

Enhancing Lecturer Performance: Investigating the Mediating Role of Organizational Citizenship Behavior

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Abstract: This paper investigates the role of organizational citizenship behavior as a mediator in the effect of organizational commitment, leadership style, and organizational culture on lecturer performance and the role of gender as a moderating variable. The number of research samples includes 294 lecturers from private and public universities in East Java, Indonesia. The data were analyzed using structural equation modeling (SEM) with AMOS version 24. The results showed that behavioral variables, including organizational commitment, leadership style, and organizational culture, mediated by organizational citizenship behavior, improved lecturer performance. The results obtained demonstrate that behavioral variables have a significant influence on lecturer performance. The results of this study also show that gender as a moderation variable is empirically proven to increase the influence of behavioral variables on lecturer performance. Our study proposes that behavioral variables are key components that contribute to lecturer performance in pursuing their passion and enhancing their performance.

Keywords: Leadership style, Lecturer performance, Organizational commitment, Organizational culture

INTRODUCTION

The role of human resources in higher education is prominent because the success of universities in achieving goals cannot be determined only by facilities and infrastructure but also by production. The current position of human resources is a driver and determinant of the ongoing learning process and various university activities. Universities in a country have a sizable contribution to improving the quality of human resources (Nulhaqim et al., 2015). However, based on the QS World Ranking reports, the quality of Indonesian tertiary institutions cannot surpass that of neighboring ASEAN countries (Gianie, 2021). Several indicators prove that the decline in the quality of higher education in Indonesia is due to the tertiary institutions' internal conditions, including the low performance of lecturers when viewed from their various activities (Yanti et al., 2018).

Lecturers greatly contribute to determining the progress or development of higher education. Lecturers are required to be able to show good performance and be supported by professionalism (Permanasari et al., 2014). Various efforts continue to be made by state universities or private universities to become better universities. The current condition is based on data obtained from the Ministry of Education and Culture, Republic of Indonesia, showing that most lecturers who teach in private tertiary institutions do not have academic positions or are not certified. The number of lecturers who do not yet have academic positions and are not certified is 9976 (53.44%) (Education Ministry of Education and Culture, Republic of Indonesia, 2019).

This situation indicates that the performance of lecturers is insufficient because, to obtain an academic position, one must fulfill the quality and quantity of the implementation of the *Tridharma* of higher education, which includes teaching, research, and community service. Statistics Indonesia (BPS) reported that there will be approximately 311,642 lecturers teaching in tertiary institutions in 2021. In detail, there are 265,452 lecturers under the Ministry of Education, Culture, Research, and Technology and 46,190 lecturers under the auspices of the Ministry of Religion. Based on the region, most of the lecturers are in East Java, namely 43,216 people. In more detail, there are 34,562 lecturers under the Ministry of Education and Culture and Research and Technology and 8,654 lecturers under the auspices of the Ministry of Religion (Sadya, 2023). Thus, the authors conducted this research with all lecturers in East Java.

Lecturer performance is an indicator of improving the quality of higher education institutions. The higher the lecturer's performance, the better the university's performance will improve (Nadeak, 2020). Performance is the output of tasks that lecturers must complete, in this case, the implementation of higher education *Tridharma*, which includes teaching, research, and service (Fitriana et al., 2021). The main task of a lecturer as a professional educator in higher education the task of lecturers is to transform science and technology according to their expertise so students can develop their potential. The existence of lecturers greatly determines the quality of education and graduates produced by universities and the general quality of the universities themselves.

Performance can also be interpreted as work performance shown by someone related to their duties or workability, or work performance as a result of work morale shown in the form of behavior shown by lecturers in carrying out tasks at university. Some studies (e.g., Wartulas et al., 2022; Setyorini et al., 2022; Satata et al., 2022) remarked that organizational culture and organizational commitment affect lecturer performance. While other papers (e.g., Manurung et al., 2022; Haziroh et al., 2021; Angriani et al., 2020) mentioned that leadership style influences lecturer performance. On the other hand, Ardiansyah et al. (2022); Sriekaningsih and Setyadi (2015) showed the opposite result that organizational commitment does not affect lecturer performance. According to Sewang (2022) also showed the opposite results that organizational culture does not affect lecturer performance. According to Widayanto and Nugroho (2022); Purwanto et al. (2019), leadership styles do not affect lecturer performance.

