

# The Influence of Leadership, Work Culture, and Competencies on Commitment and Implications on Performance Private College Lecturer in Makassar City

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## Abstract

This study investigates the impact of leadership, work culture, and competency on lecturer commitment and their combined effect on lecturer performance at private universities in Makassar City. The objectives include 1) analyzing the influence of leadership, work culture, and competency on commitment; 2) examining their direct effects on lecturer performance; and 3) exploring how commitment mediates the relationship between these factors and lecturer performance. Using a sample of 100 lecturers from management programs at accredited institutions, the study applies SEM analysis to assess validity, reliability, and the structural relationship between variables. Results indicate that while leadership has an insignificant effect on commitment, work culture and competency significantly enhance lecturer commitment. Moreover, lecturer commitment significantly improves performance, explaining 62.8% of its variation. These findings highlight the importance of fostering effective work cultures and enhancing competencies to boost commitment and performance in higher education settings.

## Keywords

Commitment; Competence Lecturers; Leadership; Performance; Work Culture

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## 1. INTRODUCTION

Higher education is a component of national education's structure that is responsible for the initiation and development of educational activities, as well as the promotion of the advancement of science, technology, and the arts. Its goal is to improve the living standards of the people, the nation, and the state. This is to the objectives set in Law No. 20 of 2003 on the National Education System (SISDIKNAS). In Indonesia, higher education institutions are the State University (PTN), Official University (PTK), Religious University (PTA), and Private University (PTS). These institutions do contribute to the realization of the national educational goals (Hatta, 2024).

To improve the quality of education, particularly tertiary education, a policy or regulation adjustment has to be made to match the emerging trends of a fast-changing and multi-layered job market (Imonje, 2022). The embodiment of higher education quality is the lecturers who form the core of human resources (Mollet & Kaudela-Baum, 2022). Lecturers are appointed to the sitting positions based on expertise and qualifications. They are involved in teaching, research, and community development services, collectively referred to as the Tri Dharma of Higher Education as per the



provisions of law number 2 of 1989. Since they are the direct beneficiaries of knowledge and knowledge application, lecturers are critical towards achieving the objectives of higher education (Batanero et al., 2022).

In most cases, for a higher education institution's advancement in the education system, one of the parameters to consider is the number of lecturers and their level of qualification. The absence of less educative and skilled lecturers determines the quality of the institution (Stickley et al., 2017). Higher education develops students' motivation towards the further self-development necessary for future professional success. Hence, with the increasing relevance attached to self-development and professional development, there has been growth in the proportion of people wanting to get higher education (Ameri et al., 2022).

Even outside the classroom and the lecture theatre, in the broader context of higher education, lecturers have a substantial presence as role models, researchers, and developers of the academic community (Hendriadi et al., 2022). In Makassar, where numerous private universities have numerous study programs, lecturers face specific challenges. Such challenges call for deliberate efforts aimed at improving their performance as well as their level of commitment (Rahyasih et al., 2019).

The accomplishment of lecturers in private universities is essential if educational quality and the objectives of the institution are to be achieved (Susanti et al., 2019). Leadership, organizational culture, and individual competencies, among other factors, significantly affect this performance. Indeed, effective leadership articulates the vision, provides the direction and support for professional growth, and helps to nurture a culture of commitment and excellence (Dehtjare & Uzule, 2023).

Management is the process of directing and integrating activities to accomplish them efficiently and effectively (Becker, 1993). Likewise, Kinicki and Williams 2016 define management as achieving organizational objectives by using resources by planning, organizing, leading, and controlling. Emphasizes that it is the management of resources towards the attainment of performance targets (Daddow et al., 2023).

Organizations can be optimally described as coalitions whose existence enables their members to attain objectives they would not have otherwise managed independently. As per Stoner, organized arrangements exist where a division of labor and a leader directs collective interests to be achieved (Beer & Beer, 2015). While Mooney describes them as formations of people for a common purpose, Bernard describes them as systems composed of two or more parties engaging in cooperative behavior. These views all point to the necessity of a cohesive vision, mission, and objectives in making efficient organizations that meet society's needs (Davcik et al., 2016).

Human resource management remains consistent as the process of shaping structures and procedures designed to ensure the optimal utilization of human resources in achieving organizational objectives (Subri, 2003). To some degree, HRM has been known to consist of selection, training, reward, and performance evaluation. In particular, its focus is on empowering people to increase the extent of success of the organization and thus position people as resources, not costs (Lerner et al., 2014).

