



UNVEILING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL COMMITMENT ON LECTURER PERFORMANCE: A CROSS-SECTIONAL STUDY


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Abstract:

Lecturer performance is a pivotal determinant of the effectiveness and competitiveness of higher education institutions, particularly within private universities such as Universitas Muhammadiyah in Indonesia. Despite its central role, lecturers often face substantial challenges, including heavy workloads, limited resources, and increasing pressures to fulfil the mandates of the Tri Dharma of Higher Education. This study aims to examine the influence of transformational leadership and organizational commitment on lecturer performance. Employing a quantitative research design with a cross-sectional survey approach, data were collected from 292 lecturers across Universitas Muhammadiyah using a structured questionnaire. The analysis was conducted with SmartPLS 4.0 to evaluate both the measurement and structural models. The findings indicate that both transformational leadership and organizational commitment exert positive influence on lecturer performance. These results contribute to the literature by offering an integrated empirical model that connects leadership and organizational factors to academic performance in higher education. Beyond theoretical implications, the study provides practical insights for university leaders and policymakers in strengthening leadership practices and organizational culture to enhance lecturer performance and institutional competitiveness.

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Keywords:

Transformational Leadership, Organizational Commitment, Lecturer Performance, Higher Education, Private Universities, Smartpls.



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Introduction

Higher education institutions (HEIs) play a pivotal role in advancing human capital development, innovation, and societal transformation, particularly in emerging economies such as Indonesia. Within this context, lecturers represent the backbone of academic excellence, as their performance directly shapes institutional reputation, student success, and contributions to research and community engagement (Wit & Altbach, 2021). Lecturer performance, however, is multidimensional and complex, encompassing teaching effectiveness, scholarly productivity, and community service as mandated by the *Tri Dharma Perguruan Tinggi* (Ministry of Education and Culture, 2021). Ensuring sustainable lecturer performance is therefore not only an institutional imperative but also a national priority for Indonesia's higher education system in an increasingly competitive global landscape.

Transformational leadership (TL) has been widely recognised as a critical factor in enhancing organisational outcomes by inspiring and motivating followers to transcend self-interest for collective goals (Bass & Riggio, 2006a). In academic settings, transformational leaders can foster innovation, nurture collaboration, and instill a shared vision that empowers lecturers to excel beyond routine tasks (Nguyen et al., 2022). Simultaneously, organisational commitment (OC) remains central to shaping employees' dedication and persistence in delivering high-quality outcomes (Meyer & Allen, 1997). In higher education, strong commitment has been linked to improved job satisfaction, retention, and academic productivity (Markos & Sridevi, 2010). Despite extensive research on TL and OC in business and public organisations, their combined influence on lecturer performance within Indonesian private universities remains underexplored.

The existing literature presents three critical gaps. First, most studies have examined TL or OC in isolation, rather than considering their joint influence on lecturer performance, limiting theoretical clarity regarding their interrelated roles. Second, prior research in Indonesia has predominantly focused on public universities, while private institutions particularly those under Muhammadiyah, the largest Islamic higher education network with more than 170 universities remain underrepresented (Suyatno et al., 2019). This neglect is striking given the strategic role of Muhammadiyah universities in expanding access to education and addressing national development challenges. Third, existing studies often conceptualise lecturer performance narrowly, relying on limited indicators such as teaching hours or publication counts, without adequately addressing the broader multidimensional scope of performance required by the *Tri Dharma Perguruan Tinggi*. These gaps constrain both the advancement of

theory and the formulation of policies to strengthen lecturer performance in contexts facing intense resource competition and societal expectations.

Motivated by these shortcomings, the present study investigates how transformational leadership and organisational commitment shape lecturer performance in Muhammadiyah universities in Indonesia. By integrating these constructs into a single conceptual model, the study advances theoretical understanding of the mechanisms driving lecturer performance in private higher education. Furthermore, by adopting a multidimensional perspective on performance and situating the study within Muhammadiyah institutions, the research contributes valuable contextual insights to the broader literature on leadership and performance in higher education. Beyond academic contributions, the findings are expected to offer actionable implications for institutional leaders and policymakers seeking to enhance academic sustainability, institutional competitiveness, and the global standing of Indonesia's higher education sector.