Based on preliminary studies (e.g., Badawy et al., 2016; Winarsih & Riyanto, 2020; Siswadi et al., 2023), it was explained that organizational culture affects OCB. In addition, Lian and Tui (2012); Kartini (2017); Ullah et al. (2021) showed that leadership style affects OCB. Similarly, Grego-Planer (2019); Irvania and Claudia (2022) noted that organizational commitment affects organizational citizenship behavior (OCB). Another study conducted by Indarti et al. (2017) has different results in that organizational commitment does not influence OCB. According to Jaya (2016), organizational culture does not influence OCB. The inconsistency of the research results on the effect of leadership style on OCB is thought to be because organizational culture has a strong impact on behavior that will lead to organizational effectiveness, supporting top management in understanding the organization that they are not only working based on policies and procedures, but it

is also about how to understand human behavior and empower human resources in the best possible way (Shahzad et al., 2012).

The effect of organizational commitment on OCB is the importance of a leader's role in increasing commitment through various kinds of treatments (Novianti, 2021). Some prior studies (e.g., Nurhasanah & Purwato, 2022; Setyowati & Widjayanti, 2021) explained that OCB affects lecturer performance. Another study conducted by Bolotio et al. (2021) found a different result that OCB does not influence lecturer performance. This study refers to the research of Alsheikh and Sobihah (2019), which showed that behavior can be called organizational commitment, organizational culture, and leadership style. Hence, organizational services are delivered that a certain level of attitude or culture, commitment, and leadership that could boost performance (Chen, 2016).

The first difference in this study is the addition of gender as a moderating variable between behavioral variables and lecturer performance. Based on Saputra (2023); Alwi and Sawitri (2022); Dastane (2020), it was explained that gender moderates the behavior on performance. Similarly, others have researched the role played by genders and how it moderates performance. However, it should be noted that literature detailing the role of gender and its moderating effect on organizational commitment, leadership styles, and organizational culture towards their performance. Thus, this will pose various implications for adopting appropriate behavioral variables for males and females accordingly. This research intends to investigate the impact of various behavioral variables on the performance of lecturers in East Java, Indonesia. It will thus shed light on the moderating role of gender in the impact of behavioral variables.

METHODS

Research Design

This study adopted a rigorous quantitative research design with a survey approach to fulfill its objectives and test its hypotheses to illustrate the causal relationships in the research model. This study involved behavioral variables, including organizational commitment, leadership style, and organizational culture as independent variables, lecturer performance as a dependent variable, organizational citizenship behavior as a mediator, and gender as a moderator. The population of interest encompasses all private university lecturers in Indonesia. The criteria for selecting the respondents are meticulously established to ensure pertinent and reliable data acquisition.

Data Collection and Sample

The respondent data was stratified into several regions, as presented in Table 1. This coordinating body is divided into 16 regions based on geographical areas within the country. The Slovin formula guides the determination of the sample size. This well-established statistical technique enables the calculation of the appropriate proportions of respondents for each region in East Java, Indonesia. The study's methodology supported by sound theoretical foundations facilitates the production of valid and robust findings that can contribute significantly to the scholarly

discourse in the field. The following is the calculation using the Slovin formula in this study (see Equation 1).

$$n = \frac{N}{1+N e^2} = \frac{43216}{1+43216 (0,06)^2} = 276 \quad \dots \text{Eq 1}$$

The research data was collected using a questionnaire instrument that featured numerous questions and statements tailored to the respondents' experiences. The questionnaires were disseminated randomly through Google Forms. In this study, the distribution of the characteristics of the respondents can be seen in table 1. The percentage of gender in this study consisted of 45% female and 55% male. The age range spanned from 26 to 65 years, while the total length of service was classified into three categories: 16% of the respondents worked for less than 5 years, 37% worked for 5–10 years, and the remaining 47% had worked for more than 10 years.

Table 1. Characteristics of Respondent

Information	Amount	Percentage
Gender		
Woman	124	45%
Man	152	55%
Age		
<25 years	0	-
26-45 years	158	58%
45-65 years	118	42%
>65 years	0	-
Length of Work		
<5 years	43	16%
5-10 years	102	37%
>10 years	131	47%
Total	276	100%

Measurement

The assessment employed a Likert scale with a range of 5-1 to determine the respondents' perspectives, with 5 representing "strongly agree," 4 representing "agree," 3 representing "neutral," 2 representing "disagree," and 1 representing "strongly disagree." Organizational commitment (X1) was measured using instruments proposed by Meyer and Allen (1991), leadership style (X2) was measured using instruments from Avolio and Bass (2004), organizational culture (X3) was measured using instruments from Chapman et al. (2018), organizational citizen behavior (Y1), and lecturer performance (Y2) was measured using instruments from Suparno and Asmawati (2019).

