

The Influence of Transformational Leadership and Organizational Culture on Private University Lecturers' Performance in Bandar Lampung

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Abstract: This research examines the influence of transformational leadership and organizational culture on lecturers' performance, with organizational commitment as a mediating variable, in private universities in Bandar Lampung. The study employed a quantitative research design and analyzed the data using Partial Least Squares-based Structural Equation Modeling (PLS-SEM). The population consisted of permanent lecturers registered in PDDikti at private higher education institutions in Bandar Lampung. A total of 200 valid respondents were selected through purposive sampling. Data were gathered using questionnaires based on a five-point Likert scale. The findings show that transformational leadership has a positive and significant influence on organizational commitment ($\beta = 0.412$; $p < 0.05$) and lecturer performance ($\beta = 0.356$; $p < 0.05$). Organizational culture also has a positive and significant effect on organizational commitment ($\beta = 0.378$; $p < 0.05$) and lecturer performance ($\beta = 0.329$; $p < 0.05$). In addition, organizational commitment has a positive and significant effect on lecturer performance ($\beta = 0.445$; $p < 0.05$). The results further indicate that organizational commitment partially mediates the relationships between transformational leadership and lecturer performance, and between organizational culture and lecturer performance. From a practical perspective, these findings suggest that leaders of private universities need to focus on developing transformational leadership, strengthening an academic culture that supports performance, and enhancing lecturer commitment. These aspects can serve as strategic efforts to improve teaching productivity, research performance, community service activities, and the overall competitiveness of higher education institutions.

Keywords: Transformational Leadership, Organizational Culture, Lecturer Performance, Organizational Commitment, SEM-PLS

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INTRODUCTION

Private higher education institutions in Indonesia are increasingly required to strengthen their competitiveness in response to rapid changes in the higher education environment. Global competition, digital transformation, accreditation demands, and public expectations have encouraged private universities to improve institutional quality and academic performance. This urgency is supported by official higher education statistics, which report that national higher education data are compiled from PDDikti reporting for the 2024/2025 academic year and cover institutions, study programs, accreditation, students, graduates, and lecturers (Kementerian Pendidikan Tinggi, Sains, dan Teknologi, 2026). At the regional level, BPS Lampung also provides district- and city-level data on higher education institutions, lecturers, and students, indicating that



lecturer capacity is a key component of higher education monitoring in Lampung Province (BPS Provinsi Lampung, 2026).

Lecturer performance is closely related to the implementation of the three pillars of higher education, namely education, research, and community service (Herman et al., 2021). High-performing lecturers are expected not only to deliver effective teaching but also to produce scientific publications, conduct research, participate in community engagement, and contribute to institutional development (Amrullah et al., 2022). Therefore, lecturer performance is not only an individual achievement but also an institutional quality indicator that is directly associated with accreditation readiness, academic reputation, and graduate competitiveness.

In Bandar Lampung, private higher education institutions play an important role in supporting the development of regional human resources. As the capital city of Lampung Province, Bandar Lampung has become a center of educational, economic, and social development. The presence of private universities in this city provides broader access to higher education for the public. However, the concentration of higher education institutions also creates competition among universities for accreditation status, lecturer qualifications, publication productivity, institutional reputation, and graduate employability. This condition requires private universities to manage their human resources effectively, especially lecturers, who are the main academic actors (Restiani et al., 2024).

Although lecturers play a crucial role in higher education, variations in lecturer performance across private universities remain an important issue to examine. These variations can be reflected in teaching quality, research productivity, publication output, community service participation, and academic innovation (Şahin & Bilir, 2024). Such differences suggest that lecturer performance is shaped not only by individual competence but also by organizational factors that influence lecturers' attitudes and work behavior. Prior studies have indicated that leadership, organizational culture, and organizational commitment are key determinants of lecturer performance in higher education institutions (Trenggono et al., 2023).

Transformational leadership is one of the leadership styles considered effective in improving employee and lecturer performance. Transformational leaders inspire followers through vision, motivation, intellectual stimulation, and individual consideration. In higher education, transformational leadership can encourage lecturers to develop new ideas, improve academic competence, share knowledge, and contribute beyond formal job requirements. (Manuhutu et al., 2024) Found that transformational leadership significantly affects knowledge sharing and lecturer performance, while Muhammad et al. (2024) emphasized that it contributes to lecturer performance through the development of lecturer competence.