Organizational behavior examines how the actions of individuals and groups and the procedures and practices within an organization interact. Emphasize that this field is closely tied to improving organizational performance (Bayu Putra & Fitri, 2021). Similarly, (Gibson & Birkinshaw, 2004) Highlight that the scope of this discipline extends beyond its name, encompassing various processes such as perception, values, learning, and actions within organizational settings.

Organizational behavior is a field of study that examines how individuals, groups, and structures influence behavior within organizations to apply this knowledge to improve organizational effectiveness (S. Robbins & Coulter, 2016). According to (S. P. Robbins et al., 2020), organizational behavior integrates theories, methods, and principles from various disciplines to understand individuals' perceptions, values, learning capacities, and actions within groups and organizations. It

also encompasses aspects related to human resources, missions, objectives, and strategies. Robbins and Judge (2013, p. 10) describe organizational behavior as a multidisciplinary field that systematically studies these dynamics to enhance organizational performance.

Organizational Behavior (OB) is a multidisciplinary field that examines the effects of individuals, groups, and structures on organizational behavior to enhance effectiveness. Describe OB as a systematic study of these dynamics to improve organizational performance (P. S. dan T. A. J. Robbins, 2012). Further emphasizes its interdisciplinary nature, integrating principles to develop and improve performance, with key determinants being individual, group, and structural factors. While these definitions provide a foundation, the conceptual alignment between the study's variables—leadership, work culture, competence, commitment, and performance—requires further elaboration (Wibowo, 2016).

The connections between these variables should be articulated more explicitly, supported by established theories such as transformational leadership theory (Barney & Hesterly, n.d.), organizational culture models (Stephen P. Robbins et al., 2013), or competency frameworks (Beer & Beer, 2015). Highlighting these relationships will reduce ambiguity and align the research more cohesively. Existing studies often treat these variables in isolation or with limited interplay, leaving a gap in understanding their integrated impact on lecturer performance. This gap should be emphasized to clarify the novelty of the research. Strengthening the argument with specific findings from prior studies (Ahammad et al., 2020), such as the demonstrated role of commitment as a mediator in similar educational or organizational contexts, will add depth to the discussion. Additionally, conducting a comparative analysis with studies in similar settings can enhance credibility. The study should narrow its scope to address one or two primary research questions to improve clarity and focus. For example, emphasizing "How does lecturer commitment mediate the influence of leadership, work culture, and competence on performance?" rather than attempting to analyze all interactions simultaneously will help maintain a clear research direction. Research Problem Visibility: Clearly state the research problem early in the explanation. For instance: "Despite the recognized importance of leadership, work culture, and competence, their combined influence on lecturer commitment and subsequent performance in private universities remains underexplored, particularly in dynamic educational environments like Makassar City."

Based on the article's content and addressing the feedback for clarity and focus, the research formulates the following problem statements. First, it examines whether leadership significantly influences lecturer commitment in private universities in Makassar City. Additionally, it explores the impact of work culture on lecturer commitment, analyzing how an institution's cultural environment contributes to its level of dedication. Furthermore, the study investigates the effect of lecturer competence on their commitment, assessing whether higher levels of knowledge, skills, and expertise enhance their professional dedication. Lastly, it seeks to determine whether lecturer commitment significantly influences their overall performance within private universities in Makassar City.

## 2. METHODS

This study was conducted at private universities in Makassar City, specifically targeting institutions offering management study programs accredited at the "B" level. The research took place over eight months, from February to September 2023. The study used a quantitative approach with Structural Equation Modeling (SEM) for data analysis to examine the relationships between leadership, work culture, competency, commitment, and lecturer performance.

The research population comprised lecturers from management study programs at private universities in Makassar City. Using the Proportional Cluster Random Sampling technique, a sample of 100 lecturers was selected. This method ensured proportional representation across the study programs,

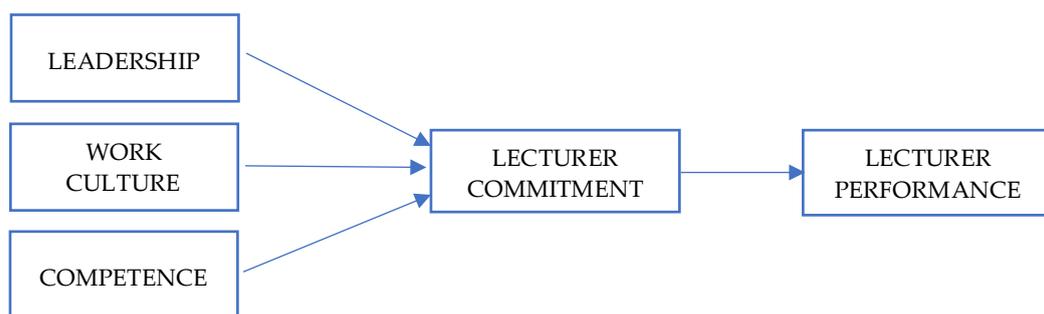
thereby increasing the generalizability of the findings within the research context. The primary data for the study were collected through structured questionnaires distributed to the selected lecturers. The questionnaire included measures for the variables under study, such as leadership, work culture, competence, commitment, and performance. Secondary data were obtained through interviews, observations, and institutional records to provide additional context and verify findings.

