

Examining the Impact of Organizational and Individual Factors on Lecturer Performance in Tangerang Universities

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Abstract

Lecturer performance is a central determinant of academic quality in Indonesian higher education, yet empirical evidence on the relative contributions of organizational and individual factors remains limited in the Tangerang context. Objective: This study investigates the simultaneous and partial effects of organizational culture, transformational leadership, job satisfaction, and work motivation on lecturer performance at private universities in Tangerang City and Tangerang Regency, Indonesia. A quantitative survey design was employed. Data were collected from 214 permanent lecturers across six accredited private universities through stratified random sampling. Structural Equation Modeling–Partial Least Squares (SEM PLS) was used for data analysis. Validity was assessed via convergent and discriminant criteria; reliability was confirmed through composite reliability and Cronbach's alpha. All four predictors demonstrated significant positive effects on lecturer performance. Work motivation exhibited the strongest direct effect, followed by transformational leadership, organizational culture, and job satisfaction. Enhancing lecturer performance in Tangerang universities requires an integrated approach addressing both organizational level interventions (leadership development, cultural reinforcement) and individual level support (motivation strategies and satisfaction mechanisms). Implications for higher education policy and institutional management are discussed.

Keywords: Organizational, Individual, Lecturer, Performance.



INTRODUCTION

Higher education institutions worldwide face mounting pressure to enhance academic quality, institutional reputation, and graduate competitiveness in an increasingly knowledge driven global economy. At the heart of these imperatives lies the performance of academic staff particularly lecturers, who bear the tripartite mandate of teaching, research, and community service as enshrined in Indonesia's Tridharma Perguruan Tinggi. Although lecturer performance has been formally regulated through the Beban Kerja Dosen (BKD) framework, empirical evidence on its underlying determinants remains alarmingly fragmented, leaving institutions ill equipped to design evidence based interventions (Dirjen Dikti, 2021).

Nowhere is this gap more consequential than in Tangerang encompassing Tangerang City, South Tangerang City, and Tangerang Regency one of Indonesia's most densely urbanized metropolitan corridors bordering the national capital. The region is home to more than 40 private universities (Perguruan Tinggi Swasta/PTS), many of which are locked in a chronic struggle with substandard accreditation ratings, underqualified academic staff, high lecturer turnover, and weak institutional governance. Field observations and institutional reports reveal a troubling reality: a significant proportion of lecturers in this region demonstrate low research output, minimal community engagement, and inadequate instructional quality symptoms of deeper organizational dysfunctions that have yet to be rigorously diagnosed. Compounding this crisis, many private universities in Tangerang operate under resource constraints that undermine leadership effectiveness, erode organizational culture, and suppress both job satisfaction and work motivation among their academic workforce. Yet despite the region's strategic significance as an educational hub serving hundreds of thousands of students, no comprehensive empirical study has examined the combined influence of organizational and individual factors on lecturer performance within this specific geographic and institutional context a critical blind spot in Indonesian higher education research (Surwiti et al., 2025).

Prior literature has consistently identified organizational culture (Robbins, 2017; Schein. & Schein, 2010), transformational leadership (Bass & Riggio, 2021), job satisfaction (Carson et al., 1991), and work motivation (Maslow, 1970) as pivotal antecedents of employee performance across diverse sectors. However, the overwhelming majority of studies treat these variables in isolation, fail to capture their complex interrelationships, and have been conducted outside the Indonesian private higher education context severely limiting their theoretical generalizability and practical applicability. Moreover, the simultaneous examination of organizational level and individual

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level factors through the methodological rigor of Structural Equation Modeling–Partial Least Squares (SEM PLS) remains conspicuously absent from the Indonesian academic performance literature.