Data Analysis

This study examines the potential interrelationships among organizational culture, leadership, organizational culture, organizational citizenship behavior, and lecturer performance within the context of a private and public university in East Java,

Indonesia. Furthermore, by testing a set of well-defined hypotheses using structural equation modeling (SEM). The AMOS 24 software (IBM Corporation, Armonk, NY, USA) was used for the SEM analysis because of its sensitivity to the chi-square values in the sample studied. The model fit was assessed using chi-square and several other indices required to evaluate the hypothesis, including RMSEA, GFI, CFI, and TLI values, both in the model and data employed.

RESULTS AND DISCUSSION

Descriptive Analysis

The description of the research variables is a test to describe the variables in this study, namely organizational commitment (X1), leadership style (X2), organizational culture (X3), organizational citizen behavior (Y1), and lecturer performance (Y2). Variable descriptions are carried out based on the average value (mean) and standard deviation (SD), with the following results in Table 2.

Table 2. Description of Research Variables

Variables	Indicator	Male (N=124)		Female (N=152)		Total (N=276)	
		Mean	SD	Mean	SD	Mean	SD
Organizational Commitment (X1)	X11	4.226	0.648	4.099	0.617	4.156	0.633
	X12	4.113	0.677	4.092	0.694	4.101	0.685
	X13	4.185	0.691	4.092	0.624	4.134	0.655
	X1	4.175	0.672	4.094	0.645	4.130	0.658
Leadership Style (X2)	X21	4.371	0.692	4.217	0.699	4.286	0.699
	X22	4.121	0.487	3.868	0.583	3.982	0.556
	X23	4.169	0.659	3.993	0.636	4.072	0.651
	X2	4.220	0.613	4.026	0.639	4.113	0.635
Organizational Culture (X3)	X31	3.984	0.650	3.882	0.680	3.928	0.668
	X32	4.113	0.701	4.033	0.624	4.069	0.660
	X33	4.016	0.675	3.980	0.603	3.996	0.635
	X34	4.032	0.649	4.000	0.641	4.014	0.644
	X3	4.036	0.669	3.974	0.637	4.002	0.652
Organizational Citizen Behavior (Y1)	Y11	3.879	0.658	3.875	0.568	3.877	0.609
	Y12	4.113	0.640	3.914	0.630	4.004	0.641
	Y13	4.024	0.668	3.961	0.629	3.989	0.647
	Y14	4.081	0.645	4.007	0.636	4.040	0.640
	Y15	4.121	0.670	4.013	0.609	4.062	0.638
	Y1	4.044	0.656	3.954	0.614	3.994	0.635
Lecturer Performance (Y2)	Y21	4.258	0.661	4.145	0.655	4.196	0.659
	Y22	4.105	0.609	4.033	0.614	4.065	0.612
	Y23	4.153	0.526	4.026	0.539	4.083	0.536
	Y24	4.226	0.673	4.125	0.664	4.170	0.669
	Y2	4.186	0.617	4.082	0.618	4.129	0.619

Organizational commitment, as measured using three indicators, is an average variable for all respondents of 4.130, which means that respondents have a high level of organizational commitment. Based on gender, it was found that male respondents with an average of 4.175 had a higher organizational commitment compared to female respondents with an average of 4.094. Leadership style, as measured using three indicators, is an average variable for all respondents of 4.113, which means that respondents have a high level of perception of leadership style. Organizational culture, which was measured using four indicators, obtained an average value of 4.002 for all respondents, which means that respondents have a high level of organizational culture. Organizational citizenship behavior, as measured using five indicators, is an average variable for all respondents of 3.994, which means that respondents have a high level of organizational citizenship behavior. Lecturer performance, as measured using four indicators, is an average variable for all respondents of 4.129, which means that respondents have a high level of lecturer performance.

Basic Multivariate Analysis

The normality test is a test to find out the distribution of research data, in this case it is carried out on each indicator used, and is carried out in a multivariate manner.

