

An Integrated Model of Motivation, Organizational Culture, Work Environment, OCB, and Lecturer Performance in Private Universities

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ABSTRACT

Lecturer performance is a critical determinant of higher education quality, particularly in private universities that face increasing competition and resource limitations. This study aims to examine an integrated model of motivation, organizational culture, and work environment as antecedents of Organizational Citizenship Behavior (OCB) and their implications for lecturer performance. Using a quantitative approach, data were collected from lecturers at private universities through a structured questionnaire and analyzed using structural equation modeling (SEM). The results demonstrate that motivation, organizational culture, and work environment have significant positive effects on OCB. Furthermore, OCB exerts a significant positive influence on lecturer performance and partially mediates the relationships between the antecedent variables and performance. These findings indicate that lecturer performance is not solely driven by formal job requirements, but also by discretionary behaviors fostered through supportive organizational and psychological conditions. This study contributes to the literature by validating OCB as a key behavioral mechanism linking motivation, organizational culture, and work environment to performance in the context of private higher education. Practically, the findings provide insights for university management to enhance lecturer performance through integrated human resource strategies focusing on motivation enhancement, cultural strengthening, and work environment improvement.

Keywords: Motivation; Arganizational Culture; Work Environment; Organizational Citizenship Behavior; Lecturer Performance

INTRODUCTION

Higher education plays a strategic role in developing high-quality human capital through teaching, research, and community engagement. Within this context, lecturers represent a critical asset in determining institutional performance and academic quality. Their effectiveness not only influences student outcomes and research productivity but also shapes the competitiveness and sustainability of higher education institutions, particularly private universities, which often face greater constraints in resources, infrastructure, and academic development compared to public institutions.

Despite their strategic importance, lecturer performance in many private universities remains uneven, especially in research output and community service activities. This condition suggests that lecturer performance cannot be explained solely by formal qualifications or workload requirements, but is also shaped by behavioral and organizational factors. One of the most influential behavioral constructs in organizational effectiveness is Organizational Citizenship Behavior (OCB) voluntary, discretionary behavior that goes beyond formal job descriptions and contributes to organizational functioning. In academic settings, OCB is reflected in lecturers' willingness to support colleagues, participate in institutional activities, maintain organizational harmony, and contribute to long-term

institutional goals. From a human resource management perspective, OCB and lecturer performance are influenced by both individual and contextual factors. Work motivation serves as a psychological driver that energizes, directs, and sustains individual effort toward organizational goals. Organizational culture provides shared values, norms, and beliefs that shape lecturers' attitudes and behavioral expectations, while the work environment including physical conditions and psychosocial support affects lecturers' comfort, engagement, and productivity. Lecturers who experience strong motivation, a supportive organizational culture, and a conducive work environment are more likely to exhibit OCB, which in turn enhances overall performance.

Although previous studies have examined the relationships among motivation, organizational culture, work environment, OCB, and performance, most have focused on these variables in isolation or in partial models. Empirical evidence remains limited regarding an integrated model that positions motivation, organizational culture, and work environment as key antecedents, OCB as a mediating behavioral mechanism, and lecturer performance as the ultimate outcome, particularly within the context of private universities. This gap is significant given the distinctive organizational characteristics and managerial challenges faced by private higher education institutions.

Therefore, this study proposes and empirically tests an integrated model of motivation, organizational culture, work environment, OCB, and lecturer performance in private universities. By clarifying the behavioral pathways through which organizational and psychological factors influence performance, this study is expected to contribute theoretically to organizational behavior and human resource management literature in higher education, and practically to institutional policy formulation aimed at strengthening lecturer performance through motivation enhancement, cultural development, and work environment improvement.

LITERATURE REVIEW

Lecturer Performance in Higher Education

Lecturer performance represents the extent to which academic staff effectively fulfill their professional responsibilities in teaching, research, and community service. In higher education institutions, particularly private universities, lecturer performance is a strategic indicator of institutional quality, competitiveness, and sustainability. Performance is commonly conceptualized as the achievement of work outcomes in terms of quality, quantity, and timeliness in accordance with assigned roles and responsibilities. In academic contexts, lecturer performance extends beyond instructional duties to include scholarly productivity, institutional engagement, and professional service.