Transformational leadership is also important because higher education institutions operate in a knowledge-based environment. Leaders in private universities are expected to create an academic climate that supports innovation, collaboration, and continuous improvement. When university leaders communicate a clear vision, empower lecturers, and provide professional support, lecturers are more likely to demonstrate greater motivation and commitment. (Ferdinan & Lindawati, 2021) Found that transformational leadership in higher education institutions is related to innovative work behavior and task performance through knowledge sharing. This indicates that

leadership is not only a managerial function but also a strategic mechanism for improving academic performance (Hadi, 2025).

In addition to leadership, organizational culture is another important factor influencing lecturer behavior and performance. Organizational culture reflects shared values, norms, beliefs, and practices that guide members in carrying out their responsibilities. In private higher education institutions, a positive organizational culture can promote discipline, academic integrity, teamwork, innovation, and service orientation. A supportive culture helps lecturers feel valued and encourages them to participate actively in achieving institutional goals. (Awaluddin, 2021) showed that leadership, commitment, and culture are important elements in explaining lecturer performance in higher education governance.

Organizational culture may also enhance lecturers' emotional attachment and commitment to their institution. When lecturers are supported by a work environment that promotes fairness, career development, cooperation, and appreciation, they are more likely to build a stronger sense of belonging. Recent empirical findings indicate that organizational culture has a positive and significant influence on both organizational commitment and lecturer performance (Apriansa et al., 2025). This suggests that culture not only affects work behavior directly but also shapes the psychological connection between lecturers and their institutions. For this reason, organizational culture should be viewed as an important strategic element in efforts to improve lecturer performance (Lasrado & Kassem, 2021).

In this study, organizational commitment is used as a mediating variable because it explains the mechanism by which transformational leadership and organizational culture affect lecturers' performance. Lecturers who demonstrate high organizational commitment tend to exhibit greater loyalty, responsibility, motivation, and willingness to contribute to achieving institutional goals. Commitment can strengthen the influence of leadership and culture by converting positive organizational experiences into productive work behavior. Notosudjono and Sunaryo (2024) found that organizational commitment plays a significant role in enhancing lecturer performance and mediates the relationship between organizational culture and performance. Likewise, Masnun et al. (2025) emphasized the importance of commitment in linking higher education governance with lecturer performance.

Although previous studies have examined transformational leadership, organizational culture, organizational commitment, and lecturer performance, several research gaps remain. Studies conducted by Notosudjono and Sunaryo (2024), Apriansa et al. (2025), Fadillah et al. (2024), and Herman et al. (2021) have provided important insights into the relationships among these variables. However, they have not fully explained how these relationships occur among permanent lecturers registered in PDDikti within the competitive context of private universities in Bandar Lampung. This setting is theoretically important because private universities in provincial capitals face various challenges, including accreditation demands, expectations for lecturer productivity, institutional competition, and limited resources. Therefore, this study offers a context-based mediation model that explains how transformational leadership and organizational culture can improve lecturer performance both directly and indirectly through organizational commitment in regional private higher education institutions.

This research is based on three main theoretical perspectives: transformational leadership theory, organizational culture theory, and the three-component model of

organizational commitment. Transformational leadership theory states that leaders who communicate a clear vision, provide inspiration, encourage intellectual development, and give individual attention can strengthen followers' motivation and identification with organizational objectives. Organizational culture theory emphasizes that shared values, norms, and basic assumptions influence how members behave and shape expectations regarding collective performance. Meanwhile, the three-component model of organizational commitment posits that affective, continuance, and normative commitment are psychological processes that transform positive organizational experiences into stronger, more productive work behavior.

Based on this theoretical reasoning, the hypotheses are formally stated as follows:

H1: Transformational leadership has a positive effect on organizational commitment.

H2: Organizational culture positively affects organizational commitment.

H3: Transformational leadership positively affects lecturer performance.

H4: Organizational culture positively affects lecturer performance.

H5: Organizational commitment has a positive effect on lecturer performance.

H6: Organizational commitment mediates the effect of transformational leadership on lecturer performance.

H7: Organizational commitment mediates the effect of organizational culture on lecturer performance.