Literature Review

Transformational Leadership and Job Satisfaction

Transformational leadership has long been acknowledged as a leadership style that inspires, motivates, and intellectually stimulates subordinates, encouraging them to achieve beyond expectations (Bass & Riggio, 2006a). In the context of higher education, transformational leaders, such as rectors, deans, or department heads, play a pivotal role in shaping lecturers' perceptions of their work environment, thereby influencing their job satisfaction. Prior studies have demonstrated that transformational leadership significantly enhances employees' intrinsic motivation, autonomy, and sense of purpose, which are strongly associated with job satisfaction (Alonderiene & Majauskaite, 2016; Podsakoff et al., 2012). In Indonesian universities, research has shown that transformational leadership contributes positively to lecturer satisfaction by fostering collegiality, academic freedom, and recognition (Suyatno et al., 2019).

However, most prior studies have focused on either public universities or general business organisations, with limited attention given to private Islamic higher education institutions such as Muhammadiyah universities. This context specific gap is important, as organisational culture and values may alter how leadership practices influence job satisfaction. To address this, the present study investigates the direct relationship between transformational leadership and job satisfaction among lecturers in Muhammadiyah universities.

H1: Transformational leadership has a positive relationship with the job satisfaction of lecturers in Muhammadiyah universities in Indonesia.

Job Satisfaction and Lecturer Performance

Job satisfaction is defined as the extent to which employees feel content with their roles, tasks, and organisational environment (Locke, 1976). Within higher education, satisfied lecturers are more motivated to excel in teaching, research, and community service, the three core dimensions of the *Tri Dharma Perguruan Tinggi*. Empirical studies consistently support the link between job satisfaction and performance. For example, Hulin & Judge, (2003) found a robust correlation between job satisfaction and job performance across industries. Similarly, studies in higher education contexts reveal that lecturers with higher job satisfaction

demonstrate stronger teaching quality, greater research productivity, and better student engagement (Tahir et al., 2025; Williams, 2025).

Despite this evidence, existing literature often emphasises job satisfaction as an outcome of organisational factors rather than a predictor of performance in private higher education institutions. Moreover, limited studies have examined how job satisfaction directly translates into lecturer performance within the specific context of Muhammadiyah universities, where lecturers face unique pressures such as high teaching loads and limited research resources. By focusing on this setting, the present study aims to clarify the mediating role of job satisfaction in linking organisational conditions with lecturer performance.

H2: Job satisfaction has a positive relationship with the performance of lecturers in Muhammadiyah universities in Indonesia.

Organizational Commitment and Lecturer Performance

Organisational commitment refers to the psychological attachment and loyalty an employee feels towards their institution, which influences their willingness to exert effort and remain with the organisation (Allen & Meyer, 1993). In higher education, lecturers with high organisational commitment are more likely to invest their time and energy in teaching, research, and community service, thereby enhancing overall performance (Arunachalam et al., 2024; Fayda-Kinik, 2022). Several studies have demonstrated a strong link between organisational commitment and job performance, suggesting that committed employees display higher levels of productivity, quality, and persistence (Amin, 2022; Fathorrahman, 2019).

In the Indonesian higher education sector, organisational commitment has been highlighted as a critical factor for sustaining academic excellence, particularly in private universities where resources and institutional support may be less stable than in public institutions (Syarifah Al-Sakinah et al., 2020). Nonetheless, there remains a paucity of research specifically addressing how organisational commitment influences lecturer performance in Muhammadiyah universities. This represents a significant gap, given the distinctive organisational culture and religious ethical values embedded in Muhammadiyah institutions. Investigating this relationship provides not only empirical insights but also practical recommendations for strengthening lecturer engagement and productivity in private higher education.

H3: Organisational commitment has a positive relationship with the performance of lecturers in Muhammadiyah universities in Indonesia.

Materials and Methods

Research Design

This study employed a quantitative, cross-sectional survey design, which is appropriate for testing theoretical relationships between variables within a defined population at a single point in time (Sekaran & Bougie, 2013). The research focused on examining the influence of transformational leadership and organizational commitment on lecturer performance at Universitas Muhammadiyah in Indonesia. This design was chosen because it allows for efficient data collection from a relatively large population and is widely used in social sciences to validate theoretical models (Creswell & Creswell, 2017).

