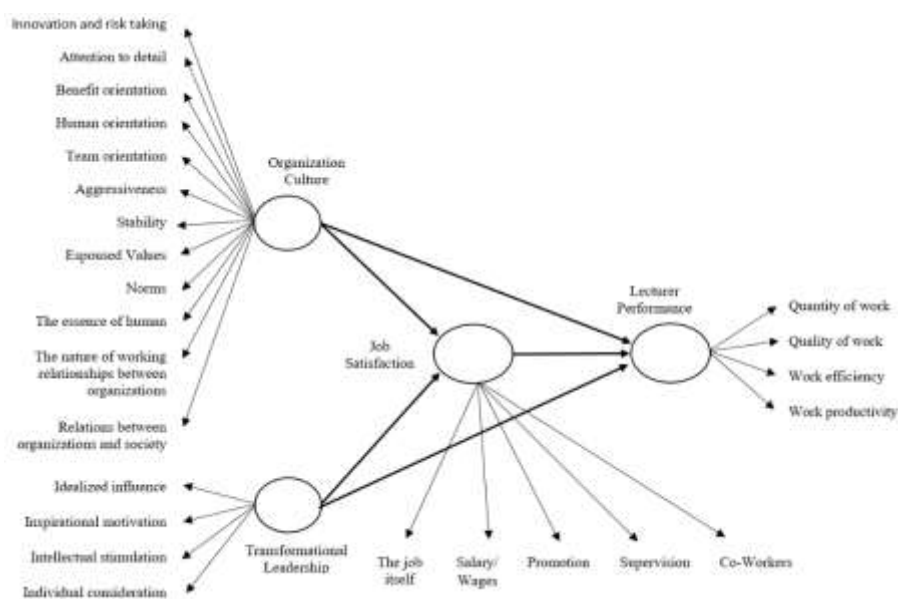
H4: Organizational culture has a direct positive effect on job satisfaction

H5: Transformational leadership has a direct positive effect on job satisfaction

H6: Organizational culture has a positive indirect effect on lecturer performance through job satisfaction

H7: Transformational leadership has a positive indirect effect on lecturer performance through job satisfaction

The framework of this research can be described as Figure 1 below.



**Figure 1.** The Research Framework

## Methods

### *Research Design*

This research uses a survey method with a quantitative approach to collect large-scale data to make generalizations. There are four questionnaires used in this research consisting of lecturer performance, job satisfaction, organizational culture and transformational leadership.

### *Data Collection*

This research uses a survey method with a quantitative approach to collect large-scale data to make generalizations. There are four questionnaires used in this research consisting of lecturer performance, job satisfaction, organizational culture and transformational leadership.

### *Data Analysis*

Research data was analyzed using the SmartPLS-SEM 3.3 program with the following steps:

Construct Reliability and Average Variance Extracted (AVE). The reliability coefficient shows the consistency of each instrument in measuring samples at different times, while the AVE shows the construct validity of each latent variable (Hair et al., 2017).

Convergent and Discriminant Validity of each Questionnaire. Convergent validity is used to determine the extent to which a measure is positively correlated with alternative measures of the same construct. To evaluate the convergent validity of the reflective construct, the external loadings of the indicators and the average variance extracted (AVE) of each variable were used. Discriminant validity is used to determine the extent to which a construct is truly different from other constructs based on empirical standards. Cross loading is the first approach to assess the discriminant validity of an indicator (Hair et al., 2017).

The direct influence path coefficient is calculated to measure the magnitude of the direct influence of exogenous variables on endogenous variables.

The indirect influence path coefficient is calculated to measure the magnitude of the influence of exogenous variables on endogenous variables through intervening variables.

Hypothesis testing is carried out to determine whether each research hypothesis is accepted or rejected at a significant level of at least 5 percent ( $p < 0.05$ ).

The data analysis followed Creswell's (2014) approach to qualitative research, encompassing several key steps. First, data were systematically organized into categories based on key actors, including government bodies, military institutions, state-owned enterprises, private companies, and international partners, facilitating comparison and thematic analysis. Next, thematic analysis was conducted to identify recurring themes and patterns related to actor roles, interactions, and policy outcomes, involving the coding of data into themes and sub-themes and examining their interrelations within each country's defense industry context (Braun & Clarke, 2006). A comparative approach was then employed to analyze differences and similarities between Indonesia and Brazil regarding actor dynamics and policy implementation, which provided insights into the effectiveness and challenges of each country's defense industry strategies. Finally, triangulation was used to ensure the validity and reliability of the findings by cross-verifying data from different sources and methods, thereby confirming the consistency of results and offering a more comprehensive understanding of the research problem (Flick, 2022).