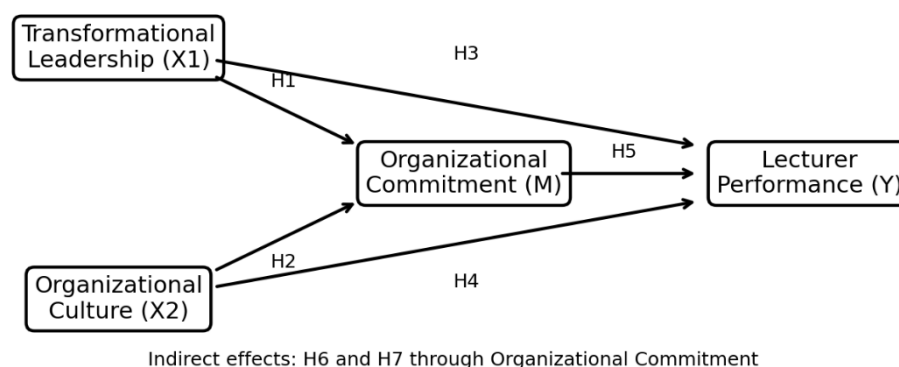


Figure 1. Conceptual Model of the Study

RESEARCH METHODS

Research Design and Approach

This study uses a quantitative method with an explanatory research design. The quantitative approach is considered suitable because the research focuses on testing hypotheses and analyzing causal relationships among latent variables through numerical data. An explanatory design is also relevant because it clarifies how independent variables influence dependent variables through statistical analysis (Raharja et al., 2022).

The selection of an explanatory design is appropriate for studies that investigate complex relationships among organizational variables, especially when mediation effects are involved. In this research, transformational leadership and organizational culture are

treated as independent variables, organizational commitment is placed as the mediating variable, and lecturer performance is used as the dependent variable.

A survey method is used in this study because data are obtained from lecturers via structured questionnaires. Survey-based research is widely used in organizational and educational contexts since it enables researchers to gather standardized data from a relatively large group of respondents. In addition, this method enables the quantitative measurement of perceptions, attitudes, and behavioral tendencies (Achmad & Mz, 2022).

The causal relationships in this study are examined using Partial Least Squares Structural Equation Modeling (PLS-SEM). This analytical technique is appropriate for evaluating complex models comprising several latent variables and indirect effects. PLS-SEM is also commonly used in prediction-oriented research and in the development of theoretical models within the social sciences (Hidayat et al., 2024).

Thus, the use of a quantitative explanatory approach is aligned with the objective of this study, which is to examine the influence of transformational leadership and organizational culture on lecturer performance through organizational commitment. This approach enables the researcher to assess both direct and indirect effects within a single integrated structural model.

Population and Sample

The population of this study consists of all permanent lecturers at private higher education institutions in Bandar Lampung who were actively registered in the PDDikti system for the 2024/2025 academic year. The sampling frame was compiled from PDDikti lecturer records and institutional lecturer lists provided by private universities in Bandar Lampung. PDDikti data were used to verify lecturer status, institutional affiliation, and active academic records, while the primary analytical data were obtained from questionnaire responses. Permanent lecturers were selected because they are formally affiliated with their institutions and directly responsible for implementing the Tridharma of Higher Education (Murniawati & Achmad, 2024).

Based on the PDDikti-verified sampling frame and institutional lecturer lists, the estimated population was approximately 1,500 permanent lecturers distributed across private higher education institutions in Bandar Lampung. This population is relevant because it comprises academic staff involved in teaching, research, community service, and institutional development.

The sampling technique used in this study is purposive sampling. This technique is used because the researcher needs respondents who meet specific criteria aligned with the research objectives. The criteria include permanent lecturer status, a minimum functional academic position of Assistant Professor, at least two years of work experience in the same institution, and active teaching status in the current semester (Amponsah, 2025).

In PLS-SEM, sample size determination should consider model complexity, number of indicators, number of structural paths, and statistical power. Recent PLS-SEM literature emphasizes that sample size should not rely only on simple rules of thumb but should also consider the research model and the expected statistical power (Haryanti et al., 2025).

In this study, questionnaires were distributed to 250 lecturers to address potential nonresponse and incomplete data. After screening for completeness, eligibility, and response consistency, 200 valid responses were retained for analysis. This final sample size is considered adequate for PLS-SEM because it exceeds the minimum requirement

for the model's complexity and is suitable for a mediation model involving four latent constructs (Hair et al., 2022; Lazuardi et al., 2023).

Operational Definitions and Indicators

Operational definitions are provided to clarify the empirical measurement of each research variable. In this study, every variable is converted into a set of indicators derived from relevant theoretical foundations and prior empirical findings. This step is essential to ensure that abstract concepts can be assessed through measurable questionnaire statements.