Population, Sample, and Procedures

The target population comprised full-time lecturers at Universitas Muhammadiyah across Indonesia. Given the absence of a complete sampling frame, purposive sampling was employed to recruit respondents who met the study criteria. Participation was voluntary, and anonymity and confidentiality were assured. Data were collected using a structured online questionnaire distributed through institutional channels and professional academic networks.

Sample size determination was conducted using G*Power 3.2. For a multiple regression model with two predictors, a minimum of 68 responses was required to achieve a statistical power of 0.80, with a medium effect size ($f^2 = 0.15$) and a significance level of 0.05 (Hair et al., 2021). To address potential non-response and incomplete questionnaires, a target of 350 participants was set. Ultimately, 292 valid responses were obtained, which exceeded the minimum requirement and ensured robustness of the statistical analysis.

Measurement Instrument

All items were adapted to the Indonesian higher education context and underwent back-translation to ensure linguistic equivalence in Bahasa Indonesia and English. A pilot test with 30 lecturers was conducted to refine wording and assess reliability. Cronbach's alpha values exceeded the 0.70 threshold across all constructs, indicating satisfactory internal consistency. A structured questionnaire was designed based on validated scales from prior studies. All constructs were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree, except where otherwise indicated. The instrument comprised the following components:

- a. **Transformational Leadership:** Measured using four dimensions from Bass & Avolio, (2012), each with four items:
 - 1) Idealized Influence (4 items)
 - 2) Inspirational Motivation (4 items)
 - 3) Intellectual Stimulation (4 items)
 - 4) Individualized Consideration (4 items)
- b. **Organizational Commitment:** Measured using Allen & Meyer, (1993) three-dimensional framework:
 - 1) Affective Commitment (4 items)
 - 2) Continuance Commitment (4 items)
 - 3) Normative Commitment (3 items)
- c. **Lecturer Performance:** Assessed according to the Tri Dharma of (Higher Education Law, 2012), which includes:
 - 1) Teaching and Learning (4 items)
 - 2) Research and Publication (5 items)
 - 3) Community Service (5 items)
- d. **Job satisfaction:** Job satisfaction was included (4 items; Thompson & Phua, 2012),

Data Analysis

Data analysis was conducted using SmartPLS 4.0, which is suitable for predictive modelling and theory testing with latent variables (Hair et al., 2021). Given the use of a single data source, common method variance (CMV) was addressed through both procedural and statistical

remedies (Podsakoff et al., 2012). Procedurally, respondents were assured of confidentiality, scale endpoints varied across constructs, and the instrument length was kept below 30 items per main construct to minimize fatigue. Statistically, full collinearity VIFs were assessed, and all values fell below the recommended threshold of 3.3 (Kock, 2015), suggesting CMV was not a serious concern. Normality testing using Mardia's multivariate skewness and kurtosis confirmed non-normal data distribution, making PLS-SEM an appropriate analytical approach (Cain et al., 2017). Bootstrapping with 5,000 resamples was employed to assess the significance of path coefficients.

Research Findings

The findings of this study are presented in two sections. The first section provides an overview of the respondent profiles to contextualize the data, while the second section focuses on the results of the PLS-SEM analysis, which examines the influence of transformational leadership and organizational commitment on lecturer performance.

Respondent Profile

The demographic profile of the respondents reveals a nearly balanced gender distribution, with males constituting 50.7% and females 49.3%. The majority of respondents are aged between 30 and 39 years (51.7%), followed by those aged 40–49 years (23.3%) and 50–59 years (19.5%). Most respondents are married (93.5%). Regarding educational attainment, 69.2% hold a master's degree, and 30.8% possess a Doctoral degree.

In terms of professional placement, the largest proportion of respondents are positioned at the study program level (83.9%), with smaller percentages located at the university (8.9%) and faculty levels (7.2%). Experience-wise, most have served between 10 and 19 years (55.8%), followed by 38.4% with 5–9 years, and 5.8% with more than 20 years of service. Academically, the majority hold the rank of Lecturer (64.7%), while others are Assistant Lecturers (27.4%) or Senior Lecturers (7.5%). Structurally, 66.8% serve primarily as lecturers, with the remainder occupying roles such as program coordinators, deans, and vice rectors.