The primary data collection focused on capturing respondents' perceptions of leadership effectiveness, the presence of conducive work culture, competency levels, and their perceived commitment and performance (Hair, Joseph; Black, William; Babin, Barry; Anderson, 2019). Each variable was measured using validated indicators drawn from established theoretical frameworks. For instance, leadership was assessed regarding vision, direction, and support provided to lecturers, while work culture examined elements like communication, teamwork, and professional habits. Competency was measured based on knowledge, skills, and attitudes, and commitment was evaluated through dimensions like loyalty, responsibility, and motivation. Performance indicators included teaching quality, research output, and contributions to the academic community (Hair et al., 2019).

Data analysis followed a rigorous process to ensure reliability and validity. Convergent and discriminant validity were tested for each variable using Average Variance Extracted (AVE) values, with a threshold of 0.5 used as a benchmark. Reliability was confirmed through Cronbach's Alpha, with a cutoff value of 0.60, indicating acceptable reliability (Sekaran, 2009). All variables exceeded these thresholds, confirming the validity and reliability of the measurement instruments. The SEM approach was applied to explore both direct and indirect relationships among the variables. The structural model allowed for testing the hypothesized relationships, such as the influence of leadership on commitment and the mediating role of commitment in the relationship between leadership, work culture, competency, and performance.

Ethical considerations guided the study design. Participation was voluntary, and respondents were assured of the confidentiality of their data (Sugiyono, 2022). The findings from the analysis provided insights into the relative importance of each variable in shaping lecturer commitment and performance. For instance, while leadership had a weaker direct effect on commitment, work culture and competency emerged as significant predictors. Furthermore, the mediating role of commitment was highlighted, emphasizing its critical influence on enhancing lecturer performance.

**Conceptual Framework**



**Figure 1.** Conceptual Framework

**Research Hypothesis**

The hypothesis in this research is:

H1: Leadership Influences Lecturer Commitment

H2: Work Culture Influences Lecturer Commitment

H3: Competence Influences Lecturer Commitment

H4: Lecturer Commitment Influences Lecturer Performance

### 3. FINDINGS AND DISCUSSIONS

#### *Test Validity & Reliability*

In PLS-SEM, two key types of validity are convergent and discriminant. Convergent validity indicates that a group of indicators effectively represents a single latent variable, capturing the underlying construct it measures. This can be demonstrated through unidimensionality, commonly assessed using the Average Variance Extracted (AVE). An AVE value of at least 0.5 signifies adequate convergent validity, implying that the latent variable explains more than half of the variance of its associated indicators on average.

**Table 1.** Validity Test

Variable	AVE	Validity	Explanation
Competence	0.559	0.5	Valid
Leadership	0.613	0.5	Valid
Lecturer Commitment	0.728	0.5	Valid
Lecturer Performance	0.691	0.5	Valid
Work Culture	0.582	0.5	Valid