A substantial body of prior research has explored the individual relationships between the variables under investigation and employee or academic performance. Studies on transformational leadership have consistently demonstrated its positive influence on lecturer performance in higher education settings (Saif et al., 2024a), confirming that leaders who inspire, motivate, and intellectually stimulate their subordinates tend to elicit superior work outcomes. Similarly, organizational culture has been established as a significant predictor of performance, with research conducted in Indonesian universities affirming that a strong, values driven institutional culture fosters academic productivity and professional commitment (Bastian & Widodo, 2024; Surwiti et al., 2025). The role of job satisfaction in driving lecturer performance has likewise received considerable empirical attention, with studies by Kim et al., (2023), He et al., (2026) and Ferine & Surya, (2025) confirming that lecturers who perceive their work as fulfilling, fairly compensated, and professionally rewarding consistently outperform their less satisfied counterparts. Work motivation, grounded in Self Determination Theory (Ryan & Dec, 2017) and Maslow's Hierarchy of Needs, has further been validated as a robust driver of academic performance, with Indonesian based studies by Sulistiasih & Widodo, (2025) demonstrating that intrinsically motivated lecturers exhibit higher teaching quality, greater research engagement, and stronger institutional loyalty.

Despite this accumulation of knowledge, critical limitations persist across the existing literature that collectively render current understanding incomplete. The vast majority of studies examine these variables in isolation or through simple bivariate relationships, failing to capture the complex, simultaneous interplay between transformational leadership, organizational culture, job satisfaction, and work motivation as an integrated system of performance determinants. While some studies have incorporated mediation analysis particularly positioning job satisfaction or motivation as mediating variables (Huang et al., 2025b; Saif et al., 2024b; Wahyudi et al., 2023; Yan et al., 2023) these models remain inherently partial, omitting key constructs or relying on conventional regression techniques that cannot adequately handle measurement error and latent variable complexity. This methodological insufficiency is further compounded by a striking geographic and contextual blind spot: no prior study has situated an integrated model of this nature within the specific institutional landscape of Tangerang's private universities, where the confluence of accreditation pressures, resource constraints,

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leadership instability, and pervasive workforce dissatisfaction creates a uniquely challenging performance environment that generic findings from other contexts cannot adequately explain or address. It is precisely from this convergence of theoretical fragmentation, methodological limitation, and contextual absence that the novelty of the present study emerges offering an empirically rigorous, SEM PLS based examination of how transformational leadership, organizational culture, job satisfaction, and work motivation jointly and interactively shape lecturer performance in one of Indonesia's most educationally significant yet empirically neglected metropolitan regions.

This study is therefore driven by an urgent need to address three compounding research gaps: (1) the striking scarcity of empirical research on lecturer performance amid the real and documented institutional challenges facing Tangerang's private higher education sector; (2) the absence of an integrated theoretical model capable of simultaneously capturing the interplay between transformational leadership, organizational culture, job satisfaction, and work motivation on lecturer performance; and (3) the underutilization of SEM PLS as a robust analytical framework in Indonesian academic performance scholarship. The findings are expected to deliver not only theoretical advancement but also actionable policy recommendations for institutional leaders, academic governance bodies, and national higher education policymakers seeking to reverse the performance deficit afflicting private universities in Indonesia's most competitive urban regions.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Organizational Culture and Lecturer Performance

Organizational culture encompasses the shared values, beliefs, norms, and behavioral patterns that characterize an organization and guide its members' behavior (Schein. & Schein, 2010). In the educational context, a strong academic culture characterized by collegiality, innovation, transparency, and shared purpose has been consistently associated with higher staff performance (Sustiyatik, 2023). Lecturers embedded in supportive organizational cultures tend to demonstrate greater commitment to teaching quality, research productivity, and service contributions (Fadillah et al., 2024).

H₁: Organizational culture has a significant positive effect on lecturer performance.



Transformational Leadership and Lecturer Performance

Transformational leadership defined by Bass & Riggio, (2021) as leadership that inspires followers through vision, intellectual stimulation, individualized consideration, and idealized influence has emerged as a critical driver of organizational performance. In higher education, transformational leaders (deans, heads of study programs) who articulate compelling visions, empower lecturers, and foster intellectual growth tend to elicit higher quality academic outputs (Wahyudi et al., 2023). Such leaders create psychological safety that encourages innovation and risk taking in pedagogy and research.