Transformational leadership is defined as a leadership approach that encourages, motivates, intellectually challenges, and provides individual support to lecturers so they can perform beyond formal work expectations. In this research, transformational leadership is assessed using four indicators: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Organizational culture refers to the common values, norms, and beliefs that shape the behavior of members within an institution. In this study, organizational culture is measured using five indicators: innovation, attention to detail, outcome orientation, team orientation, and stability (Koç, 2024).

Organizational commitment describes lecturers' psychological attachment, loyalty, and intention to remain with the institution. This variable is measured using three dimensions: affective commitment, continuance commitment, and normative commitment. Organizational commitment is included as a mediating variable because it can explain the mechanism through which leadership and organizational culture affect lecturer performance.

Lecturer performance refers to lecturers' achievement in carrying out the Tridharma of Higher Education, which includes teaching, research, community service, and professional development. All variables in this study are measured using a five-point Likert scale, ranging from 1, which represents "strongly disagree," to 5, which represents "strongly agree." The use of multiple indicators aligns with the requirements of the PLS-SEM measurement model, in which latent constructs are represented by several observable indicators (Hair et al., 2022).

Table 1. Operational Definitions, Indicators, and Measurement Scale of Research Variables

Variable	Operational Definition	Indicators	Scale
Transformational Leadership (X1)	A leadership style that inspires, motivates, intellectually stimulates, and supports lecturers to exceed expected performance.	Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration	Likert 1–5
Organizational Culture (X2)	A system of shared values, norms, and beliefs that guides members' behavior within the institution.	Innovation, Attention to Detail, Outcome Orientation, Team Orientation, Stability	Likert 1–5
Organizational Commitment (M)	The degree of lecturers' attachment, loyalty, and psychological involvement in the institution.	Affective Commitment, Continuance Commitment, Normative Commitment	Likert 1–5
Lecturer Performance (Y)	The outcomes of lecturers' work in implementing the Tridharma of Higher Education.	Teaching Quality, Research Productivity, Community Service, Professional Development	Likert 1–5

Data Collection Technique

Primary data in this study were obtained through a structured questionnaire administered to lecturers who met the predetermined criteria. The questionnaire was designed to capture respondents' perceptions regarding transformational leadership, organizational culture, organizational commitment, and lecturer performance. Thus, the main empirical data were derived from self-reported responses provided by permanent lecturers registered in PDDikti. Meanwhile, PDDikti data and institutional records were used as supporting references to verify respondent eligibility and ensure the accuracy of the sampling frame.

The questionnaire was distributed through both direct and online methods, including Google Forms. Direct distribution was used to reach lecturers who could be contacted either personally or through their institutions, while online distribution was employed to improve efficiency and expand respondent coverage.

The instrument consisted of two major parts. The first part included demographic information, such as gender, age, educational background, academic rank, years of service, and institutional affiliation. These data were used to describe the profile of respondents and provide contextual background for the research.

The second part contained questionnaire items related to the four variables examined in this study. Respondents were asked to express their level of agreement with each statement using a five-point Likert scale. This type of scale is widely used in quantitative organizational studies because it is well suited to measuring attitudes, perceptions, and subjective assessments.

Prior to the main data analysis, the collected responses were checked and cleaned to maintain data quality. In SEM-PLS studies, data preparation is an important stage because missing data, repetitive response patterns, and outliers can affect the validity of both the measurement and structural models (Fadillah et al., 2024).

Data Analysis Technique

Data analysis in this study is conducted using Partial Least Squares Structural Equation Modeling, or PLS-SEM, with the assistance of SmartPLS 4.0 software. PLS-SEM is selected because it is well-suited to analyzing complex models with multiple latent variables, mediation effects, and prediction-oriented objectives (Trenggono et al., 2024).

SmartPLS 4.0 is used because it provides tools for estimating measurement and structural models, bootstrapping, assessing predictive relevance, and assessing model fit. SmartPLS is widely used in PLS-SEM research because it offers a user-friendly interface and supports advanced analysis for variance-based structural equation modeling (Syahid et al., 2024).

The data analysis was carried out in two major steps. The first step involved assessing the measurement model, also known as the outer model. This assessment covered convergent validity, discriminant validity, and reliability. Convergent validity was examined through outer loading values and Average Variance Extracted (AVE). An indicator is regarded as valid when its loading value exceeds 0.70, and the AVE value is higher than 0.50.