Source: Data Processed 2024

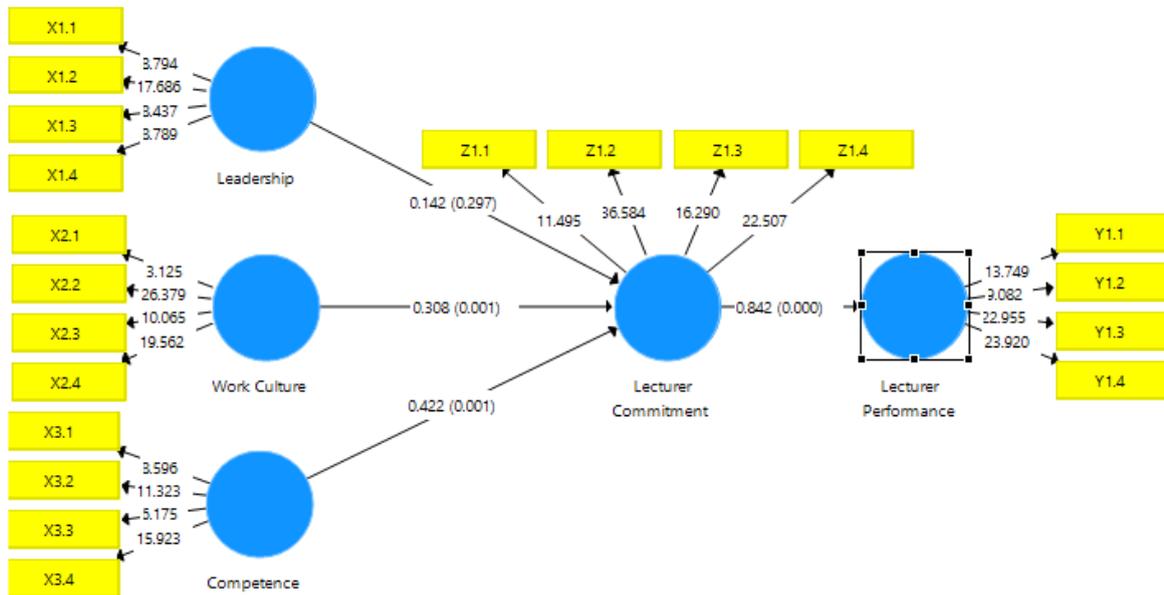
A reliability test assesses whether respondents' answers remain consistent and stable. The data is considered reliable if respondents consistently respond to the questionnaire items. A construct or variable is deemed reliable when the Smart-PLS statistical analysis produces a Cronbach's alpha ( $\alpha$ ) value greater than 0.60, as stated by Hair et al. (2019).

**Table 2.** Reliability Test

Variable	Cronbach's Alpha	Validity	Explanation
Competence	0.559	0.5	Reliable
Leadership	0.613	0.5	Reliable
Lecturer Commitment	0.728	0.5	Reliable
Lecturer Performance	0.691	0.5	Reliable
Work Culture	0.582	0.5	Reliable

Source: Data Processed 2024

**Structural Equation Model**



**Figure 2.** Smart-PLS Results Framework

**Discussion**

*The Influence of Leadership on the Lecturer's Performance in Private Universities in Makassar City*

The results of the Structural Equation Modeling (SEM) analysis revealed that the leadership variable has a direct effect of 0.142 on lecturer commitment. This indicates that, while leadership is a significant factor, its influence is not overwhelmingly dominant compared to other variables in the model. It ranks as the second most impactful factor influencing lecturer commitment. This finding underscores the complex interplay between various elements that contribute to the commitment levels of lecturers.

Leadership shapes the work environment and guides employees toward achieving their goals. Effective leaders provide direction and articulate a clear vision that inspires and motivates their team. They create an atmosphere where lecturers feel valued and supported, which can significantly enhance their commitment to the institution and their professional responsibilities. According to Robbins and Coulter (2018), strong leadership fosters a culture of excellence and dedication, crucial for cultivating an engaged workforce.

Moreover, leadership catalyzes transformation, encouraging professional development and continuous improvement among lecturers. When leaders invest in the growth of their team members, they empower them to enhance their skills and competencies, which, in turn, contributes to greater job satisfaction and commitment. However, the direct effect of 0.142 suggests that leadership alone may not be sufficient to drive high levels of commitment. It emphasizes the need for a holistic approach that integrates other influencing factors, such as organizational culture, support systems, and professional development opportunities. In conclusion, while leadership is vital in fostering lecturer commitment, it must be part of a broader strategy that encompasses various dimensions of the academic environment to achieve optimal outcomes (Fenia & Fenia, 2018); (Purwanto S.K., 2015); (Zulita & Zulita, 2013).

*The Influence of Work Culture on Lecturers' Performance in Private Universities in Makassar City*

The SEM analysis results indicate that the work culture variable significantly influences the commitment of Management Study Program lecturers at accredited B private universities in Makassar City. This finding highlights the crucial role that a supportive and conducive academic environment

plays in fostering lecturer commitment. A positive work culture not only enhances individual satisfaction but also strengthens the collective commitment of faculty members toward their institution.

The impact of work culture on lecturer commitment can be largely attributed to its ability to promote essential elements such as teamwork, open communication, and the establishment of professional habits. When faculty members operate within a strong organizational culture, they are more likely to collaborate effectively, share ideas, and support one another in achieving common goals. This collaborative spirit is vital in academia, where shared knowledge and resources can lead to innovative teaching and research practices.

Moreover, the interplay between work culture and other variables, such as leadership and lecturer competency, further underscores the importance of a holistic approach to enhancing commitment. Effective leadership can cultivate a positive work environment by modeling desired behaviors and encouraging professional development. As lecturers develop their competencies, they often feel more confident and engaged in their roles, reinforcing their commitment to the institution.

