

Academic Leadership and Career Success: Investigating the Mediating Role of Teamwork Quality in Private Higher Education in Province of Bali

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Abstract

This study investigates the influence of academic leadership on the career success of lecturers at private higher education institutions in Province of Bali, with a focus on the mediating role of teamwork quality. Employing a quantitative approach using SEM-PLS, data were collected from 330 lecturers through stratified random sampling. The results demonstrate that academic leadership positively and significantly impacts both career success and teamwork quality. Furthermore, teamwork quality itself has a positive and significant effect on career success. Notably, teamwork quality serves as a mediating factor, strengthening the relationship between academic leadership and career success. These findings underscore the importance of academic leadership and teamwork quality in fostering career success within the context of private higher education.

Keywords: *Academic Leadership, Teamwork Quality, Career Success.*

Introduction

Career is a basic need in a person, career development is carried out through the creation of opportunities through work, work and achievements. Pursuing a career as a lecturer requires a commitment to research, community service, and education. Academic career is one of the fields of human resource management at the higher education level. Private higher education has a strategic role in shaping the life of the nation and the advancement of science and technology by upholding and implementing the values of humanity and sustainable civilization as well as the empowerment of the Indonesian nation (Paramarta et al., 2023).

Research on higher education and the study of science has increasingly focused attention on academic careers over the past four decades. The rapidly growing literature covers a wide range of general career research issues, including changing career patterns influenced by societal dynamics, conflicts between work life, and gender-based careers (Gläser & Laudel, 2015). In this case, academic careers are unique compared to other professions and require a specific approach to increase their success (Gläser & Laudel, 2015; Kurniawati et al., 2021).

As a form of boundaryless careers (Sherif et al., 2020), Academic careers place personal drive as the primary determining factor for success, going beyond the influence of the organization in which the individual is sheltered (Sherif et al., 2020; Littler et al., 2023). Therefore, academic career advancement focuses more on commitment to the profession, which includes dedication to teaching, research, and community service (Sherif & Brice, 2020; de Janasz & Sullivan, 2004; Bekhradnia & Sastry, 2005).

In this context, leadership plays a crucial role in determining the long-term success of an academic career (Lombardo & Eichinger, 2000; De Meuse et al., 2010). Lecturers face various challenges in their career journey, such as support from university leaders, workload that includes teaching and administrative tasks, socialization in the academic environment, and ease of procedures in applying for functional positions

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(Putra et al., 2013; Setyowati et al., 2018). This shows that academic career success is the result of a synergy between individual dedication, institutional support, and effective leadership.

The support of higher education leaders plays an important role in motivating lecturers to apply for functional positions as lecturers. The motivation given by university leaders can be by providing rewards or punishments in order to trigger lecturers in applying for lecturer functional positions so that it will increase the lecturer's career (Setyowati et al., 2018). Leadership is needed for career advancement for lecturers, this means that to become a lecturer with a promising career, the skills of a leader are needed to become a role model who can be an ideal example for lecturers (Kurniawati et al., 2021; Sherif et al., 2020). However, the results of different studies state that leadership cannot be used to predict career success (Eby et al., 2013).

Referring to the research gap from (Kurniawati et al., 2021; Sherif et al., 2020; Lombardo & Eichinger, 2000; De Meuse et al., 2010; Putra et al., 2013; Setyowati et al., 2018). About leadership in higher education towards lecturer career success can be proposed as a research gap and used as the main construct in this research as a determinant of career success for a lecturer. The success of a lecturer's career is not only determined by the factor of an academic leader, but the success of a lecturer's career is also determined by himself. This is because pursuing a career as a lecturer requires commitment from within the lecturer, such as the commitment to be able to contribute positively and collaborate in teamwork when carrying out the main duties of lecturers in the field of the "Tri Dharma" of higher education so that teamwork becomes more quality.