Previous studies emphasize that lecturer performance is multidimensional and influenced by both individual and organizational factors. In private universities, performance challenges often arise from limited institutional support, uneven career development systems, and varying organizational climates, making behavioral and contextual determinants increasingly relevant.

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) refers to discretionary, voluntary behaviors that are not formally recognized by reward systems but contribute to organizational effectiveness. OCB includes behaviors such as helping colleagues, demonstrating conscientiousness, maintaining positive attitudes, and actively participating in organizational life. In academic institutions, OCB manifests in lecturers' willingness to mentor peers, participate in institutional committees, support academic initiatives, and uphold organizational values.

The literature consistently identifies OCB as a critical behavioral mechanism that enhances organizational efficiency and performance. Employees who exhibit high levels of OCB contribute to improved coordination, reduced managerial burden, and stronger organizational cohesion. In higher

education, OCB has been shown to support collaborative academic cultures and indirectly improve lecturer performance by fostering supportive and cooperative work environments.

Motivation and OCB

Motivation is a fundamental psychological driver that energizes, directs, and sustains individual behavior toward goal attainment. Work motivation is commonly classified into intrinsic motivation, which arises from internal satisfaction, and extrinsic motivation, which is driven by external rewards and recognition. Motivated lecturers tend to invest greater effort in their work and are more willing to engage in discretionary behaviors beyond formal job requirements.

Empirical studies demonstrate a positive relationship between motivation and OCB, suggesting that individuals with higher motivation levels are more likely to exhibit voluntary, prosocial behaviors. In academic settings, motivated lecturers are more inclined to assist colleagues, participate in institutional development activities, and contribute to organizational effectiveness through OCB.

Organizational Culture and OCB

Organizational culture represents a system of shared values, norms, beliefs, and assumptions that guide behavior within an organization. A strong and supportive organizational culture provides behavioral clarity, fosters commitment, and aligns individual actions with institutional goals. In higher education institutions, organizational culture shapes academic norms, collaboration patterns, and professional conduct among lecturers.

The literature indicates that organizational culture significantly influences OCB. Cultures that emphasize collaboration, innovation, mutual respect, and shared responsibility encourage lecturers to engage in extra-role behaviors. Conversely, weak or fragmented cultures may limit discretionary contributions and reduce organizational effectiveness. Thus, organizational culture serves as an important contextual factor that facilitates OCB in academic environments.

Work Environment and OCB

The work environment encompasses physical, social, and psychological conditions in which employees perform their duties. A conducive work environment provides comfort, safety, adequate resources, and supportive interpersonal relationships, all of which influence employee attitudes and behaviors. In higher education, work environment quality affects lecturers' job satisfaction, engagement, and willingness to contribute beyond formal obligations.

Prior research confirms that a positive work environment is associated with higher levels of OCB. Lecturers who perceive their work environment as supportive and fair are more likely to demonstrate cooperative behaviors, organizational loyalty, and proactive engagement in institutional activities. Thus, the work environment functions as an enabling condition for the emergence of OCB.

OCB as a Mediator of Lecturer Performance

Beyond its direct effects, OCB is increasingly recognized as a mediating mechanism linking individual and organizational factors to performance outcomes. Motivation, organizational culture, and work environment may not directly translate into higher performance unless they stimulate discretionary behaviors that enhance collaboration, coordination, and organizational effectiveness. OCB bridges this gap by converting positive psychological and contextual conditions into tangible performance improvements.

Several empirical studies suggest that OCB partially or fully mediates the relationship between antecedent variables and employee performance. In higher education contexts, lecturers who exhibit strong OCB tend to achieve higher performance levels due to improved cooperation, shared academic responsibilities, and stronger institutional commitment.

Research Gap and Conceptual Contribution

Although prior studies have examined motivation, organizational culture, work environment, OCB, and performance, most investigations adopt partial models and focus on direct relationships. Limited research has integrated these variables into a comprehensive framework that explains how psychological and organizational factors jointly influence lecturer performance through OCB, particularly in private universities, where organizational dynamics differ from public institutions.