Table 3. Normality Test

Variables	Indicator	Min	Max	Skew	C.R.	Kurtosis	C.R.
Organizational Commitment (X1)	X11	3	5	-0.138	-0.934	-0.578	-1.961
	X12	2	5	-0.335	-2.272	-0.154	-0.523
	X13	2	5	-0.377	-2.560	0.205	0.696
Leadership Style (X2)	X21	3	5	-0.457	-3.101	-0.888	-3.013
	X22	3	5	-0.008	-0.055	0.247	0.836
	X23	3	5	-0.072	-0.487	-0.645	-2.188
Organizational Culture (X3)	X31	2	5	0.009	0.062	-0.568	-1.926
	X32	2	5	-0.150	-1.016	-0.441	-1.495
	X33	2	5	-0.168	-1.136	0.020	0.069
	X34	2	5	-0.177	-1.200	-0.053	-0.181
Organizational Citizenship Behavior (Y1)	Y11	2	5	-0.030	-0.204	-0.131	-0.444
	Y12	3	5	-0.003	-0.021	-0.557	-1.891
	Y13	3	5	0.010	0.068	-0.600	-2.034
	Y14	2	5	-0.118	-0.800	-0.271	-0.919
	Y15	3	5	-0.053	-0.357	-0.547	-1.857
Lecturer Performance (Y2)	Y21	3	5	-0.231	-1.569	-0.748	-2.537
	Y22	3	5	-0.035	-0.237	-0.339	-1.149
	Y23	3	5	0.073	0.492	0.383	1.300
	Y24	3	5	-0.209	-1.421	-0.791	-2.682
Multivariate						13.291	3.908

The normality test is seen from the value of C.R. skewness and C.R. kurtosis with the provision of a normal value limit if the C.R. obtained between -3 to +3. The test results show that individually the C.R. skewness and C.R. kurtosis is between -3 to +3 so it is stated that the data meets the requirements. In multivariate, the value of C.R. kurtosis is 3.908 and is not within the specified limit value so that it is stated that the multivariate is not normal (see Table 3).

Table 4. Outlier Test

Observation number	Mahalanobis d-squared	p1	p2
36	36.838	0.008	0.900
80	36.227	0.010	0.759
113	35.714	0.011	0.613
22	35.378	0.013	0.458
159	34.598	0.016	0.432
275	33.930	0.019	0.414
243	33.666	0.020	0.321
107	32.838	0.025	0.390
65	32.577	0.027	0.326
135	32.487	0.028	0.232

The results of the outlier test using the Mahalanobis Distance on the first 10 observations that were suspected of being outliers showed that there were no data indicating outliers as shown by a p2 value of more than 0.05 ($p > 0.05$). With these results, the data can be used in SEM modeling (see Table 4).

Measurement Model

The measurement model shows that loading factor value ranges from 0.642 to 0.871 (>0.05) so that convergent validity meets the requirements. Then testing the construct validity and reliability obtained a construct reliability (CR) value ranges from 0.789 to 0.870 and a variance extracted variance (AVE) ranges from 0.520 to 0.691. These results indicate that it meets the requirements with a construct reliability value of more than 0.70 and a variance extracted value of more than 0.50.

Table 5. Measurement Model Test Results (Outer Model)

Variables	Indicator	Loading Factor	CR	AVE
Organizational Commitment (X1)	X11	0.842	0.870	0.691
	X12	0.778		
	X13	0.871		
Leadership Style (X2)	X21	0.764	0.789	0.555
	X22	0.735		
	X23	0.736		
Organizational Culture (X3)	X31	0.751	0.826	0.543
	X32	0.771		
	X33	0.688		
	X34	0.735		
	Y11	0.735	0.844	0.520
	Y12	0.742		

Variables	Indicator	Loading Factor	CR	AVE
Organizational	Y13	0.737		
Citizenship	Y14	0.670		
Behavior (Y1)	Y15	0.719		
Lecturer	Y21	0.836	0.828	0.548
Performance (Y2)	Y22	0.642		
	Y23	0.691		
	Y24	0.777		

In addition, the results of the goodness-of-fit test show that the proposed model meets several criteria at the marginal fit level. These results indicate that the model can still be used even though several criteria have not met the level of good fit so that the SEM model can be continued (see Table 6). Later, the results of R-squared for organizational commitment, leadership style, and organizational culture on OCB were 0.395, while organizational commitment, leadership style, and organizational culture on lecturer performance were 0.392.