Leadership is usually conceptualized as leadership behavior directed at employees. Thus, further research needs to develop on the effects of teamwork-centered leadership, i.e. leadership directed at teamwork as a whole (Klaic et al., 2020). Teamwork quality provides a comprehensive concept of collaboration within a team that is used to describe the complex nature of the team members working together (Hoegl & Parboteeah, 2003).

The integration of teamwork-centered leadership through the teamwork quality model with a framework for team innovation, shows that team-centered leadership is positively related to team innovation and individual member learning. Furthermore, the positive relationship between team-centered leadership and learning helps clarify the underlying process of the innovation-centered leadership effects of teamwork in the learning process (Klaic et al., 2020). Experience with mentors, internal networks, and external networks positively correlates with perceived career success (Eby et al., 2013).

In academia, professional communities or scientific gatherings, networking and references are essential for career development (Miller, 2015; Heller et al., 2016). Building supportive relationships is essential for career advancement (Browning et al., 2016). However, teamwork quality does not have a significant effect on career success, many jobs can even fail when individuals lack training and rely only on their team, making this team function ineffectively and produce undesirable end results. The results show that teamwork leads to more conflicts at work and problems in teamwork (Wulandari et al., 2018).

This study aims to find out whether teamwork quality can mediate the influence of academic leadership on the career success of private higher education lecturers in Province of Bali. Based on the results of previous studies, inconsistencies were still found, this is a new thing for researchers to test these variables on private higher education lecturers in Province of Bali.

Literature Review

Academic Leadership

Leadership has been widely recognized as an important element in determining the success of an organization, especially during times of upheaval when the organization is stressed and changes due to evolving circumstances (Waheeda & Shaheeda, 2018). Leadership in an academic organization requires the ability to work in a highly professional environment. At the core of the concept of professionalism is the

autonomy and creativity of the individual to train the unique professional knowledge of a person (Hendrickson et al, 2013).

Academic leadership is men and women who have the authority to allocate resources, influence others and perform decision-making roles that are essential for the operational sustainability of academic institutions. They play a critical role in institutional growth and national competitiveness, foster collegiality with fairness and integrity, and display empathy and trust to build staff morale (Arquisola et al, 2020).

Leaders in higher education must be responsive to changing social, economic and educational needs. Because the environment in which these institutions exist will continue to change at a rapid pace, it requires leadership that is ready to adapt and take advantage of opportunities to excel in these trends (Waheeda & Shaheeda, 2018). Further (Bryman, 2007; Bryman & Lilley, 2009; Bolden et al., 2015) emphasizing the need for research in the field of leadership in higher education. However, a review of research shows that leadership research in colleges has not attracted much attention and that there is a scarcity of studies that specifically examine the factors behind leadership effectiveness, especially at the departmental level.

Teamwork Quality

The success of an organization relies heavily on team collaboration and efficient communication between team members. Therefore, teamwork quality also needs to be considered. Teamwork is defined as the interdependent performance components required to effectively manage the performance of many people. This means that teamwork is not just work done by team members, but a collective process where each team member collaborates. Teamwork quality should be considered using several indicators from multiple points of view. Teamwork quality itself is based on an input-process-output model on group behavior (Hermawan & Manik 2021).

Teamwork quality is gaining attention from business leaders after global competition, changes in the work environment, the influence of technology and other factors. This further encourages organizations to maximize teamwork to achieve financing effectiveness, product quality and service. A team itself is defined as a social system consisting of three or more people attached to an organization where its members feel part of each other and collaborate to achieve a goal (Hoegl & Gemuenden, 2001). The implementation of effective teamwork quality in an organization can increase work motivation and increase job satisfaction (Griffin et al., 2001). Teamwork quality has a positive influence on team performance (team effectiveness and efficiency) and team member success or job and learning satisfaction (Hoegl & Gemuenden, 2001).