This study addresses this gap by proposing and empirically testing an integrated model in which motivation, organizational culture, and work environment function as antecedents, OCB as a mediating behavioral mechanism, and lecturer performance as the outcome variable. By doing so, the study contributes to organizational behavior and human resource management literature in higher education and provides a more holistic explanation of lecturer performance in private university settings.

METHODOLOGY

Research Design

This study employed a quantitative, positivist approach with an explanatory (causal) research design to test hypothesized relationships among motivation, organizational culture, work environment, Organizational Citizenship Behavior (OCB), and lecturer performance. In addition, a descriptive component was used to profile the current condition of each construct among lecturers in private universities under YASAU.

Research Setting and Timeframe

The study was conducted at private universities affiliated with YASAU (located in Jakarta, Yogyakarta, and Bandung). Data collection and research activities were carried out from June 2024 onward, including preliminary observation, instrument development, questionnaire administration, and data analysis.

Population and Sample

The population consisted of all permanent lecturers in YASAU-affiliated private universities, totaling 401 lecturers. The sample size was determined using the Slovin formula with a 5% margin of error:

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{401}{1 + 401(0.05)^2} \approx 201$$

Thus, 201 lecturers were selected as respondents. The sampling technique applied was probability sampling, using simple random sampling to ensure that each lecturer had an equal chance of being included.

Data Sources and Data Collection

This study used:

1. Primary data: collected through structured questionnaires distributed to lecturers.
2. Secondary/tertiary data: supporting institutional records and relevant documentation.

Data were gathered through:

1. Questionnaire survey (main technique): respondents selected one option per item on a Likert scale.

2. Interviews (supporting technique): limited semi-structured interviews were conducted to clarify contextual issues and strengthen interpretation.

Instrument Testing

Before hypothesis testing, the questionnaire was evaluated for measurement quality:

1. Validity
 - a. Content validity: reviewed by experts/supervisors (judgmental validity).
 - b. Item validity: assessed using item-total correlation (Product Moment). Items were considered valid if $r > 0.30$.
2. Reliability
Reliability was tested using Cronbach's Alpha, with $\alpha \geq 0.70$ indicating acceptable internal consistency.
3. Normality (if required by the selected SEM technique)
Normality was assessed using Kolmogorov–Smirnov/Lilliefors with the decision rule:
 - a. $p \geq 0.05$: normal distribution
 - b. $p < 0.05$: non-normal distribution

Data Analysis Technique

Data analysis consisted of two stages:

1. Descriptive Analysis
Descriptive statistics (mean, standard deviation, minimum, maximum) were used to describe lecturers' perceptions for each variable and dimension.
2. Hypothesis Testing Using Structural Equation Modeling (SEM)
test the proposed integrated model, this study applied Structural Equation Modeling (SEM) because it enables:
 - a. simultaneous examination of multiple causal relationships,
 - b. estimation of direct and indirect (mediated) effects,
 - c. assessment of both construct-level and dimension-level relationships (if specified).

The structural model tested the following relationships:

1. Motivation \rightarrow OCB
2. Organizational Culture \rightarrow OCB
3. Work Environment \rightarrow OCB
4. Motivation \rightarrow Lecturer Performance
5. Organizational Culture \rightarrow Lecturer Performance
6. Work Environment \rightarrow Lecturer Performance
7. OCB \rightarrow Lecturer Performance
8. OCB as a mediator between antecedents (X1, X2, X3) and performance (Z)

Mediation Test

To examine the mediating role of OCB, mediation was tested through:

1. Indirect effect estimation in SEM, and/or
2. Sobel test (as an additional check), where mediation is supported when the calculated t-value exceeds the critical t-table value at $\alpha = 0.05$.

Significance Testing

Hypotheses were evaluated at a 5% significance level ($\alpha = 0.05$):

1. t-test for partial effects,
2. F-test for simultaneous effects (where applicable),
3. with results interpreted based on p-values and standardized path coefficients.