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio (HTMT). A construct is considered to meet discriminant validity requirements when its HTMT value is lower than the recommended cut-off point. Reliability testing was conducted using Cronbach's Alpha and Composite Reliability. Values greater than 0.70 indicate that the construct has acceptable internal consistency (Hair et al., 2022).

The second step focused on evaluating the structural model, or inner model. This evaluation included the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), full collinearity VIF, and hypothesis testing using bootstrapping. The bootstrapping analysis was performed with 5,000 subsamples at a 0.05 significance level to obtain path coefficients, T-statistics, P-values, and 95% bias-corrected confidence intervals.

Mediation analysis was conducted by examining the indirect effect, its confidence interval, and the Variance Accounted For (VAF). Mediation is classified as partial mediation when the indirect effect is significant while the direct effect also remains significant. Since all variables in this study were measured using a single self-report questionnaire, common method bias was tested through full collinearity VIF values. VIF values below 3.3 indicate that common method bias does not represent a serious problem.

RESULTS AND DISCUSSION

Respondent Profile

The respondents in this study consisted of 200 permanent lecturers from private higher education institutions in Bandar Lampung. The respondent profile was classified based on gender, age, educational background, academic functional position, and length of service. These characteristics are important because they provide a general description of the respondents involved in the study and help explain the context of lecturer performance in private universities.

By gender, the majority of respondents were male lecturers, totaling 112 (56.0% of the total). Meanwhile, female lecturers accounted for 88 respondents or 44.0%. This distribution indicates that male lecturers slightly outnumbered female lecturers in the sample, although the proportion of female lecturers was also relatively high. Therefore, the data can still represent perspectives from both male and female lecturers.

In terms of age, most respondents were between 35 and 45 years old, comprising 89 respondents (44.5%). Respondents under 35 years old totaled 54 people or 27.0%, while those over 45 years old totaled 57 people or 28.5%. This shows that most lecturers in the sample were in a productive age group, which may influence their teaching performance, research productivity, and institutional involvement.

Based on educational background, most respondents held a master's degree, totaling 148 lecturers (74.0%). Meanwhile, 52 respondents, or 26.0%, held a doctoral degree. This condition reflects the general composition of lecturers in many private higher education institutions, where master's degree holders still dominate, while the proportion of doctoral lecturers continues to grow.

Regarding academic functional position, most respondents held the position of Lektor, totaling 84 lecturers (42.0%). This was followed by Asisten Ahli, with 67 lecturers (33.5%), Lektor Kepala, with 35 lecturers (17.5%), and Guru Besar, with 14 lecturers (7.0%). In terms of length of service, the largest group had worked for 6–10 years, comprising 74 lecturers (37.0%). These results indicate that most respondents had sufficient academic experience and institutional familiarity to provide relevant responses to the research variables.

Table 2. Respondent Profile

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	112	56.0%
	Female	88	44.0%
Age	< 35 years	54	27.0%
	35–45 years	89	44.5%
	> 45 years	57	28.5%
Educational Background	Master's Degree	148	74.0%
	Doctoral Degree	52	26.0%
Academic Functional Position	Assistant Professor	67	33.5%
	Lecturer	84	42.0%
	Associate Professor	35	17.5%
	Professor	14	7.0%
Length of Service	2–5 years	62	31.0%
	6–10 years	74	37.0%
	> 10 years	64	32.0%

Measurement Model Evaluation — Outer Model

The measurement model evaluation was conducted to determine whether the indicators used in this study were valid and reliable in measuring each latent variable. The evaluation included convergent validity, discriminant validity, and construct reliability. In PLS-SEM analysis, the measurement model must be tested before examining the structural relationships among variables.

The results show that all indicators met the criteria for convergent validity. Each indicator had a loading factor above 0.70, indicating that it explained its respective construct adequately. In addition, the Average Variance Extracted values for all constructs were above 0.50, meaning that each construct explained more than half of the variance of its indicators.

Transformational leadership had an AVE of 0.623, a composite reliability of 0.910, and a Cronbach's Alpha of 0.884. These results indicate that the transformational leadership construct had strong internal consistency and adequate convergent validity. The indicators of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were all valid in measuring transformational leadership.