Career Success

Pursuing a career in academia passes through a ladder of salary scales and a series of promotions and tenure committees, before potentially reaching full professor status, a position described as the pinnacle of academic careers (Douglas, 2013; Sutherland, 2015). Achieving full professor rank is just one measure of success in academia (Sutherland, 2015). The world of academia has moved towards a more performative culture (Bostock, 2014) where what can be measured and calculated (e.g.: the number of research outputs and citations; h-Index rankings; and student evaluation scores) has been the dominant indicator of success (Sutherland, 2015).

Further states that (Bostock, 2014), there is no unique path to success and indeed that success is not one thing we can all agree on, success in academia is based almost exclusively on results, such as grants awarded, papers published, reports completed, prizes won, metrics achieved, money saved or redesigned department systems. Operationalize academic career success in terms of current salary and career satisfaction as it is a meaningful indicator for a variety of academic career paths, whether it is research-oriented, teaching-oriented or administrative. Further, the number of publications or citations is an important means for academic career success (Kraimer et al., 2019).

Hypothesis Development and Conceptual Model

The Effect of Academic Leadership on Career Success

Leadership plays the most important role in relation to long-term success (Lombardo & Eichinger, 2000; De Meuse et al., 2010). Support from university leaders, teaching load and other tasks, socialization from universities and the ease of procedures for applying for lecturers' functional positions are factors faced by lecturers in the process of applying for functional positions (Putra et al., 2013; Setyowati et al., 2018). Leadership is needed for career advancement for a lecturer, this means that to become a lecturer with a promising career requires the skills of a leader to become a role model who can be an ideal example for a lecturer (Sherif et al. 2020; Setyowati et al., 2018). However, the results of different studies state that leadership cannot be used to predict career success (Eby et al, 2003).

Academic leaders play a crucial role in guiding lecturers, which can have a significant impact on their career advancement. Effective mentorship helps lecturers gain valuable insights into their field, receive constructive feedback, and navigate career challenges (Kram, 1985). In addition, effective academic leadership fosters a supportive and collaborative work environment, which is associated with higher job satisfaction and career success among faculty (Bogler, 2001). Furthermore, academic leaders who actively advocate for the promotion of their lecturers and recognize their achievements contribute to their career advancement and overall success (Tschannen & Hoy, 2001). This research is important to provide a clear understanding of the results of previous research, so that the following hypotheses can be formulated:

H1. Academic leadership has a significant effect on the career success of private higher education lecturers in the Province of Bali.

The Effect of Academic Leadership on Teamwork Quality

There is a relationship between leadership experience to teach and commitment to collegial/work team to improve student learning with teaching context experience and lecturer approach to teaching (Ramsden et al, 2007). Furthermore, Klaic et al. (2020) stated that innovation in the team is an important factor to measure the effectiveness of the organization. There is a positive relationship between team-centered transformational leadership and learning mediated by certain aspects of teamwork quality. Research Klaic et al. (2020) helps clarify the processes underlying the effects of innovation- and learning-focused team-centered leadership.

Teamwork quality does not have a significant effect on career success, many jobs can even fail when individuals lack training and rely only on their team, making this team function ineffectively and produce undesirable end results. The results of the evaluation showed that teamwork led to more conflicts in work and problems in teamwork (Wulandari et al., 2018). This research is important to provide a clear understanding of the results of previous research, so that the following hypotheses can be formulated:

H2. Academic leadership has a significant effect on the teamwork quality of private higher education lecturers in the Province of Bali.

The Effect of Teamwork Quality on Career Success

In the academic world, networking and personal references are essential for career development (Heller et al., 2016). Building supportive relationships is essential for career advancement (Browning et al., 2016). However, teamwork quality does not have a significant effect on career success, many jobs can even fail when individuals lack training and rely only on their team, making this team function ineffectively and produce undesirable end results. The results of the evaluation showed that teamwork led to more conflicts in work and problems in teamwork (Wulandari et al., 2018).

Research has shown that lecturers who engage in high-quality teamwork are more likely to experience career advancement opportunities. This is because teamwork often leads to higher research outcomes and greater visibility within the academic community, both of which are crucial for promotion and tenure (Smith et al., 2018). This research is important to provide a clear understanding of the results of previous research, so that the following hypotheses can be formulated:

H3. Teamwork quality has a significant effect on the career success of private higher education lecturers in Province of Bali.