Concerning monthly income, the majority earn between RM900 and RM2,000 (72.2%), while 20.5% receive below RM900, and a small fraction (6.2%) earn above RM2,000. Only 1% of respondents earn in excess of RM2,860. This pattern indicates that most participants belong to the productive and mature age groups, which are typically associated with greater professional experience and engagement in academic or institutional activities relevant to the study's context.

Table 1: Demographic Profile of Respondents

Category	Sub-Category	Frequency (n)	Percentage
Gender	Male	148	50.7
	Female	144	49.3
Age	20–29 years	10	3.4
	30–39 years	151	51.7
	40–49 years	68	23.3

Category	Sub-Category	Frequency (n)	Percentage
	50–59 years	57	19.5
	60 years and above	6	2.1
Marital Status	Single	19	6.5
	Married	273	93.5
Education Level	Master’s Degree	202	69.2
	Doctoral Degree	90	30.8
Placement by University	University	26	8.9
	Faculty	21	7.2
Length of Service	Study Programe	245	83.9
	5–9 Years	112	38.4
	10–19 Years	163	55.8
Academic Position	More Than 20 Years	17	5.8
	Assistant Lecturer	80	27.4
	Lecturer	187	64.7
	Senior Lecturer	22	7.5
Structural Position	Professor	1	0.3
	Lecturer	195	66.8
	Program		
	Head/Secretary/Lab Head	50	17.1
Monthly Income	Dean/Deputy/Board	26	13.4
	Vice Rector	7	2.4
	RM285–RM900	60	20.5
	RM900–RM1,430	107	36.6
	RM1,430–RM2,000	104	35.6
	RM2,000–RM 2,860	18	6.2
	RM2,860 and Above	3	1.0

Measurement Model

We used partial least squares (PLS) modelling using the SmartPLS 3.2.8 version (Ringle et al., 2014) as the statistical tool to examine the measurement and structural model as it does not require normality assumption and survey research is normally not normally distributed (Chin et al., 2003)

Following the approach recommended by Anderson et al., (1988), the model was assessed using a two-step procedure. In the first step, the measurement model was evaluated to determine the validity and reliability of the measurement instruments, following the guidelines of Hair et al., (2022) and Ramayah et al., (2017). Subsequently, the structural model was examined to test the hypothesized relationships among constructs.

For the measurement model, indicator loadings, average variance extracted (AVE), and composite reliability (CR) were examined. According to (Hair et al., 2019), acceptable threshold values are as follows: loadings ≥ 0.50 , AVE ≥ 0.50 , and CR ≥ 0.70 . As shown in Table 2, all AVE values exceed 0.50 and CR values are above 0.70, indicating satisfactory convergent

validity and internal consistency reliability. The indicator loadings were also within acceptable limits, with only a few items slightly below 0.708.

The study comprised four main constructs Transformational Leadership, Organizational Commitment, Job Satisfaction, and Lecturer Performance each represented by first order dimensions. For Transformational Leadership, the subdimensions Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration recorded AVE values ranging from 0.631 to 0.732 and CR values between 0.872 and 0.901. Similarly, Organizational Commitment, measured through Affective, Continuance, and Normative Commitment, exhibited AVE values between 0.691 and 0.807, with corresponding CR values from 0.825 to 0.926. Job Satisfaction also showed satisfactory results, with AVE = 0.617 and CR = 0.865. Lecturer Performance, measured across Teaching and Learning, Research and Publication, and Community Service dimensions, demonstrated AVE values between 0.591 and 0.634 and CR values ranging from 0.835 to 0.896.

Since Transformational Leadership and Lecturer Performance were conceptualized as second order constructs, the validity and reliability of these higher order factors were also evaluated. As reported in Table 3, both constructs achieved satisfactory convergent validity, with AVE values of 0.726 and 0.693 and CR values of 0.914 and 0.868, respectively. These findings confirm that the second-order measurement model is both valid and reliable.