Table 6. Results of the Goodness of Fit Model Test

No	Criteria	Test Value	Provision	Information
1	CMIN	337.456	Small	Poor fit
2	CMIN/DF	2.327	<2.00	Marginal fit
3	GFI	0.887	>0.90	Marginal fit
4	AGFI	0.853	>0.90	Marginal fit
5	NFI	0.867	>0.90	Marginal fit
6	TLI	0.904	>0.90	Good fit
7	CFI	0.919	>0.90	Good fit
8	RMSEA	0.069	<0.08	Good fit

Hypothesis Testing

The results of testing the hypothesis on the overall data are described in Table 7 and Figure 1. The first hypothesis on the influence of organizational commitment on OCB obtained a path coefficient of 0.216 with a significance value of 0.001. These results show a significance value of less than 0.05 ($p < 0.05$), confirming H1. In addition, the influence of leadership style on OCB obtained a path coefficient of 0.274 with a significance value of $p < 0.05$, which confirming H2. The influence of organizational culture on OCB obtained a path coefficient of 0.271 with a significance value of 0.000. These results show a significance value of less than 0.05 ($p < 0.05$), supporting H3.

The influence of organizational commitment on lecturer performance obtained a path coefficient of 0.209 with a significance value of 0.001. These results show a significance value of less than 0.05, confirming H4. The influence of leadership style on lecturer performance obtained a path coefficient of 0.256 with a significance value of 0.000. These results show a significance value of less than 0.05 ($p < 0.05$), confirming H5. The influence of organizational culture on lecturer performance obtained a path coefficient of 0.196 with a significance value of 0.005. These results show a significance value of less than 0.05 ($p < 0.05$), supporting H6. The influence of OCB (Y1) on lecturer performance obtained a path coefficient of 0.246 with a significance value of 0.001. These results show a significance value of less than 0.05 ($p < 0.05$), confirming H7.

Table 7. Overall Data Hypothesis Test Results

No	Influence	Path Coefficient	T-value	P-value	Decision
1	X1 → Y1	0.216	3.228	0.001	Significant
2	X2 → Y1	0.274	3.790	0.000	Significant
3	X3 → Y1	0.271	3.848	0.000	Significant
4	X1 → Y2	0.209	3.190	0.001	Significant
5	X2 → Y2	0.256	3.557	0.000	Significant
6	X3 → Y2	0.196	2.838	0.005	Significant
7	Y1 → Y2	0.246	3.269	0.001	Significant
8	X1 → Y1 → Y2	0.053	2.303	0.021	Significant
9	X2 → Y1 → Y2	0.067	2.475	0.013	Significant
10	X3 → Y1 → Y2	0.067	2.475	0.013	Significant

Note. X1= Organizational Commitment, X2= Leadership Style, X3=Organizational Culture, Y1= Organizational Citizen Behavior, Y2=Lecturer Performance

Mediating Testing

The effect of organizational commitment on lecturer performance by mediating OCB obtained a path coefficient of 0.053 with a significance value of 0.021. These results show a significance value of less than 0.05 ($p < 0.05$), confirming H8. The influence of leadership style on lecturer performance through the mediation of OCB obtained a path coefficient of 0.067 with a significance value of 0.013. These results show a significance value of less than 0.05 ($p < 0.05$), so it is stated that there is a significant positive effect of leadership style on lecturer performance by mediating OCB. The effect of organizational culture on lecturer performance by mediating OCB obtained a path coefficient of 0.067 with a significance value of 0.013. These results show a significance value of less than 0.05 ($p < 0.05$), confirming H10.

Moderating Testing

Typically, the dissimilarities observed across the male and female genders are underpinned by gender differences, associated with extensive circumstances, and observed across different backdrops, rendering their discussion in many fields. Today's society can be delineated using various roles and actions attributed to males and females accordingly, which may differ across cultures and populations. For example, a woman is known as compassionate, gentle, loyal, loving to children, and sensitive to others, whereas the lazy have a desire for upgrades, a competitive, domineering, and iron-fisted attitude, are self-confident, independent, and attitude-like, are assertive, attentive to money issues, and show dominant materialist inclinations (Dastane, 2020).