The Effect of Academic Leadership on Career Success Through Teamwork Quality

High-quality teamwork fosters a collaborative environment that increases productivity and contributes to personal and professional growth, thus creating a supportive atmosphere where lecturers can share ideas, resources, and feedback, leading to innovative teaching methods and research opportunities (Johnson & Johnson (2009). It enhances academic leadership and allows for efficient distribution of tasks while harnessing the strengths of individuals to achieve significant academic development that is essential for career advancement (Katzenbach & Smith, 2005). Additionally, engaging in high-quality teamwork allows lecturers to develop essential skills such as communication, problem-solving, and leadership that are beneficial to their current roles and improve their future career prospects (Hattie, 2009). Effective teamwork is essential for academic leadership, guiding and motivating team members towards a common goal, often resulting in collaborative research projects and co-written publications that contribute to the academic portfolio and reputation of the faculty (Northouse, 2018; Bozeman & Corley, 2004).

Furthermore, based on the study on the direct relationship between academic leadership and teamwork quality presented by (Eby et al., 2003; Hoegl & Parboteeah, 2003; Klaic et al., 2020) and the study on the direct relationship between teamwork quality and career success presented by (Miller, 2015; Browning et al, 2016; Heller et al., 2016; Wulandari et al., 2018), it can be synthesized that teamwork quality has a significant impact on academic leadership and lecturer career success. High-quality teamwork fosters a collaborative environment, increases productivity, and contributes to personal and professional growth. By fostering a high-quality teamwork environment, academic institutions can improve lecturers' leadership abilities and contribute significantly to their career success, so this research is important to provide a clear understanding of the results of previous research, so that the following hypotheses can be formulated:

H4. Teamwork quality mediates the influence of academic leadership on the career success of private higher education lecturers in the Province of Bali.

The conceptual model of this research in Figure 1

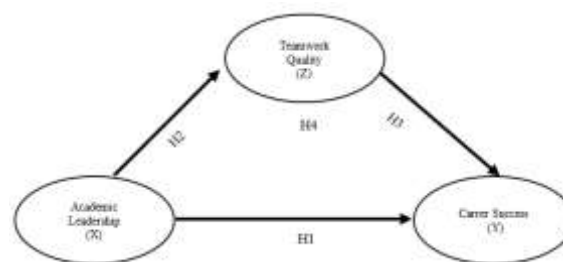


Figure 1. Conceptual Model Research

Source: Developed by Researchers (2024)

Methodology

Analysis Method

To examine the hypothesis and determine the results, this study design uses a quantitative methodology with SmartPLS software and the Partial Least Squares Path Modelling (SEM-PLS) method was employed to analyze the impact of academic leadership on career success of lecture Private Higher Education in Province of Bali through teamwork quality with the research object. SmartPLS was used as the analytical tool in this study. In addition to confirming hypotheses and forecasting relationship between constructs, SmartPLS was useful in clarifying the existence of relationships among the factors (Hair et al., 2022).

Research Variables

This study uses three (3) variables which are exogenous (X), endogenous (Y) and mediation (Z) variables. The three variables consist of: the exogenous variable, namely academic leadership (X) with six (6) indicators, the mediation variable, namely teamwork quality (Z) consisting of six (6) indicators, and the endogenous variable (Y), namely career success consisting of four (4) indicators.

Population and Sampling Procedure

Population refers to an entire group of people, events or interesting things that you want to investigate and draw conclusions about based on sample statistics by researchers (Sekaran & Bougie, 2016). The population in this study is all private higher education lecturers in Province of Bali who serve at the university level because the number of private higher education lecturers in Province of Bali is the largest compared to other levels of education, which is 60% of all private higher education lecturers in Province of Bali with a minimum working period of 2 (two) years as educators and already have a National Lecturer Identification Number (NIDN) with the functional position of Lecture (Tenaga Pengajar), Assistants Professor (Asisten Ahli and Lektor) and Associate Professor (Lektor Kepala) amounted to 1,893 people.