In the second step, discriminant validity was assessed using the Heterotrait Monotrait Ratio (HTMT) criterion as proposed by (Henseler et al., 2015) and further refined by (Franke & Sarstedt, 2019). HTMT values below 0.85 indicate that constructs are distinct from one another. As shown in Table 3, all HTMT values were below the threshold of 0.90, confirming discriminant validity across all constructs.

Taken together, these results demonstrate that the measurement items in this study are both valid and reliable, establishing a strong foundation for subsequent structural model analysis.

Table 2: Measurement Model

Second Order Constructs	First Order Constructs	Items	Loadings	AVE	CR
Transformational Leadership	Idealized Influence	IDE1	0.807	0.676	0.862
		IDE3	0.821		
		IDE4	0.838		
	Inspirational Motivation	MOV5	0.867	0.732	0.891
		MOV6	0.871		
		MOV7	0.829		
	Intellectual Stimulation	INTEL10	0.893	0.695	0.901
		INTEL11	0.815		
		INTEL12	0.768		
		INTEL9	0.855		

Second Order Constructs	First Order Constructs	Items	Loadings	AVE	CR
Organizational Commitment	Individualized Consideration	IND13	0.850	0.631	0.872
		IND14	0.715		
		IND15	0.818		
		IND16	0.787		
	Affective Commitment	AFF1	0.859	0.807	0.926
		AFF2	0.894		
		AFF3	0.939		
	Continuance Commitment	CONT5	0.738	0.691	0.899
		CONT6	0.808		
		CONT7	0.610		
		CONT8	0.777		
	Normative Commitment	CONT9	0.839	0.705	0.825
CONT10		0.876			
CONT11		0.802			
Job satisfaction	JOB SAT	JOB SAT1	0.814	0.617	0.865
	JOB SAT2	0.768			
	JOB SAT3	0.821			
	JOB SAT4	0.736			
Lecturer Performance	Teaching and Learning	P&P1	0.826	0.629	0.835
		P&P3	0.827		
		P&P4	0.721		
	Research and Publication	RESPUB5	0.700	0.591	0.877
		RESPUB6	0.826		
		RESPUB7	0.833		
		RESPUB8	0.641		
		RESPUB9	0.824		
	Community Service	COMM10	0.768	0.634	0.896
		COMM11	0.867		
		COMM12	0.825		
		COMM13	0.654		
		COMM14	0.849		
		COMM10	0.768		

Second Order Constructs	First Order Constructs	Items	Loadings	AVE	CR
Transformational Leadership	Idealized Influence	IDEAL	0.849	0.726	0.914
	Inspirational Motivation	MOV	0.842		
	Intellectual Stimulation	INTEL	0.902		
	Inspirational Motivation	INDV	0.814		
Lecturer Performance	Teaching and Learning	P&P	0.618	0.693	0.868
	Research and Publication	RESPUB	0.918		
	Community Service	COMM	0.925		

Table 3: Discriminant Validity (HTMT)

	1	2	3	4	5	6	7	8	9	10	11
1.Affective Commitment											
2. Normative Commitment	0.241										
3.Community Service	0.623	0.292									
4.Idealized Influence	0.686	0.497	0.123								
5.Inspirational Motivation	0.529	0.412	0.239	0.69							
6.Intellectual Stimulation	0.445	0.379	0.149	0.851	0.766						
7.Job satisfaction	0.543	0.394	0.387	0.492	0.603	0.314					
8.Inspirational Motivation	0.565	0.483	0.106	0.864	0.665	0.801	0.363				

	1	2	3	4	5	6	7	8	9	10	11
9. Normative Commitment	0.756	0.78	0.272	0.662	0.434	0.37	0.661	0.457			
10. Teaching and Learning	0.283	0.24	0.567	0.194	0.294	0.121	0.563	0.155	0.38		
11. Research and Publication	0.185	0.377	0.88	0.169	0.154	0.117	0.441	0.13	0.276	0.552	

Structural Model

Following the recommendations of Hair et al., (2022) and Cain et al., (2017), the structural model was assessed after confirming the adequacy of the measurement model. Multivariate skewness and kurtosis were first evaluated to determine the normality of the data. The results indicated that the data were not multivariate normal, with Mardia's multivariate skewness ($\beta = 4.982, p < .01$) and Mardia's multivariate kurtosis ($\beta = 61.437, p < .01$). Therefore, consistent with Hair et al., (2019) and Ramayah et al., (2017), the path coefficients, standard errors, t-values, and p-values were estimated using a 5,000-sample bootstrapping procedure to ensure the robustness of the results under non-normal conditions.