Similarly, women often find themselves placed second in business deals in which the values of duties for men are higher than those for women. A multitude of scholars have defined empowerment as a term to be a highly masculine word to the ear (Alimo-Metcalf, 1995), and both genders' understanding of power is dissimilar. For example, men are more appreciative of the significance and self-efficacy dimensions associated with psychological empowerment (Spreitzer, 1995). Furthermore, meta-analysis outcomes have linked the attributes of men and women and revealed more power for the former, showing that men have more power than women.

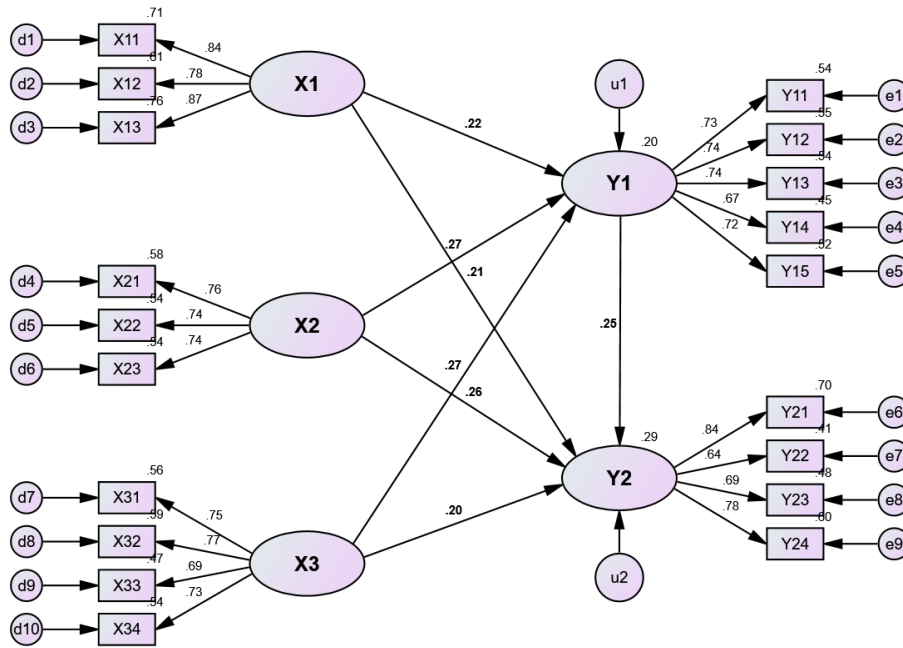


Figure 1. Overall Data Path Diagram

Moreover, a scholar is of the opinion that men have a highly physical perception of themselves and reward personal accomplishments extensively compared to women (Randall & Coakley, 2007). The work further reveals female workers' tendency to perceive their career as highly meaningful, view themselves as competent, and believe in their capacity to accomplish goals. Regardless, a thorough exploration is required to generalize the correlation linking gender and psychological strengthening. Besides, gender-based problems can impact either gender's work conditions in an organizational issue (Kochan et al., 2000). For example, male employees are viewed with higher fearlessness, risk-taking, and success-oriented perceptions compared to their female counterparts (Diekmann & Eagly, 2000).

Such views are also supported by De Vaus and McAllister (1991), which have underlined men's preference for independence and power in the context of work and placed a higher emphasis on key career-based problems compared to women, such as liability, venture and responsibility opportunities, and achievements. Similarly, male employees may also be viewed as highly amenable to the turbulent and driven behaviors of transformational leaders, as they may ascribe to any idea or cause revealed and enhance business-based knowledge and motivation. In contrast, female employees are assigned less power and independence in their tasks, thus minimizing any career-related judgment problems as opposed to their male counterparts (Kalleberg & Griffin, 1978). Thus, female employees are less susceptible to transformational leadership compared to male employees.

Discussion

The results of the inner model test show that organizational culture has a significant positive effect on organizational citizen behavior (OCB). It is supported by the results of previous studies (e.g., Badawy et al., 2016; Winarsih & Riyanto, 2020; Siswadi et al., 2023), which found that organizational culture affects OCB.

Organizational culture has a significant positive effect on OCB (Saputra, 2023). There is an effect of organizational culture on OCB (Nadeak, 2016; Mangindaan et al., 2020). The essentials are vital because they are behaviors and competitions that all employees must own to carry out (Hastono, 2009). Organizational essential for lecturers, considering that OCB is something that must be taken into account if an institution wants to achieve its goals.