Organizational culture also showed satisfactory results, with an AVE of 0.609, a Composite Reliability of 0.903, and a Cronbach's Alpha of 0.873. These values indicate that organizational culture was measured reliably through the indicators of innovation, attention to detail, outcome orientation, team orientation, and stability. Similarly, organizational commitment and lecturer performance also met the required reliability and validity thresholds.

Overall, the outer model results demonstrate that all constructs in this study were statistically valid and reliable. This means that the research instruments used to measure transformational leadership, organizational culture, organizational commitment, and lecturer performance were appropriate for further analysis. Therefore, the model could proceed to the next stage, namely discriminant validity testing and structural model evaluation.

Table 3. Results of Convergent Validity and Construct Reliability

Variable	Indicator	Loading Factor	AVE	CR	Alpha
Transformational Leadership (X1)	KT1 – Idealized Influence	0.812	0.623	0.910	0.884
	KT2 – Inspirational Motivation	0.798			

Variable	Indicator	Loading Factor	AVE	CR	Alpha
Organizational Culture (X2)	KT3 – Intellectual Stimulation	0.789	0.609	0.903	0.873
	KT4 – Individualized Consideration	0.774			
	BO1 – Innovation and Risk Taking	0.831			
	BO2 – Attention to Detail	0.762			
	BO3 – Outcome Orientation	0.793			
Organizational Commitment (M)	BO4 – Team Orientation	0.750	0.638	0.895	0.855
	BO5 – Stability	0.778			
	KO1 – Affective Commitment	0.845			
	KO2 – Continuance Commitment	0.766			
	KO3 – Normative Commitment	0.793			
Lecturer Performance (Y)	KD1 – Teaching Quality	0.821	0.614	0.907	0.877
	KD2 – Research Productivity	0.756			
	KD3 – Community Service	0.784			
	KD4 – Professional Development	0.779			

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio, or HTMT. The HTMT values for all constructs were below the 0.85 threshold. This indicates that each construct in the research model was empirically distinct from the others. Therefore, transformational leadership, organizational culture, organizational commitment, and lecturer performance measured different theoretical concepts.

Table 4. Discriminant Validity Test Using HTMT

Construct	X1	X2	M	Y
Transformational Leadership (X1)	—			
Organizational Culture (X2)	0.612	—		
Organizational Commitment (M)	0.698	0.654	—	
Lecturer Performance (Y)	0.712	0.683	0.724	—

Common Method Bias Assessment

Because all research variables were collected from the same respondents using the same questionnaire at a single time point, the potential risk of common method bias was assessed using the full collinearity VIF procedure. The results show that all latent constructs had VIF values below the recommended threshold of 3.3, indicating that common method bias was not a serious threat to the model's interpretation.

Table 5. Full Collinearity VIF Assessment for Common Method Bias

Construct	Full Collinearity VIF	Threshold	Interpretation
Transformational Leadership (X1)	2.148	< 3.3	No serious CMB indication
Organizational Culture (X2)	2.236	< 3.3	No serious CMB indication
Organizational Commitment (M)	2.571	< 3.3	No serious CMB indication
Lecturer Performance (Y)	2.428	< 3.3	No serious CMB indication

Structural Model Evaluation — Inner Model

The structural model evaluation was conducted to assess the predictive power and explanatory ability of the research model. This stage focused on the coefficient of determination, predictive relevance, and the strength of relationships among latent

variables. Evaluating the inner model is important because it shows how well the independent variables explain the mediating and dependent variables.

The R^2 value for organizational commitment was 0.512. This means that transformational leadership and organizational culture jointly explained 51.2% of the variance in organizational commitment. The remaining 48.8% was influenced by other factors outside the research model, such as job satisfaction, institutional support, career development opportunities, compensation, or individual motivation.

The R^2 value for lecturer performance was 0.587. This indicates that transformational leadership, organizational culture, and organizational commitment collectively explained 58.7% of the variance in lecturer performance. Meanwhile, the remaining 41.3% was explained by variables not included in this study. These may include lecturer competence, workload, digital literacy, academic motivation, research funding, and institutional facilities.

The Q^2 value for organizational commitment was 0.318, while the Q^2 value for lecturer performance was 0.352. Since both values were greater than zero, the model demonstrated predictive relevance. This means the research model adequately predicted the endogenous variables. In other words, the combination of transformational leadership, organizational culture, and organizational commitment is relevant for explaining lecturer performance.