In addition, following the argument by Hair et al., (2019) that p-values alone are insufficient to determine statistical significance, this study employed multiple evaluation criteria, including p-values, confidence intervals, and effect sizes (f^2). The results of the hypothesis testing for direct effects are summarized in Table 4.

The model examined three direct relationships: Transformational Leadership \rightarrow Job Satisfaction (H1), Job Satisfaction \rightarrow Job Performance (H2), and Organisational Commitment \rightarrow Job Performance (H3). The findings indicate that Transformational Leadership has a significant positive effect on Job Satisfaction ($\beta = 0.416, t = 8.330, p < .001$), supporting H1. This result implies that higher levels of transformational leadership behavior characterized by idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration enhance lecturers' satisfaction with their job roles. The effect size ($f^2 = 0.209$) further indicates a moderate practical influence.

Job Satisfaction also exerts a significant positive effect on Job Performance ($\beta = 0.349, t = 5.473, p < .01$), confirming H2. This relationship suggests that satisfied lecturers are more likely to demonstrate higher performance in teaching, research, and community service. The effect size ($f^2 = 0.106$) reflects a moderate effect, reinforcing the importance of maintaining job satisfaction as a motivational driver for academic excellence.

In contrast, Organisational Commitment did not show a statistically significant direct effect on Job Performance ($\beta = 0.105, t = 1.559, p > .05$), thus H3 was not supported. The confidence interval (LL = -0.006, UL = 0.215) includes zero, further indicating the lack of significance. The low effect size ($f^2 = 0.01$) suggests that, while organisational commitment contributes to lecturers' sense of belonging and institutional loyalty, it may not directly translate into

measurable performance outcomes without mediating or moderating factors such as job satisfaction or leadership climate.

Multicollinearity was also assessed using the Variance Inflation Factor (VIF), with all values below 3.3, confirming that collinearity is not a concern in this model. Overall, the results demonstrate that transformational leadership indirectly enhances job performance through its positive influence on job satisfaction.

These findings are consistent with previous research showing that transformational leadership plays a critical role in shaping employee attitudes and behaviours, which subsequently influence performance (Bass & Riggio, 2006b; Robbins & Judge, 2017). Similarly, the significant relationship between job satisfaction and job performance aligns with the assertions of (Luthans, 2011), who emphasized that satisfied employees are generally more productive, creative, and engaged in their roles. The non-significant direct link between organisational commitment and job performance echoes findings from and Suryaman, (2018) and Fahmy et al., (2023), suggesting that commitment alone may be insufficient to drive performance without supportive leadership and motivational factors.

Collectively, these results provide empirical support for the mediating role of job satisfaction in the relationship between transformational leadership and lecturers' performance, highlighting the importance of leadership practices that enhance motivation, satisfaction, and engagement among academic staff.

Discussion

The structural model analysis revealed mixed results concerning the hypothesized relationships between transformational leadership, job satisfaction, organisational commitment, and lecturers' job performance. The findings offer both theoretical and practical insights into the dynamics influencing academic staff performance in higher education institutions, particularly within the context of Muhammadiyah universities in Indonesia.

The results indicate that transformational leadership has a positive and significant effect on job satisfaction ($\beta = 0.416$, $t = 8.330$, $p < .001$). This finding suggests that leaders who demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration contribute significantly to enhancing lecturers' satisfaction in their work. Transformational leaders inspire subordinates by articulating a compelling vision, recognizing individual contributions, and fostering a supportive work climate that encourages creativity and growth (Bass & Riggio, 2006a).

This outcome is consistent with prior studies that have reported strong associations between transformational leadership and job satisfaction among academic staff (Anwar et al., 2023; Nguyen et al., 2022; Uzma et al., 2025). Transformational leaders provide emotional and psychological support that enhances intrinsic motivation, which, in turn, leads to greater satisfaction with one's job and organizational environment (Li et al., 2019). Moreover, in collectivist organizational cultures such as Muhammadiyah universities where teamwork, shared values, and moral integrity are emphasized transformational leadership resonates strongly with lecturers' professional identity and sense of purpose (Hakim, 2012).