### *Ethical Considerations*

Ethical considerations in this research prioritize the use of primary data collected based on correct procedures. The research stages were carried out by following all scientific, valid and reliable procedures.

It also emphasizes the commitment to maintain data confidentiality, cite all reference sources to respect intellectual property rights and avoid plagiarism

By following these methodological procedures, the study aims to provide a thorough and insightful analysis of the The Impact of Organizational Culture, Transformational Leadership and Job Satisfaction on the Performance of Private University Lecturers

## Result and Discussion

### *Research Result*

#### *Construct Reliability and AVE*

The construct reliability test in this study used Cronbach alpha, rho alpha, composite reliability. The construct reliability test limit value is accepted if the value is greater than 0.7. Meanwhile, the recommended AVE test limit value is 0.5. The Construct Reliability and AVE test results are presented in Table 1 below.

**Table 1.** Construct Reliability and AVE

No.	Variable	Cronbach Alpha	Rho Alpha	Composite Reliability	AVE
1	Organization Culture	0.952	0.958	0.958	0.654
2	Transformational Leadership	0.975	0.977	0.977	0.734
3	Job Satisfaction	0.931	0.939	0.939	0.565
4	Lecturer Performance	0.949	0.955	0.955	0.671

Table 1 shows that each variable instrument has a high reliability coefficient, because it is more than 0.700 (Hair et al., 2021). This condition shows that all questionnaires used are reliable research instruments. An AVE value above 0.5 indicates that the amount of variance extracted by the latent construct is greater than the error variance.

#### *Convergent and Discriminant Validity*

The criterion for evaluating convergent validity is that each variable indicator's outer loading must exceed the AVE of each variable. The results of the calculations carried out show that the outer loading value for each indicator of the organizational culture variable ranges from 0.7508 to 0.8548, transformational leadership between 0.9168 to 0.9673, job satisfaction between 0.7202 to 0.8838 and lecturer performance between 0.8758 to 0.9370, which shows that the outer loading value is good. generated is greater than the AVE of each variable (Table 1). Thus, all research variable indicators have high convergent validity.

Discriminant validity is determined by measuring the cross-loading factor on each indicator. A factor loading above 0.90 indicates a lack of discriminant validity. The calculation results show that the cross-loading factor value of each construct of organizational culture variable indicators ranges from 0.210 to 0.521, transformational leadership ranges from 0.459 to 0.582, job satisfaction ranges from 0.120 to 0.399 and lecturer performance ranges from 0.108 to 0.420, which shows that The factor loading value is lower than 0.90. Thus, the variable indicators of organizational culture, transformational leadership, job satisfaction and lecturer performance have discriminant validity as required.

#### *Direct Influence Path Coefficient*

The path coefficient for the direct influence of organizational culture, transformational leadership and job satisfaction variables on lecturer performance is presented in Figure 2 below.



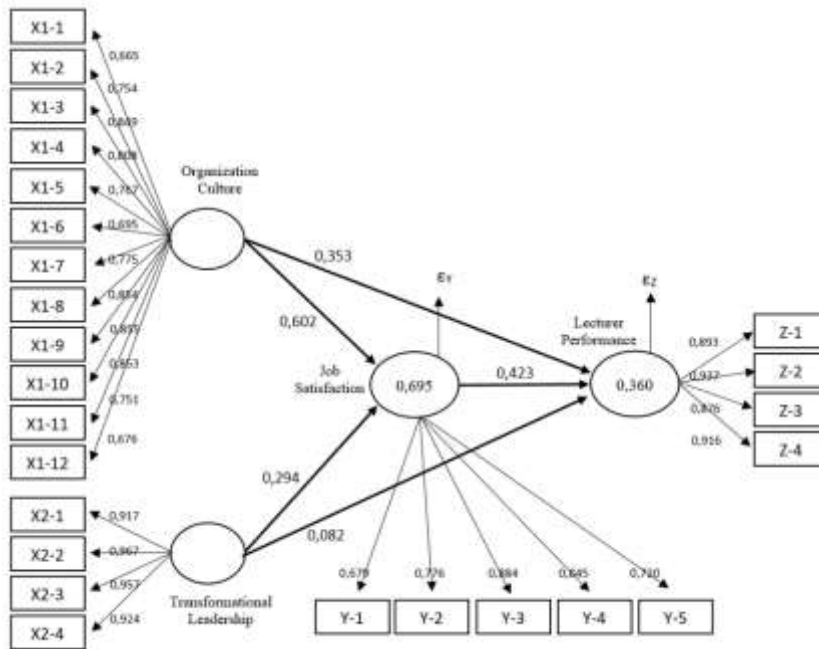


Figure 2: The Path Coefficients of Direct Influences

Figure 2 illustrates the magnitude of the path coefficient for the direct influence of organizational culture variables on lecturer performance of 0.353, transformational leadership on lecturer performance of 0.082, job satisfaction on lecturer performance of 0.423, organizational culture on job satisfaction of 0.602, and transformational leadership on job satisfaction of 0.294. The direct influence path coefficients in Figure 2 above are presented in Table 2 below.