H₂: Transformational leadership has a significant positive effect on lecturer performance.

Job Satisfaction and Lecturer Performance

Drawing on Herzberg's Two Factor Theory, job satisfaction in academic settings encompasses both hygiene factors (salary, working conditions, institutional policies) and motivators (recognition, achievement, growth opportunities). Satisfied lecturers are more likely to invest discretionary effort in teaching preparation, student mentoring, and scholarly activities (Carson et al., 1991). In the Indonesian context, Sulistiasih & Widodo, (2025) reported a significant positive relationship between job satisfaction and lecturer performance across Javanese universities, consistent with meta analytic findings from Nargis Shamim & Munawer Sultana, (2023).

H₃: Job satisfaction has a significant positive effect on lecturer performance.

Work Motivation and Lecturer Performance

Self Determination Theory (Ryan & Dec, 2017) distinguishes between intrinsic motivation driven by inherent satisfaction and personal growth and extrinsic motivation driven by external rewards. Academic roles present a unique motivational landscape wherein intrinsic motivators (intellectual curiosity, passion for teaching, desire to contribute to knowledge) often predominate. Prior research consistently demonstrates that highly motivated lecturers exhibit superior teaching effectiveness, greater research output, and stronger community engagement (Chen, 2023; Li & Hung, 2025; Tamakloe, 2024; Wahyudi et al., 2023).

H₄: Work motivation has a significant positive effect on lecturer performance.



Simultaneous Effect of All Factors on Lecturer Performance

When organizational (culture, leadership) and individual (satisfaction, motivation) factors are considered simultaneously, their combined explanatory power for performance outcomes is expected to exceed that of any single predictor. Organizational factors shape the environment and climate within which individual factors operate, creating compounding effects on performance (Mathis, Robert L. dan Jackson, 2016). The present study tests this integrated model using SEM PLS to account for measurement error and complex inter variable relationships.

H₅: Organizational culture, transformational leadership, job satisfaction, and work motivation simultaneously have a significant positive effect on lecturer performance