A good organization will undoubtedly consider every ability of its stakeholders to be able to relate to each other and assist in achieving maximum performance so that it can achieve goals from Islamic college. In related works, a significant relationship was reported between OCB and organizational commitment (Mohammad et al., 2010; Williams and Anderson, 1991). Some other authors reported a positive relationship between OCB and some dimensions of organizational commitment (Özdem, 2012). It is evident from the above discussion that OCB is an additional behavior of employees, and given organizational commitment, employees are evidenced to possess such commitment when they exert energy, effort, and time to achieve the objectives of the organization. This indicates that organizational commitment significantly influences OCB (Özdem, 2012).

The second finding indicates that leadership style affects OCB. This finding is in accordance with research of Manurung et al. (2022); Haziroh et al. (2021); Angriani et al. (2020) which mentioned this relationship. The leaders motivate the followers by establishing mutual agreements that, if complied with through a period, obtain the followers' trust (Whittington et al., 2009). Empirical findings in the literature demonstrate that leadership style predicts OCB (Asgari et al., 2008). Moving on to the leadership style, there is the type of leader that places emphasis on the subordinates' individual needs and urges them to place the collective needs over their individual needs to achieve the organizational goals and uplift the well-being of the group (Bass et al., 2003).

This research study investigated the mechanisms by which different leadership styles enhance the OCB. By answering the calls of previous studies (Zhang et al., 2016; Robertson and Barling, 2017; Priyankara et al., 2018; Han et al., 2019b), the findings of this study indicate that leadership style support has a positive impact on OCB. The positive effect of a leader's support for the environment through OCB is consistent with the findings of Raineri and Paillé (2016), who studied French business schools and found that leadership is positively associated with OCB. Building upon the characteristics of responsible leadership, this study established that responsible leadership behavior is closely associated with OCB, and the findings of this study are aligned and indicate that responsible leadership behavior is significantly and positively associated with OCB.

Indeed, organizational culture also affects OCB. The finding supports some prior studies (e.g., Badawy et al., 2016; Winarsih & Riyanto, 2020; Siswadi et al., 2023), which explained that organizational culture affects OCB. The significant and positive influence of organizational culture on OCB indicates that the better the organizational culture created in the work environment, the higher the OCB possessed by employees. This means that OCB can be improved by having a positive organizational culture within the company. The results in this study are in line with

the findings of research conducted by Mahardika and Wibawa (2019), which found that organizational culture has a positive and significant effect on OCB.

The findings in this study also support the results of research conducted by Mahayasa et al. (2018), who found that organizational culture has a positive and significant effect on OCB. The impacts of organizational culture on performance are reported by Cooper et al. (2001), who argue that culture acts as a stabilizer of individual behavior. In addition, Giberson et al. (2009) emphasize that organizational culture is an integrating force that pulls organizational behavior in the direction desired by management. This means that work culture is the basis for producing quality work processes. Therefore, if lecturers want to produce quality work, they must have a strong work culture accompanied by correct work processes. The attachment of organizational members through the values they adhere to, as well as the social symbols and ideals they wish to achieve, is part of the work culture.

Furthermore, the finding indicates that organizational commitment influences lecturer performance and confirms some prior scholars (Wartulas et al., 2022; Setyorini et al., 2022; Satata et al., 2022). Further evidence in support of the influence of organizational culture on performance is reported by Cooper et al. (2001), who argue that culture acts as a stabilizer of individual behavior. In addition, Giberson et al. (2009) emphasized that organizational culture is an integrating force that pulls organizational behavior in the direction desired by management. The results of this test indicate that the lecturer is very committed to achieving a predetermined goal. They have strengths within themselves that also improve their performance.

Commitment as a form of internal motivation has encouraged lecturers to be diligent and tenacious in carrying out their duties, even though they experience various obstacles. A commitment that a person has will cause them to work seriously and diligently in order to obtain good results. Commitment, as self-agreement to achieve something, has become a driving force that arises from within and from outside the lecturer's personal self. This is reinforced by the opinion of Humphrey (2000), which stated that commitment is an agreement to complete a task. The existence of activities or activities that are directed at achieving goals will ultimately constitute a commitment to the lecturer. Commitment has mobilized (activated) the potential that exists within them as a requirement that must be fulfilled to be classified as someone who has good performance. Lecturers' commitment can involve themselves in what they do with the belief that the activities they do are important and meaningful.