The number of sampling frames was calculated using Slovin's formula, which was 330 people. The total sampling frame of 330 people was then calculated by stratified random sampling technique so that it had the same proportion in taking respondents in each private higher education in Province of Bali and in each functional position of lecturers in Province of Bali.

Data Collection

It was explained to respondents how to get this data by filling out the questionnaire directly. Standardized questionnaires were distributed to 330 lecturers in order to gather data. This research was conducted in a mixed manner which was distributed online (Google form) and offline. The responses of the participants were gathered using a Likert scale, where 5 indicates Strongly Agree, 4 indicates Agree, 3 indicates Neutral, 2 indicates Disagree, and 1 indicates Strongly Disagree. Numerous methods were employed in this study to collect data, such as questionnaires, which are lists of questions printed or printed out and given to respondents to fill out. Interview: this method of obtaining information from lecturers involves direct questions. observation, the systematic or sequential recording of variables.

Results

Measurement Model

This research uses SEM-PLS as a statistical technique for simulating intricate interactions between indicators and latent variables, or factors that are not directly measurable (Hair et al., 2022). By employing this analytical tool, readily test hypotheses since researchers may examine direct associations between latent variables using the structural paths indicated in the model.

Using this approach, one can directly test hypotheses such whether the exogenous variables significantly affect the endogenous variables. The requirement to optimize the endogenous variables explanation of variance and to aid in the formation of theories during the exploratory phase led to the selection of PLS-SEM. Through path analysis, construct validity, and procedures such as bootstrapping, PLS-SEM provides complete hypothesis.

In order to assess the accuracy of the indicator values for the variables, a validity test is carried out when conducting research to ascertain the validity of the frequency distribution of data supplied by respondents when completing the questionnaire. For an indication to be deemed legitimate, the correlation value needs to be more than 0.6 (Hair et al., 2022). The results are in Table 1.

Table 1. Convergent Validity Test

Variable	Indicator	Loading Factor		Interpretation
		Score	Rule of thumb	
Academic Leadership (X)	Role as Innovator	0.840	0.600	Valid
	Role as Broker	0.862	0.600	Valid
	Role as Monitor	0.883	0.600	Valid
	Role as Deliverer	0.937	0.600	Valid
	Role as Developer	0.891	0.600	Valid
	Role as Integrator	0.868	0.600	Valid
Teamwork Quality (Z)	Communication	0.887	0.600	Valid
	Coordination	0.901	0.600	Valid
	Balance of member Contributions	0.816	0.600	Valid
	Mutual Support	0.857	0.600	Valid
	Effort	0.848	0.600	Valid
	Cohesion	0.903	0.600	Valid
Carrer Success (Y)	Human capital career resources	0.833	0.600	Valid
	Environmental career resources	0.840	0.600	Valid
	Motivational career resources	0.902	0.600	Valid
	Career management behaviors	0.918	0.600	Valid

Source: Primary data processed by researchers (2024)

From the results of the analysis, it can be explained that the overall loading factor of the variables academic leadership, teamwork quality and career success has a loading factor above 0.6 so that it can be stated that all valid indicators reflect the variables of academic leadership, teamwork quality and career success.

AVE value is examined to conduct testing. A research model is considered good if the AVE value is greater than 0.5 (Hair et al., 2022). AVE is used to determine whether the requirements have discriminant validity. The Cronbach alpha and composite reliability methods are used in this study's reliability tests. For a variable to be considered reliable, its Cronbach alpha and composite reliability must both be greater than 0.6 (Hair et al., 2022). The results are presented in Table 2.