**Table 2.** Path Coefficient of Direct Influences

No.	The Direct Influences	Original Sample	t-Statistics	p-Value	Decision
1	Organization culture on job satisfaction	0,602	10,765	0,0000	Significant at p<5%
2	Organization culture on lecturer performance	0,353	2,147	0,0318	Significant at p<5%
3	Transformational leadership on job satisfaction	0,294	5,835	0,0000	Significant at p<5%
4	Transformational leadership on lecturer performance	0,082	0,993	0,3209	Not significant
5	Job satisfaction on lecturer performance	0,423	2,189	0,0286	Significant at p<5%

Table 2 shows the significance of the direct influence of exogenous variables on endogenous variables. At a significant level of less than 5 percent ( $p < 0.05$ ), organizational culture has a positive and significant effect on job satisfaction, organizational culture has a positive and significant effect on lecturer performance, transformational leadership has a positive and significant effect on job satisfaction, and job satisfaction has a positive and significant effect on lecturer performance. Meanwhile, transformational leadership has a positive but not significant effect on lecturer performance.

#### *Indirect Influence Path Coefficient*

The path coefficient for the indirect influence of the exogenous variables organizational culture and transformational leadership on the endogenous variable lecturer performance through the intervening variable job satisfaction is presented in Table 3 below.

**Table 3.** Path Coefficient of Indirect Influences

No.	The Direct Influences	Original Sample	t-Statistics	p-Value	Decision
1	Organization culture on lecturer performance through job satisfaction	0.254	2.145	0.0319	Significant at p<5%
2	Transformational leadership on lecturer performance through job satisfaction	0.124	2.050	0.0404	Significant at p<5%

Table 3 shows the significance of the indirect influence of exogenous variables on endogenous variables through intervening variables. At a significance level of less than 5 percent ( $p < 0.05$ ), the organizational culture variable has a positive and significant effect on the lecturer performance variable through the job satisfaction variable and the transformational leadership variable has a positive and significant effect on the lecturer performance variable through the job satisfaction variable.

#### *Hypothesis Testing Results*

Based on the results of the analysis of direct and indirect effects, hypothesis testing can be carried out.

**Table 4.** Research Hypotheses Tested

No.	Hypotheses	Path Coefficient	p-value	Conclusion
1	Organizational culture has a direct positive effect on lecturer performance	0,353	0,0318	Accept the hypothesis



2	Transformational leadership has a direct positive effect on lecturer performance	0,083	0,3209	Reject the hypothesis
3	Job satisfaction has a direct positive effect on lecturer performance	0,423	0,0286	Accept the hypothesis
4	Organizational culture has a direct positive effect on job satisfaction	0,602	0,0000	Accept the hypothesis
5	Transformational leadership has a direct positive effect on job satisfaction	0,294	0,0000	Accept the hypothesis
6	Organizational culture has a positive indirect effect on lecturer performance through job satisfaction	0,254	0,0319	Accept the hypothesis
7	Transformational leadership has a positive indirect effect on lecturer performance through job satisfaction	0,124	0,0404	Accept the hypothesis

## Discussion

The first hypothesis is accepted, organizational culture has a direct positive and significant effect ( $\beta=0.353$ ,  $p<0.05$ ) on lecturer performance. This finding is supported by research conducted by Butarbutar et al. (2022), Sapada (2017) Rahman et al. (2020) which shows that the better employee compliance with organizational culture, the more their performance will increase.

The second hypothesis is rejected, transformational leadership has a direct positive but not significant effect ( $\beta=0.083$ ,  $p>0.05$ ) on lecturer performance. This finding is supported by research by Vipraprastha et. al (2018) which shows that transformational leadership has a negative or no effect on employee performance.

The third hypothesis is accepted, job satisfaction has a direct positive and significant effect ( $\beta=0.423$ ,  $p<0.05$ ) on lecturer performance. This finding is supported by research conducted by Maulana et al. (2019) which shows that the higher the level of job satisfaction will improve lecturer performance.