Prior research supports these findings, demonstrating that organizational culture influences job satisfaction and commitment. Studies by (Wuttaphan, 2020) and (McMackin & Heffernan, 2021) Emphasize the significance of a strong work culture in improving lecturer engagement and performance. Furthermore, (Fadhil & Ashoer, 2020) Highlight that a supportive culture correlates with enhanced job satisfaction, fostering commitment. Thus, fostering a positive work culture is essential for institutions aiming to boost lecturer commitment, ultimately leading to improved educational outcomes and institutional success.

#### ***The Influence of Competency on Lecturer Commitment at Private Universities in Makassar City***

The SEM analysis reveals that the lecturer competency variable significantly influences lecturer commitment. This finding emphasizes the importance of equipping lecturers with the necessary knowledge, skills, and attitudes to enhance their engagement and dedication to their roles. Competency is not merely a measure of academic qualifications but encompasses a broader spectrum of professional abilities contributing to effective teaching and learning outcomes. Lecturers with high competency levels are often more confident in their capabilities, leading to increased motivation and commitment to their institution.

However, the impact of lecturer competency is most profound when it is supported by effective leadership and a strong organizational work culture. Leadership is pivotal in creating an environment where professional development is prioritized, enabling lecturers to enhance their competencies continually. When leaders foster a culture of learning and growth, lecturers are more likely to engage in professional development opportunities, which can lead to improved teaching practices and higher levels of commitment.

Additionally, a robust organizational culture complements the development of competencies by creating a supportive atmosphere where collaboration and communication thrive. Previous research supports this assertion, indicating that when competency is paired with a strong organizational culture, it leads to significantly improved job satisfaction and commitment within educational institutions. Studies by (Coff, 1999), (Nasrul et al., 2020), and (Rukwaro & Olike, 2014) Highlight that a cohesive work environment that values competence enhances individual lecturer performance and fosters a sense of belonging and loyalty to the institution.

In conclusion, while lecturer competency is crucial in enhancing commitment, its effectiveness is amplified with supportive leadership and a positive work culture. Institutions aiming to improve lecturer commitment should adopt a comprehensive approach that integrates these elements, ultimately leading to a more engaged and dedicated faculty.

### ***The Influence of Commitment on the Performance of Management Study Program Lecturers at Private Universities in Makassar City***

The analysis results indicate that lecturer commitment significantly influences lecturer performance within the Management Study Program at accredited B private universities in Makassar City, accounting for an impressive 62.8% of the variance in performance outcomes. This high influence underscores commitment's critical role in shaping how lecturers perform academically. The remaining 37.2% of lecturer performance can be attributed to other unexamined variables, such as work loyalty, work morale, job satisfaction, teamwork, and additional organizational factors.

The coefficient of determination, which exceeds 60%, suggests that this research model exhibits high predictive accuracy, reinforcing that lecturer commitment is a dominant factor influencing performance. This finding aligns with existing literature, which posits that strong commitment among lecturers is associated with enhanced job performance. When lecturers are committed to their institution and roles, they are more likely to be engaged and motivated, improving teaching effectiveness and student outcomes.

Moreover, this commitment fosters a sense of institutional loyalty, encouraging lecturers to invest more time and effort into their responsibilities. As emphasized by (Rukwaro & Otike, 2014), the direct correlation between lecturer commitment and performance demonstrates the necessity for institutions to cultivate an environment that promotes commitment through various initiatives, such as professional development opportunities, recognition programs, and supportive leadership.

Previous studies have echoed these findings, indicating that when lecturers feel committed, they are more engaged in their work, significantly boosting their performance. This engagement enhances individual performance and contributes to a positive academic environment, benefiting students and the institution. Therefore, fostering lecturer commitment should be a strategic priority for educational institutions aiming to elevate performance and improve overall educational quality (Verawaty et al., 2022).

#### **4. CONCLUSION**

**Conclusion of Descriptive Analysis of Research Variables** The condition of leadership in the Management Study Program at universities in Makassar City is in the fairly good to good category of descriptive analysis. The dimensions in this research consist of five dimensions. In verification analysis, the highest dimension is the responsibility dimension, while the smallest is the integrity dimension. The working culture conditions of Management Study Program lecturers at private PTS in Makassar City are moderately effective in descriptive analysis. In verification analysis, the highest dimension is habit, and the smallest dimension is communication. Condition of competency of Management Study Program lecturers at private private universities in Makassar City is in the very good category in descriptive analysis. Internal dimensions: This research consists of five dimensions. In verification analysis, the highest dimension is the dimension of knowledge, skills, and attitudes, while the smallest is the dimension of professional competence.

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