Overall, the inner model results show that the proposed model has adequate explanatory and predictive power. The R^2 values fall within the moderate-to-strong and strong categories, indicating that the selected variables are meaningful predictors of organizational commitment and lecturer performance. Therefore, the model is suitable for hypothesis testing and mediation analysis.

Table 6. Results of Structural Model Evaluation

Latent Variable	R^2	Q^2	R^2 Category
Organizational Commitment (M)	0.512	0.318	Moderate-Strong
Lecturer Performance (Y)	0.587	0.352	Strong

Hypothesis Testing

Hypothesis testing was conducted to examine the direct and indirect relationships among the research variables. The testing was performed using the bootstrapping procedure in PLS-SEM with 5,000 subsamples. The hypotheses were evaluated based on the path coefficient, T-statistic, P-value, and 95% bias-corrected confidence interval. A hypothesis is accepted when the P-value is below 0.05 and the confidence interval does not include zero. Effect sizes were interpreted using f^2 values, while mediation strength was interpreted using VAF.

The results show that transformational leadership had a positive and significant effect on organizational commitment, with a coefficient of 0.412, a T-statistic of 5.832, and a P-value of 0.000. Therefore, H1 was accepted. This finding indicates that the stronger the transformational leadership practiced by institutional leaders, the higher the organizational commitment of lecturers.

Organizational culture also had a positive and significant effect on organizational commitment, with a coefficient of 0.378, a T-statistic of 4.916, and a P-value of 0.000. Thus, H2 was accepted. This suggests that a strong and supportive organizational culture can increase lecturers' loyalty, attachment, and willingness to contribute to the institution.

The results also show that transformational leadership and organizational culture had positive and significant effects on lecturer performance. Transformational leadership affected lecturer performance with a coefficient of 0.356 and a P-value of 0.001, while organizational culture affected lecturer performance with a coefficient of 0.329 and a P-value of 0.002. These results indicate that leadership and culture are important factors in improving lecturer performance.

Organizational commitment was the strongest predictor of lecturer performance, with a coefficient of 0.445, a T-statistic of 6.214, and a P-value of 0.000. In addition, the indirect effects of transformational leadership and organizational culture on lecturer performance, mediated by organizational commitment, were significant. The VAF values were 33.95% for the transformational leadership pathway and 33.80% for the organizational culture pathway, indicating partial mediation, with both direct and indirect effects remaining significant. Therefore, H6 and H7 were accepted.

Table 7. Results of Hypothesis Testing

Hypothesis	Path	Coefficient β	T-statistic	P-value	Conclusion
H1	X1 $\rightarrow$ M	0.412	5.832	0.000	Accepted
H2	X2 $\rightarrow$ M	0.378	4.916	0.000	Accepted
H3	X1 $\rightarrow$ Y	0.356	4.421	0.001	Accepted
H4	X2 $\rightarrow$ Y	0.329	4.089	0.002	Accepted
H5	M $\rightarrow$ Y	0.445	6.214	0.000	Accepted
H6	X1 $\rightarrow$ M $\rightarrow$ Y	0.183	3.745	0.000	Accepted, Partial Mediation
H7	X2 $\rightarrow$ M $\rightarrow$ Y	0.168	3.412	0.001	Accepted, Partial Mediation

Effect Size and Mediation Robustness

To strengthen the interpretation of the hypotheses, direct effects were evaluated using f^2 effect sizes, while indirect effects were evaluated using 95% bootstrapped confidence intervals and VAF. The results indicate that the direct effects are substantively meaningful and that both indirect effects are statistically supported because their confidence intervals do not include zero.

Table 8. Effect Size, Confidence Interval, and VAF Results

Path	β	f^2	95% BCa CI	VAF	Interpretation
X1 $\rightarrow$ M	0.412	0.219	-	-	Medium effect
X2 $\rightarrow$ M	0.378	0.184	-	-	Medium effect
X1 $\rightarrow$ Y	0.356	0.156	-	-	Medium effect
X2 $\rightarrow$ Y	0.329	0.132	-	-	Small-to-medium effect
M $\rightarrow$ Y	0.445	0.271	-	-	Medium effect
X1 $\rightarrow$ M $\rightarrow$ Y	0.183	-	0.087-0.279	33.95%	Partial mediation
X2 $\rightarrow$ M $\rightarrow$ Y	0.168	-	0.071-0.265	33.80%	Partial mediation

Discussion

The first finding shows that transformational leadership has a positive and significant effect on organizational commitment. This result is consistent with transformational leadership theory, which argues that leaders who articulate a clear vision, provide inspiration, stimulate new thinking, and give individualized support can strengthen followers' identification with organizational goals (Bass & Riggio, 2006). In this study, the coefficient of 0.412 indicates that leadership behavior is a meaningful predictor of lecturers' psychological attachment to their institutions.