Table 2. Cronbach Alpha, Composite Reliability, AVE

Variable	Cronbach Alpha	Rule of Thumb	Composite Reliability	Rule of Thumb	AVE	Rule of Thumb	Interpretation
Academic Leadership	0.942	0.600	0.947	0.600	0.776	0.500	Reliable
Teamwork Quality	0.935	0.600	0.938	0.600	0.755	0.500	Reliable
Career Success	0.896	0.600	0.897	0.600	0.764	0.500	Reliable

Source: Primary data processed by researchers (2024)

Table 2 shows that the AVE value is higher than 0.5 in order to declare all of the variables utilized in this study to be legitimate. Additionally, each research variable has a composite reliability value and a Cronbach alpha of greater than 0.6, meaning that the variables are considered reliable and appropriate for use as a hypothesis test or as a measure of responder consistency in providing accurate or consistent answers to a question.

PLS Predict

The test of the research hypothesis is carried out by an initial evaluation of the feasibility test of the model by looking at the ability of this research model to explain the variation in the distribution of values in the dependent latent variable that can be explained by the factors that affect it. For this purpose, the first is seen from the results of the R^2 analysis. Second, it will be viewed comprehensively using the predict relevance method (Geisser, 1974; Stone, 1974). In the evaluation of this structural model, it will be carried out through several approaches, including: R-square (R^2), Effect Size (f^2) and Q-square predictive relevance (Q^2).

R-square (R^2) shows the strength of the relationship or information generated by exogenous variables to endogenous variables, so that R-square (R^2) can show the strength and weakness of a research model (Hair et al., 2022). According to [46] the R-square (R^2) value of 0.67 is classified as strong, 0.33 is classified as a moderate model and 0.19 is classified as a weak model.

The Effect Size (f^2) test aims to provide more detailed information about the variation in values that can be explained by a group of independent variables to dependent variables in a system of structural equations initiated by (Cohen, 1988) known as the Cohen effect size. Furthermore, according to (Cohen, 1988), the Effect Size (f^2) criterion is, if the f^2 value obtained from the calculation based on Cohen's formulation shows an f^2 value in the range of 0.02, then the variation in values that can be explained by the inclusion of exogenous variables in the research model is relatively low. If an f^2 value is obtained in the range of 0.15, it is stated that it has an effect on the model change is classified as moderate. If the f^2 value is obtained in the range of 0.35 or more, the effect of including exogenous variables in the equation system is classified as a large effect (Hair et al., 2022; Cohen, 1988).

Q Square (Q^2 redundancy) is a statistical measure to see the predictive relevance of a model, i.e. it measures how well the observations produced by the model in a study. In addition, Q Square (Q^2 redundancy) is a measure for model validation that endogenous variables can be predicted (Hair et al., 2022). Q Square (Q^2 redundancy) has a value range ranging from 0 to 1. The closer to 1 the model has better predictive abilities (Geisser, 1974; Stone, 1974).

Table 3. R Square, F Square, Q Square

Analysis Type	Variable	Value	Interpretation
R Square	Teamwork Quality	0.425	Moderate
	Career Success	0.442	Moderate
F Square	Academic Leadership -> Career Success	0,205	Moderate
	Academic Leadership -> Teamwork Quality	0,739	Strong
	Teamwork Quality -> Career Success	0,204	Moderate
Q Square	Teamwork Quality	0.575	Models are getting better
	Career Success	0.558	Models are getting better

Source: Primary data processed by researchers (2024)

Hypothesis Testing

Using the bootstrap resampling method, hypothesis testing is employed to assess the relevance of the influence of exogenous variables on endogenous variables. The p-value used in this study is less than 5% or 0.05, table 4 presents the findings from the hypothesis testing for direct and indirect influence.