The fifth result indicates that leadership style influences lecturer performance. The results of this study are in line with research conducted by Aropah et al. (2020); Birbirs and Lakew (2020). If the leader has the ability to understand the right strategy for encouraging lecturers to improve their performance, have good conceptual and innovation skills, explain and direct the tasks given, provide opportunities for lecturers to express opinions, and directly supervise the performance of lecturers while working, this will make a lecturer able to complete work according to standards and on time, so that later the lecturer can achieve the expected goals of the company.

To manage an organization, not only vision and the efficient communication of that vision are required, but also skills related to motivating people. It seems evident that appropriate leadership is necessary (Chen, 2016). However, what is understood by the term appropriate leadership has been changing for years (Kjellström et al., 2020). Full-range leadership theory, which is also referred to as the Full Range Leadership Theory of Bass and Avolio, distinguishes three groups of leadership styles: transformational, transactional, and laissez-faire (Avolio et al., 1999; Bass & Riggio, 2006; Solomon, 2016). In addition, Fry (2003) delineated leadership style as a judicious tool in motivating employees towards accomplishing upgraded growth and development.

In addition, organizational culture has also influenced lecturer performance and supported some preliminary studies (e.g., Nurhasanah & Purwato, 2022). This research is in accordance with Fellows and Liu (2013) argued that culture conditions behavior, and in turn, behavior modifies culture, thereby promoting learning by members of the organization. Hence, the generation of new answers to performance-oriented questions faced by the institution. Using the positivist paradigm, the current study encapsulates culture as the complex web of basic assumptions, values, and artifacts that describe an organization's identity. The culture of an organization is portrayed by the dominant leadership styles, communication, organizational processes, structures, systems, and the unique definition of success in the views of particular organizations.

Similarly, OCB has a significant effect on lecturer performance. This result is in accordance with the research of Nugroho et al. (2020); Nadatien et al. (2020), who explained that OCB affects lecturer performance. Nielsen et al. (2009) found that similar patterns of relationships existed for each dimension of OCB. Previous research has identified a positive relationship between OCB and various outcomes, including effectiveness, research productivity, and service to the academic community (Kurniawan et al., 2019). These findings have important implications for both academics and practitioners. For academics, this study contributes to the literature by providing empirical evidence of the mediating effect of OCB on the relationship between antecedents and lecturer performance. Therefore, organizations should consider implementing strategies to encourage and promote OCB among lecturers, such as recognition and reward systems for OCB behaviors (Lidinnillah, 2019).

OCB has a significant positive influence on lecturer performance. Thus, the better the lecturers' OCB, the better the lecturers' performance will be. The results of this research indicate that higher education lecturers' OCB has a positive and significant influence on improving lecturers' performance, both in teaching performance, research, and community service. Robbins and Judge (2011) stated that organizations that have employees with good OCB behavior will have better performance compared to other organizations. The findings of this research are in line with research conducted by Ristiana (2013) and Sukmawati et al. (2013), which concluded that OCB influences performance. Other research conducted also found that OCB influences performance (e.g., Li, 2013; Sani & Maharani, 2012; Dwomohet al., 2019; Margahana et al., 2018; Tunggal et al., 2018; Ariyani et al., 2016; Hakim et al., 2014).

CONCUSION

This study provides evidence that organizational commitment has a significant and positive effect on organizational citizenship behavior, thereby contributing to the existing literature. Second, leadership style also has a significant and positive impact on organizational citizenship behavior, adding to the growing body of knowledge on this topic. Third, organizational culture, on the other hand, has a significant and positive effect on organizational citizenship behavior, thus corroborating findings from previous research. Fourth, organizational commitment has a significant and positive impact on lecturer performance, supported by previous research in this area. Similarly, leadership style has a significant and positive effect on lecturer performance, with implications for future research. Indeed, organizational culture has a significant and positive effect on lecturer performance, consistent with previous research. Seventh, organizational citizenship behavior also has a significant and positive effect on lecturer performance, providing further support for this relationship. Notably, organizational citizenship behavior significantly mediates the relationship between the three independent variables of organizational commitment, leadership style, and organizational culture. This research makes a novel contribution by examining the role of OCB as a mediator between organizational commitment, leadership style, and organizational culture on lecturer performance.

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