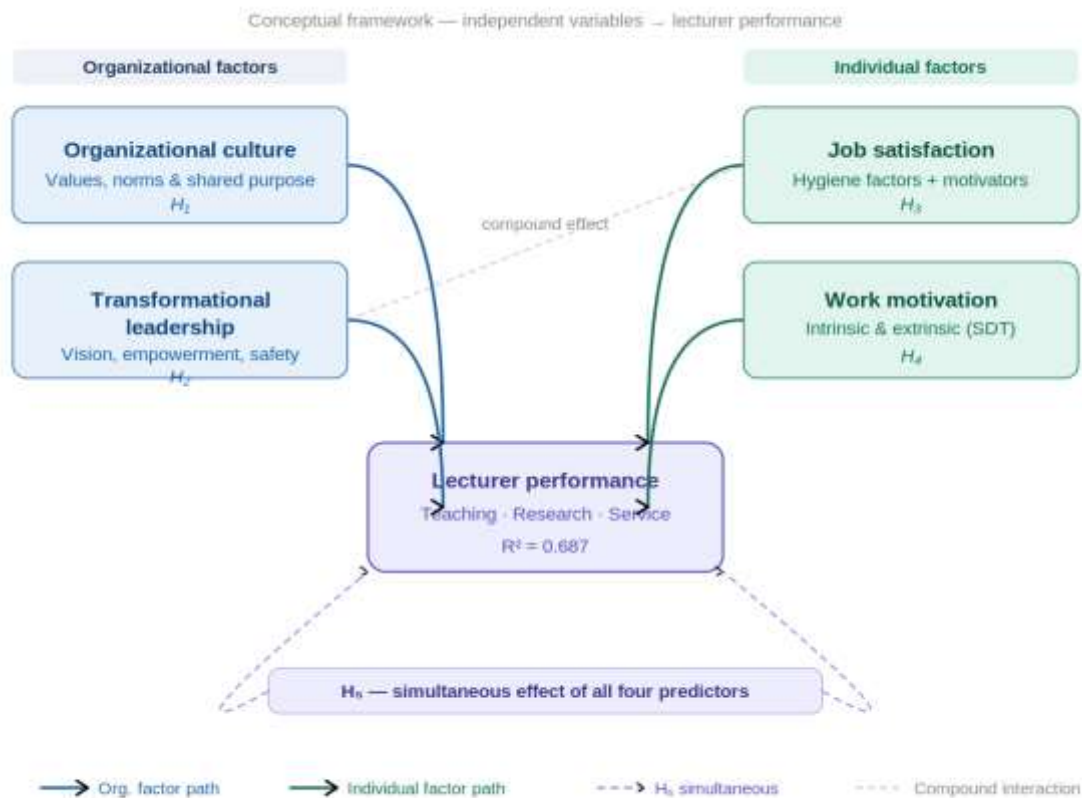


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

Research Design and Participants

This study employed a cross sectional quantitative survey design. The target population consisted of all permanent lecturers (dosen tetap) at accredited private universities (PTS) located in Tangerang City and Tangerang Regency, Banten Province, Indonesia. Six universities meeting the inclusion criteria (minimum B accreditation from BAN PT, active research programs, and minimum 50 permanent lecturers) were purposively selected: Universitas Pamulang, Universitas Buddhi Dharma, Universitas Pelita Bangsa, STIE Muhammadiyah Tangerang, STMIK Bina Sarana Global, and STISIP Yuppentek.

Using Slovin's formula with a 5% margin of error applied to a population of 876 eligible lecturers, the minimum required sample was 276. After stratified random sampling proportional to each university's permanent lecturer population and accounting for an expected 20% non response rate, 340 questionnaires were distributed. A total of 229 questionnaires were returned (67.4% response rate), of which 214 were deemed complete and usable for analysis.

Instrumentation

All constructs were measured using established Likert type scales (1 = Strongly Disagree to 5 = Strongly Agree). Organizational Culture was measured using 12 items adapted from the Organizational Culture Assessment Instrument (Field, 2024). Transformational Leadership was assessed through 20 items from the Multifactor Leadership Questionnaire (Avolio & Bass, 2020), reduced to 15 items after item analysis. Job Satisfaction was measured using 18 items from the Minnesota Satisfaction Questionnaire (Anonymous, 2025). Work Motivation was operationalized through 16 items adapted from Needs Theory (achievement, affiliation, power needs). Lecturer Performance was assessed through 20 items covering teaching quality, research productivity, community service, and professional development, consistent with the national BKD framework (Dirjen Dikti, 2021).

Validity and Reliability

Validity and reliability are essential components in ensuring the quality and credibility of a research instrument. Validity refers to the extent to which an instrument accurately measures what it is intended to measure, while reliability indicates the consistency and stability of the measurement results over time.

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Table 1. Measurement Model Fit Indices and Reliability Statistics

Construct	AVE	CR	α	Items Retained
Organizational Culture	0.541	0.923	0.912	12
Transformational Leadership	0.558	0.947	0.939	15
Job Satisfaction	0.512	0.931	0.921	18
Work Motivation	0.573	0.952	0.945	16
Lecturer Performance	0.534	0.960	0.955	20

Source: Research Findings, 2026

Based on Table 1, the evaluation of the measurement model indicates that all research constructs demonstrate strong convergent validity and reliability. This is evidenced by the Average Variance Extracted (AVE) values for all variables, which exceed the minimum threshold of 0.50, ranging from 0.512 to 0.573. These results suggest that each construct is able to explain more than 50% of the variance of its indicators, thereby confirming adequate convergent validity. Furthermore, the Composite Reliability (CR) values for all constructs range from 0.923 to 0.960, which are well above the recommended minimum level of 0.70. This indicates a high level of internal consistency among the indicators within each construct. These findings are further supported by Cronbach's Alpha (α) values, which range from 0.912 to 0.955, demonstrating excellent reliability across all variables. Thus, the measurement instruments used in this study can be considered highly reliable and consistent in capturing the intended constructs. In terms of retained items, each construct includes a relatively large number of indicators, ranging from 12 to 20 items, suggesting that the constructs are measured comprehensively without compromising measurement quality. Overall, these results confirm that the measurement model meets the required goodness-of-fit criteria and is suitable for subsequent structural model analysis.