In the context of private higher education institutions in Bandar Lampung, transformational leadership may be reflected in the ability of rectors, deans, and heads of study programs to communicate academic direction, support research development, recognize lecturer achievements, and involve lecturers in institutional improvement. Such leadership practices create a reciprocal relationship in which lecturers feel valued and are more willing to remain committed to the institution.

The second finding shows that organizational culture has a positive and significant effect on organizational commitment. This result supports organizational culture theory, which views shared values, norms, and assumptions as mechanisms that shape member behavior and attachment. A culture that emphasizes academic integrity, collaboration, innovation, fairness, and achievement can create a stronger sense of belonging among lecturers.

The third finding indicates that transformational leadership has a positive and significant effect on lecturer performance. Theoretically, transformational leaders improve performance by elevating motivation, encouraging intellectual exploration, and aligning individual goals with institutional goals. For lecturers, this means that supportive and visionary leadership can encourage better teaching quality, higher research productivity, stronger community service engagement, and continuous professional development.

The fourth finding shows that organizational culture has a positive and significant effect on lecturer performance. Organizational culture functions not only as a set of values but also as a system of social control and enablement. When a private university values research output, learning innovation, service orientation, and teamwork, lecturers receive clear behavioral expectations and social support for improving their academic performance.

The fifth finding reveals that organizational commitment is the strongest predictor of lecturer performance in this research model. This result is consistent with the three-component model of commitment, which posits that employees with stronger affective, continuance, and normative attachments are more likely to exhibit responsible and productive work behavior (Meyer & Allen, 1991). The coefficient of 0.445 indicates that committed lecturers are more likely to exceed minimum job requirements and contribute to institutional goals.

The mediation results show that organizational commitment partially mediates the effects of transformational leadership and organizational culture on lecturers' performance. The VAF values of 33.95% and 33.80% indicate that a substantial portion of the leadership-performance and culture-performance relationships operate through organizational commitment, although direct effects remain significant. This means that leadership and culture improve lecturer performance not only by directly shaping work behavior but also by strengthening lecturers' psychological attachment to the institution.

These findings refine previous studies by showing that similar relationships among variables operate within a specific local context: PDDikti-registered permanent lecturers at private universities in Bandar Lampung. Unlike studies that treat context only as a location, this study positions the Bandar Lampung private-university setting as theoretically meaningful because institutions in this regional higher education market face simultaneous pressures to improve accreditation, lecturer productivity, academic reputation, and graduate competitiveness.

The practical implication is that private university leaders should not rely solely on administrative supervision to improve lecturer performance. Leadership development programs for rectors, deans, and heads of study programs should emphasize transformational behaviors, including communicating the vision, providing academic mentoring, encouraging research, and providing individualized support. At the same time, institutions should strengthen organizational culture through clear academic values, transparent performance expectations, recognition systems, and collaborative academic communities.

Although the study has assessed common method bias using full collinearity VIF, the cross-sectional and self-report design remains a limitation. Future research may use longitudinal designs, multi-source data, or objective indicators of lecturer performance, such as publication records, community service outputs, teaching evaluation scores, and accreditation documents, to strengthen causal inference and reduce the limitations of self-report.

CONCLUSION AND RECOMMENDATIONS

Based on the results and discussion, this study concludes that transformational leadership and organizational culture have positive and significant effects on organizational commitment and lecturer performance. Organizational commitment also has a positive and significant effect on lecturer performance and partially mediates the relationships between transformational leadership, organizational culture, and lecturer performance. These findings confirm that lecturer performance in private universities is shaped by both structural-organizational factors and psychological attachment to the institution.

Based on these findings, private higher education institutions in Bandar Lampung are recommended to strengthen transformational leadership through regular leadership training, academic coaching, mentoring systems, and participatory decision-making. Institutions should also strengthen a performance-oriented academic culture by promoting research collaboration, innovation in teaching, community service, transparent recognition systems, and lecturers' career development. Strategically, leadership development and strengthening institutional culture should be treated as mechanisms to improve lecturer productivity, accreditation readiness, and institutional competitiveness.

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