Table 4. Hypothesis Testing

Influence between Variables	Original sample (O)	T statistics (O/STDEV)	P values	Interpretation
Academic Leadership -> Career Success	0,574	7,939	0,000	Significant
Teamwork Quality -> Career Success	0,642	16,363	0,000	Significant
Academic Leadership -> Teamwork Quality	0,652	16,972	0,000	Significant
Academic Leadership -> Teamwork Quality -> Career Success	0,344	7,554	0,000	Significant

Source: Primary data processed by researchers (2024)

Based on Table 4, data is presented on the research hypothesis directly and indirectly. If the p-value found is less than 0.05 then it is said that there is a significant influence. The hypothesis directly and indirectly shows that the t-statistic value is positive and has a p-value of less than 0.05 so that the exogenous variable has an effect on the endogenous variable, which means that H1 to H4 are accepted.

Discussion

The Effect of Academic Leadership on Career Success

The results of the analysis show that the influence of academic leadership on career success is significantly positive. This indicates that the academic leadership felt by private higher education lecturers in Province of Bali has an effect on their career success, which means that with the higher implementation of the

perceived academic leadership dimensions, it will further increase the career success of private higher education lecturers in Province of Bali.

The results of this study also provide a refutation of what was found in the research conducted by Eby et al. (2003) which stated that leadership cannot be used to predict career success. There are several previous studies that support the results of this study, such as the results of research by Lombardo & Eichinger (2000); De Meuse et al. (2010) where it is stated that leadership plays the most important role related to long-term success.

Furthermore, support from private higher education leaders, teaching load and other tasks, socialization from universities and the ease of procedures for applying for lecturers' functional positions are factors faced by lecturers in the process of applying for functional positions (Putra et al., 2013; Setyowati et al., 2018). The support of private higher education leaders needs to be increased to motivate private higher education lecturers to apply for functional positions as lecturers. The motivation given by private higher education leaders can be by providing rewards or punishments so that they can trigger lecturers in applying for lecturer functional positions so that it will improve the lecturer's career (Setyowati et al., 2018).

The Effect of Academic Leadership on Teamwork Quality

The results of the analysis showed that the influence of academic leadership on teamwork quality was significantly positive. This indicates that the academic leadership felt by private higher education lecturers in Province of Bali has an effect on teamwork quality, which means that with the higher implementation of the perceived academic leadership dimensions, it will further improve the teamwork quality of private higher education lecturers in Province of Bali.

The results of the study refute what was found in the research conducted by Wulandari et al. (2018) which stated that, teamwork quality does not have a significant effect on career success, many jobs can even fail when individuals lack training and only rely on their team, making this team function ineffectively and produce undesirable end results. Furthermore Wulandari et al. (2018) stated, the results of the evaluation showed that teamwork led to more conflicts in work and problems in teamwork.

There are several previous studies that support the results of this study, such as the results of a study conducted by Ramsden et al. (2007) which states that there is a relationship between leadership experience for teaching and commitment to collegial or work teams to improve student learning with the experience of teaching context and lecturers' approaches to teaching. In research conducted by Klaic et al. (2020) stated that innovation in the team is an important factor to measure organizational effectiveness. There is a positive relationship between team-centered leadership and learning mediated by certain aspects of teamwork quality. This research (Klaic et al., 2020) will help clarify the processes underlying the effects of innovation- and learning-focused team-centered leadership.

The Effect of Teamwork Quality on Career Success

The results of the analysis showed that the influence of teamwork quality on learning skills was significantly positive. This indicates that the teamwork quality of private higher education lecturers in Province of Bali has an effect on career success, which means that with better teamwork quality from lecturers, it will further improve the career development of private higher education lecturers in Province of Bali.

The results of this study refute what was found in the study conducted by Wulandari et al. (2018) which stated that teamwork quality does not have a significant effect on career success, many jobs can even fail when individuals lack training and rely only on their team, making this team function ineffectively and produce undesirable end results. Furthermore Wulandari et al. (2018) stated, the results of the evaluation showed that teamwork led to more conflicts in work and problems in teamwork.

There are several previous studies that support the results of this research, such as the results of research conducted by Miller (2015) which states that, in addition to formal education that produces degrees,

informal education is also necessary to increase knowledge, for example through professional communities or scientific meetings. Furthermore, in the academic world, networking and personal references are essential for career development (Heller et al., 2016). Building supportive relationships is essential for career advancement (Browning et al. 2016).