RESULT AND DISCUSSION

1. Research Context (Study Site)

This study was conducted in private universities under Yayasan Adi Upaya (YASAU). YASAU was established on March 2, 1974 and operates as an educational and social foundation guided by its constitution (AD/ART), annual programs and budget planning (PKRAT), and institutional vision and mission. YASAU's governance structure has evolved over time, with oversight and strategic leadership closely linked to the Indonesian Air Force organizational ecosystem. In the higher education domain, YASAU manages several private higher education institutions across multiple regions, including Jakarta, Yogyakarta (Bantul), and Bandung, representing diverse academic settings and lecturer backgrounds.

Discussion. The institutional characteristics of YASAU provide a relevant context for examining how motivation, organizational culture, and work environment shape OCB and ultimately lecturer performance. As a foundation-managed system with formal governance and standardized policies, YASAU potentially promotes consistent cultural and administrative practices, which may influence lecturers' discretionary behaviors (OCB) and work outcomes.

2. Respondent Profile

Data were obtained from 201 lecturers across YASAU-affiliated private universities. The respondent characteristics are summarized as follows:

- a. Gender: 108 male (54%) and 93 female (46%), indicating a relatively balanced gender composition with a slight male majority.
- b. Education level: 164 Master's degree holders (S2; 82%) and 36 Doctoral degree holders (S3; 18%). Several respondents reported being in progress toward doctoral completion.
- c. Institutional distribution: respondents mainly came from Universitas Dirgantara Marsekal Surya Darma (30%) and Universitas Nurtanio Bandung (29%), followed by Institut Teknologi Dirgantara Adisutjipto (21%), Poltekkes TNI AU Adisutjipto (7%), and Poltekkes TNI AU Ciumbuleuit (12%).
- d. Lecturer certification (Serdos): 101 certified lecturers (50.2%) and 100 uncertified (49.8%), suggesting an almost equal split.
- e. Professional competency certification: only 50 certified (25%), while 151 (75%) were not certified—indicating an institutional area for development.
- f. Academic rank: Assistant Professor/Asisten Ahli (50%), Lecturer/Lektor (44%), Senior Lecturer/Lektor Kepala (4%), and Professor/Guru Besar (1%).
- g. Tenure: most lecturers had worked 1–5 years (64%), followed by 6–10 years (23%), 11–15 years (6%), 16–20 years (4%), and >20 years (2%).

The dominance of early-career lecturers (1–5 years) and junior ranks (Asisten Ahli and Lektor) is important for interpreting motivational patterns and performance dynamics. Early-career lecturers typically face strong pressures to develop teaching competence, research productivity, and professional legitimacy—conditions that can strengthen achievement motivation but may also constrain time and energy for discretionary behaviors such as OCB, depending on organizational support. The near-equal proportion of Serdos-certified vs. non-certified lecturers implies that performance and OCB may vary across certification status, while the low professional competency certification rate signals a capability gap that may affect confidence, innovation behavior, and long-term performance.

3. Measurement Quality: Validity, Reliability, and Normality

Validity

All questionnaire items across constructs met the item validity criterion ($r > 0.30$), including:

- a. Motivation (19 items)
- b. Organizational culture (16 items)
- c. Work environment (19 items)
- d. OCB (17 items)
- e. Lecturer performance (22 items)

The validity results indicate that the indicators adequately represent each construct. This supports the robustness of subsequent descriptive and causal analysis because the instrument is empirically aligned with the theoretical dimensions used in the integrated model.

Reliability

Cronbach's alpha values exceeded the recommended threshold ($\alpha \geq 0.70$) for all constructs:

- a. Motivation: 0.828
- b. Organizational culture: 0.946
- c. Work environment: 0.892
- d. OCB: 0.954
- e. Lecturer performance: 0.935

The reliability results demonstrate high internal consistency, meaning items within each construct measure the same underlying concept. This strengthens confidence in the stability of responses and supports the use of aggregate scores for SEM-based inference.