Data Analysis

Structural Equation Modeling using Partial Least Squares (SEM PLS) was chosen for its robustness with non normal distributions and its suitability for both reflective and formative measurement models (Hair et al., 2017). The two step analysis involved: (1) outer model assessment (convergent validity, discriminant validity, reliability) and (2) inner model assessment (path coefficients, R^2 , f^2 , predictive relevance Q^2). Bootstrapping with



5,000 subsamples was used to generate standard errors and confidence intervals for hypothesis testing at a 95% confidence level.

RESULT

Respondent Profile

The respondent profile provides an overview of the demographic and professional characteristics of the participants involved in this study. It includes key aspects such as gender, educational background, and academic rank, which are important to understand the composition of the sample. This information helps to contextualize the findings and ensures a clearer interpretation of the research results based on the respondents' backgrounds

Table 2. Respondent Profile

Profile	n	%
Gender		
Male	120	56.1%
Female	94	43.9%
Educational Background		
Master's degree	147	68.7%
Doctoral degree	67	31.3%
Academic Rank		
Asisten Ahli	82	38.3%
Lektor	88	41.1%
Lektor Kepala or above	44	20.6%

Source: Research Findings, 2026

Based on Table 2, the respondent profile shows a relatively balanced distribution in terms of gender, although male respondents slightly dominate the sample. Out of the total respondents, 120 individuals (56.1%) are male, while 94 respondents (43.9%) are female. This indicates that both genders are adequately represented, allowing for a fairly balanced perspective in the analysis. In terms of educational background, the majority of respondents hold a Master's degree, accounting for 147 individuals (68.7%), while the remaining 67 respondents (31.3%) possess a Doctoral degree. This suggests that most participants meet the standard academic qualifications required in higher education, with a substantial proportion already achieving the highest academic degree. Regarding academic rank, most respondents are positioned at the Lektor level, comprising 88



individuals (41.1%), followed by Asisten Ahli with 82 respondents (38.3%). Meanwhile, those holding the rank of Lektor Kepala or above account for 44 individuals (20.6%), representing the smallest group. This distribution indicates that the sample is dominated by mid-level academic staff, with fewer senior-level lecturers, which may reflect the general structure of academic staffing in the observed institutions

Descriptive Statistics

Descriptive statistics are used to summarize and describe the main features of the data collected in this study. Key indicators such as mean and standard deviation provide insights into the central tendency and variability of the responses. Additionally, construct descriptive statistics based on a 5-point scale are presented to illustrate respondents' perceptions of work motivation, organizational commitment, leadership effectiveness, work environment, and job satisfaction. These measures help in understanding the overall patterns and distribution of the variables under study.

Table 3. Descriptive Statistics

Variables	Mean	SD
Work Motivation	3.94	0.74
Organizational Culture	3.87	0.71
Leadership Transformasional	3.79	0.78
Performance Lecturer	3.68	0.76
Job Satisfaction	3.61	0.79

Source: Research Findings, 2026

Based on Table 3, the descriptive statistics show that all variables are measured using a 5-point Likert scale and generally reflect favorable perceptions from respondents, as indicated by mean values above the midpoint (3.00). Among the variables, Work Motivation has the highest mean score (3.94) with a standard deviation of 0.74, suggesting that respondents tend to have high levels of motivation with moderate variability. Organizational Culture follows with a mean of 3.87 and a standard deviation of 0.71, indicating that respondents perceive the organizational culture positively and relatively consistently. Leadership Transformational also demonstrates a positive evaluation, with a mean of 3.79 and a standard deviation of 0.78, although slightly lower than the previous variables, reflecting some diversity in respondents' perceptions of leadership effectiveness. Lecturer Performance records a mean of 3.68 and a standard deviation of



0.76, indicating that overall performance is perceived as moderately high, though not as strong as motivation or organizational culture. Meanwhile, Job Satisfaction has the lowest mean score (3.61) and the highest standard deviation (0.79), suggesting that although respondents are generally satisfied, there is greater variability in their responses compared to other variables. Overall, the findings indicate that all variables are perceived positively, with Work Motivation emerging as the most dominant factor, while Job Satisfaction shows relatively lower perceptions and greater dispersion, implying that it may require more attention for improvement.