The Effect of Academic Leadership on Career Success Through Teamwork Quality

The results of the statistical test prove that the teamwork quality variable can be a mediator for the construction of academic leadership in the context of increasing the career success of lecturers in the private higher education environment in the Province of Bali area, significantly based on the interaction effect test, a complementary mediation effect is obtained where academic leadership has a significant direct influence on career success, so that the mediation effect of the teamwork quality variable is not the only force that has an impact on the career success of lecturers in the private higher education environment in the Province of Bali area.

High-quality teamwork fosters a collaborative environment that increases productivity and contributes to personal and professional growth, thus creating a supportive atmosphere where lecturers can share ideas, resources, and feedback, leading to innovative teaching methods and research opportunities (Johnson & Johnson, 2009). It enhances academic leadership and allows for efficient distribution of tasks while harnessing the strengths of individuals to achieve significant academic development that is essential for career advancement (Katzenbach & Smith, 2005). Additionally, engaging in high-quality teamwork allows lecturers to develop essential skills such as communication, problem-solving, and leadership that are beneficial to their current roles and improve their future career prospects (Hattie, 2009). Effective teamwork is essential for academic leadership, guiding and motivating team members towards a common goal, often resulting in collaborative research projects and co-written publications that contribute to the academic portfolio and reputation of the faculty (Northouse, 2018; Bozeman & Corley, 2004).

Conclusion, Implication, And Limitation

Conclusions

Based on the hypothesis testing and discussion of the research findings, it can be concluded that academic leadership has a positive and significant effect on the career success of lecturers at private higher education in the Province of Bali. The stronger the implementation of academic leadership, the higher the level of career success achieved by the lecturers. Furthermore, academic leadership also has a positive and significant effect on teamwork quality, indicating that better implementation of academic leadership improves teamwork quality among private higher education lecturers.

Additionally, teamwork quality has a positive and significant effect on the career success of lecturers, suggesting that enhancing teamwork quality directly impacts the achievement of career success. Moreover, teamwork quality plays a mediating role in the relationship between academic leadership and career success, highlighting its importance in strengthening the influence of academic leadership on the career success of private higher education lecturers in the Province of Bali.

Implications

Teamwork quality in this study plays a role as a form of capitalization of human capital. When lecturers work in effective teams, they can share knowledge and skills, which enriches human capital collectively. Good teamwork also creates synergies that allow individuals within the team to develop new skills through collaboration and interaction, which contributes to the improvement of their overall careers (Katzenbach & Smith, 2005).

Team cohesion also contributes to higher job satisfaction. Lecturers who feel part of a solid and supportive team tend to be more satisfied with their work and are more likely to stay at the institution (Katzenbach & Smith, 2005). Policies that support the development of team cohesion must be implemented properly.

This includes providing team training, facilitating effective communication, and creating a work environment that supports collaboration. By understanding and applying the concept of cohesion in teamwork quality, private higher education in Province of Bali can improve the performance of lecturers, which in turn will improve the quality of education and the success of their academic careers.

Limitations and Recommendation

This research has several limitations in conducting research. The limitations of this study include: The researcher only researched a few subjects, namely academic leadership, teamwork quality and career success of private higher education lecturers in Province of Bali.

The next limitation of this research is that it is an exclusive study that is only conducted in Province of Bali and may be limited in scope. The social, economic, and environmental backgrounds in these areas may differ from those of other areas, therefore the conclusions of the study may not be broadly relevant to areas beyond their scope. In order for the next research to provide better results, it is recommended to: the next researcher can add elements such as lecturer competence, motivation, learning agility and others that can affect the success of the lecturer's career to find out whether the research results are consistent or not.

Furthermore, in order to increase the external validity of the research results and produce more comprehensive results, the researcher can further duplicate his research on other domains with different characteristics.

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