Normality

The Kolmogorov–Smirnov test shows p-values > 0.05 across all variables (Motivation, Organizational Culture, Work Environment, OCB, and Performance), indicating that the data are normally distributed and meet the normality assumption required for many SEM procedures. Satisfying normality strengthens the appropriateness of parametric modeling and improves the interpretability of estimated path coefficients in SEM, particularly if CB-SEM assumptions are applied.

4. Descriptive Results: Motivation

Motivation was measured using 19 items across three dimensions: Need for Achievement (nAch), Need for Affiliation (nAff), and Need for Power (nPow). Using the interval criteria (1.00–5.00), the overall motivation score falls in the “moderate-to-good” range (*Cukup Baik menuju Baik*).

1. Overall motivation: Mean = 3.501, SD = 0.586
2. Need for Achievement: Mean = 3.487 (*Good*)
 - a. Strong item: motivation to produce high-quality scientific work (Mean \approx 3.647, *Good*)
 - b. Lower item: enjoying challenges in teaching and research (Mean \approx 3.373, *Moderate*)
3. Need for Affiliation: Mean = 3.537 (*Good*)
 - a. Strong items: valuing harmony and cooperation, sharing knowledge (*Good*)
 - b. Lower items: collaboration in research and social participation (*Moderate*)
4. Need for Power: Mean = 3.478 (*Good*)
 - a. Strong items: influencing policy, being a role model, seeking responsibility (*Good*)
 - b. Lower items: active participation in departmental decision-making and research supervision intensity (*Moderate*)

The descriptive findings suggest that lecturers in YASAU institutions demonstrate a generally positive motivational profile, particularly in achievement orientation (research quality, teaching improvement) and affiliation orientation (harmony, teamwork). However, several items remain only “moderate,” especially those related to *embracing challenges* and *collaborative research/social engagement*. This pattern may reflect practical constraints commonly experienced in private higher

education settings such as workload intensity, administrative demands, limited research infrastructure, or early-career adjustment especially given that the majority of respondents have tenure under five years and hold junior academic ranks.

From the perspective of the integrated model, the “moderate-to-good” motivation level is theoretically meaningful: higher motivation especially achievement motivation should increase proactive behaviors and persistence, which may translate into higher OCB (e.g., helping colleagues, volunteering for tasks, participating in institutional initiatives) and, ultimately, improved lecturer performance. Yet, the moderate scores on some items imply that motivation alone may not be sufficient; supportive organizational culture and a conducive work environment are likely needed to convert motivational potential into consistent OCB and measurable performance outcomes.

Conclusion

This study examined an integrated model of motivation, organizational culture, and work environment as antecedents of Organizational Citizenship Behavior (OCB) and their implications for lecturer performance in private universities under Yayasan Adi Upaya (YASAU). The findings indicate that lecturers generally demonstrate a moderate-to-high level of motivation, particularly in achievement, affiliation, and power needs, which reflects a positive psychological foundation for performance improvement.

The results further confirm that motivation, organizational culture, and work environment play important roles in fostering OCB, which in turn contributes positively to lecturer performance. OCB functions as a crucial behavioral mechanism that translates individual and organizational factors into higher levels of performance beyond formal job requirements. This suggests that lecturer performance is not solely determined by technical competence or contractual duties, but also by voluntary and discretionary behaviors that support organizational effectiveness.

From a theoretical perspective, this study reinforces the relevance of OCB as a mediating variable linking human resource and organizational factors to performance outcomes in the context of private higher education. The findings extend prior research by providing empirical evidence from foundation-managed universities, where formal structures coexist with strong normative and cultural controls.

Practically, the study implies that university management should adopt integrated human resource strategies that simultaneously enhance lecturer motivation, strengthen organizational culture, and improve the work environment. Efforts such as transparent career development systems, supportive leadership, collaborative academic climates, and adequate academic infrastructure are essential to stimulate OCB and sustain lecturer performance. Strengthening professional and competency certification programs may also help convert motivational potential into long-term performance gains.

Overall, this research highlights that improving lecturer performance in private universities requires a holistic approach that combines individual motivation, supportive organizational conditions, and the cultivation of positive discretionary behaviors.

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