Common Method Bias Assessment

Common method bias assessment is conducted to evaluate the potential bias arising from the use of a single data collection method. In this study, Harman's single factor test shows that the first factor accounts for a limited proportion of the variance, suggesting that common method bias is not a major concern. Furthermore, the marker variable correlation approach confirms the absence of substantial bias, as adjustments result in only negligible changes in the path coefficients.

Table 4. Common Method Bias Assessment

Test	Result	Threshold	Verdict
Harman's single factor — first factor variance	23.8%	< 50%	Pass
Marker variable max path coefficient change ($\Delta\beta$)	< 0.03	Negligible	Pass

Source: Research Findings, 2026

Based on Table 4, the assessment of common method bias (CMB) indicates that this issue is not a significant concern in the study. The Harman's single factor test shows that the variance explained by the first factor is 23.8%, which is well below the threshold of 50%. This result suggests that no single factor dominates the data, indicating that common method bias is unlikely to substantially influence the results. Furthermore, the marker variable approach reinforces this finding, as the maximum change in path coefficients ($\Delta\beta$) is less than 0.03, which is considered negligible. This implies that controlling for potential method bias does not meaningfully alter the relationships between variables in the model. Overall, both tests consistently demonstrate that common method bias does not pose a serious threat to the validity of the study. Therefore, the estimated



relationships among constructs can be interpreted with greater confidence, as they are not significantly affected by systematic measurement error.

Structural Model Results

The structural model results present the evaluation of the hypothesized relationships among variables in this study. Key indicators such as path coefficients (β), standard errors (SE), t-values, p-values, and 95% confidence intervals are used to assess the significance and strength of each relationship. The coefficient of determination (R^2) indicates the model's explanatory power, while the F-statistic reflects the overall model fit. These results provide a comprehensive basis for determining whether the proposed hypotheses are supported or rejected.

Table 5. Structural Model Results: Path Coefficients and Hypothesis Testing

Hypothesis / Path	β	SE	t value	p value	95% CI	Decision
Org. Culture $\rightarrow$ LP	0.276	0.048	5.750	0.001	[0.182, 0.370]	Accepted
Trans. Lead. $\rightarrow$ LP	0.318	0.052	6.115	0.001	[0.216, 0.420]	Accepted
Job Satisfaction $\rightarrow$ LP	0.231	0.045	5.133	0.001	[0.143, 0.319]	Accepted
Work Motivation $\rightarrow$ LP	0.412	0.059	6.983	0.001	[0.296, 0.528]	Accepted
Combined $\rightarrow$ LP ($R^2 = 0.687$)			F = 113.4	0.001		Accepted

Source: Research Findings, 2026

Based on Table 5, the structural model results indicate that all hypothesized relationships have a positive and statistically significant effect on Lecturer Performance (LP). Organizational Culture (H_1) shows a significant effect ($\beta = 0.276$; $t = 5.750$; $p < 0.001$), indicating a moderate (medium) effect size, suggesting that a supportive organizational culture contributes meaningfully to improving lecturer performance. Similarly, Transformational Leadership (H_2) demonstrates a slightly stronger influence ($\beta = 0.318$; $t = 6.115$; $p < 0.001$), which can also be categorized as a moderate effect, reflecting the important role of leadership in enhancing performance outcomes. Job Satisfaction (H_3) has a significant positive impact ($\beta = 0.231$; $t = 5.133$; $p < 0.001$), but with a relatively smaller coefficient compared to other variables, indicating a small to moderate effect size. This suggests that while job satisfaction contributes to lecturer performance, its influence

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is comparatively less dominant. In contrast, Work Motivation (H_4) exhibits

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