The fourth hypothesis is accepted, organizational culture has a direct positive and significant effect ( $\beta=0.602$ ,  $p<0.05$ ) on job satisfaction. This finding is supported by research by Santya and Dewi (2022) and Liansah and Irfan (2022) which shows that a good organizational culture can help employees feel more satisfied with their work.

The fifth hypothesis is accepted, transformational leadership has a positive and significant direct effect ( $\beta=0.294$ ,  $p<0.05$ ) on job satisfaction. This finding is supported by research by Hendra, et al. (2021) and Nurhadi et al. (2021) which shows that the better the transformational leadership style implemented will increase the level of employee job satisfaction

The sixth hypothesis is accepted, organizational culture has a positive and significant indirect effect ( $\beta=0.254$ ,  $p<0.05$ ) on lecturer performance through job satisfaction. However, job satisfaction mediation is not effective because the direct influence of organizational culture on lecturer performance (0.353) is greater than the indirect influence (0.254) through job satisfaction. This finding is supported by research by Pawirosumarto et al. (2017) that job satisfaction does not mediate organizational culture to improve employee performance.

The seventh hypothesis is accepted, transformational leadership has a positive and significant indirect effect ( $\beta=0.124$ ,  $p<0.05$ ) on lecturer performance through job satisfaction. Mediation of job satisfaction is effective because the direct influence of transformational leadership on lecturer performance is smaller (0.082) than the indirect influence (0.124) through job satisfaction. This finding is supported by research by Angriani et. al (2020) which shows that transformational leadership has a significant influence on lecturer performance through job satisfaction.

### *Summary of Findings*

University organizational culture has a direct, positive and significant influence on lecturer performance. The stronger the organizational culture at the university, the more lecturers' performance will increase. Transformational leadership has a positive but not significant direct influence on lecturer performance. The transformational leadership style applied at universities is not effective in improving lecturer performance. Job satisfaction has a positive and significant direct influence on lecturer performance. High lecturer job satisfaction will improve their performance.

University organizational culture has a direct positive and significant influence on job satisfaction. An organizational culture that is implemented well at a university will improve lecturer performance. Transformational leadership has a positive and significant direct influence on job satisfaction. The better the transformational leadership style implemented at the university will increase the level of lecturer job satisfaction. University organizational culture has a positive and significant indirect influence on lecturer performance through job satisfaction. However, job satisfaction is not effective in mediating organizational culture to improve lecturer performance. Transformational leadership has a positive and significant indirect influence on lecturer performance through job satisfaction. Job satisfaction is effective in mediating transformational leadership to improve lecturer performance.

Finding a new synthesis regarding performance, organizational culture development, transformational leadership and job satisfaction of private university lecturers. Apart from that, it is also hoped that it can contribute ideas in the field of management science, especially human resource management, which is related to organizational culture and transformational leadership to increase job satisfaction and performance.

### *Implications*

Resulting in a strategy to improve lecturer performance in implementing the tridharma of higher education through organizational culture, transformational leadership and job satisfaction. Produced guidelines for improving research variables that influence lecturers' performance in implementing the tridharma of higher education.

### *Theoretical Implications*

This study contributes to the theoretical finding a new synthesis regarding performance, organizational culture development, transformational leadership and job satisfaction of private university lecturers. Apart from that, it is also hoped that it can contribute ideas in the field of management science, especially human resource management, which is related to organizational culture and transformational leadership to increase job satisfaction and performance

### *Practical Implications*

Practically, the results of this research are expected to provide ideas and thoughts that can be implemented in higher education. It is hoped that higher education leaders will provide a better understanding of how job satisfaction plays a strategic role in the relationship between organizational culture and transformational leadership and the performance of permanent lecturers. For higher education management, this research is expected to provide a better solution for competing in the era of global educational competition by increasing competitive ability through increasing job satisfaction, building organizational culture, leadership and improving the performance of permanent lecturers continuously and sustainably.

### *Recommendations*

Based on the study's results, the following recommendations are proposed: Organizational culture is predicted to improve lecturer performance, so a strategy for improving lecturer performance is needed through strengthening university organizational culture, especially on indicators of orientation towards

people. The transformational leadership style is not effective in improving lecturer performance, so a strategy is needed to improve lecturer performance through developing other leadership styles such as transactional leadership or situational leadership. Job satisfaction is predicted to improve lecturer performance, so a strategy to improve lecturer performance is needed through increasing lecturer job satisfaction, especially on promotion indicators, namely salary increases for promoted employees and implementation of employee promotions carried out by leaders.

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