From a theoretical perspective, this result supports Herzberg's Two-Factor Theory, which posits that intrinsic factors such as recognition, achievement, and responsibility drive job satisfaction. Transformational leaders, by focusing on empowerment and inspiration, enhance these motivators, thereby improving employees' satisfaction (Luthans, 2011).

The second hypothesis is also supported, showing that job satisfaction has a significant positive influence on job performance ($\beta = 0.349$, $t = 5.473$, $p < .01$). This implies that lecturers who are more satisfied with their jobs tend to perform better in teaching, research, and community service the three core components of the *Tridharma Perguruan Tinggi* in Indonesia. Satisfied lecturers are more motivated to invest effort, exhibit higher engagement, and display stronger commitment to achieving institutional goals.

This finding aligns with previous research emphasizing the pivotal role of job satisfaction in determining academic performance. Studies by Karatepe et al., (2020) and Mwesigwa et al., (2020) demonstrated that employees who experience higher job satisfaction exhibit better performance outcomes, creativity, and persistence in their professional roles. In higher education contexts, job satisfaction has been linked to higher publication output, teaching quality, and service engagement (Omar Din et al., 2023).

Theoretically, this relationship can be explained by the Social Exchange Theory (SET), which posits that satisfied employees reciprocate favourable treatment from their institutions with higher levels of effort and performance (Blau, 1964; Cropanzano & Mitchell, 2005). Lecturers who perceive fairness, recognition, and supportive leadership are more inclined to fulfill institutional expectations, thereby enhancing their overall performance.

In contrast, the third hypothesis was not supported, as organisational commitment did not exhibit a statistically significant effect on job performance ($\beta = 0.105$, $t = 1.559$, $p > .05$). Although commitment reflects loyalty and emotional attachment to the institution, it may not necessarily translate into tangible improvements in performance. This outcome may stem from contextual challenges faced by lecturers, including administrative burdens, inadequate research facilities, and high teaching loads, which limit the translation of commitment into measurable performance outcomes.

Similar findings have been reported in previous research. For example, Montayop et al., (2024) and Parandy, (2024) found that while commitment enhances retention and organizational citizenship behaviour, it has a weaker direct impact on performance compared to motivational factors. (Fardiansyah et al., 2025; Sebastian Azameti, 2020) argue that organisational commitment alone may be insufficient to drive performance unless accompanied by conducive working conditions and effective leadership support.

This non-significant relationship may also indicate the presence of mediating variables such as job satisfaction or leadership climate. According to (Meyer et al., 2002), organisational commitment influences performance indirectly through its effect on motivation and engagement. Therefore, although commitment contributes to emotional attachment, the absence of structural and motivational reinforcements may limit its direct performance impact in academic settings.

Taken together, these findings underscore the interconnected role of leadership and job satisfaction in influencing lecturers' performance. Transformational leadership emerges as the key antecedent that fosters satisfaction, which subsequently enhances performance. The non-significant effect of organisational commitment suggests that while loyalty to the institution is valuable, it must be supported by an enabling environment and motivational leadership to yield tangible results.

This study contributes to the growing literature on academic human resource development by confirming that leadership behaviours grounded in empathy, inspiration, and intellectual stimulation are central to fostering both satisfaction and productivity. In line with previous studies Jiatong et al., (2022; Nguyen et al., (2022), the results emphasize the importance of integrating transformational leadership development programs in higher education institutions to cultivate a motivated, high-performing academic workforce.

This study advances the theoretical understanding of academic leadership and performance by integrating transformational leadership, job satisfaction, and organisational commitment into a single predictive framework within the context of Indonesian private universities. Consistent with the transformational leadership theory (Bass & Riggio, 2006a; Hater & Bass, 1988), the findings demonstrate that transformational leadership plays a critical role in enhancing lecturers' job satisfaction, which subsequently influences their performance. This supports the proposition that effective leadership is not only a managerial function but also a motivational catalyst that fosters intrinsic satisfaction and goal alignment among academic staff.

From a managerial perspective, the findings underscore the importance of leadership development initiatives that cultivate transformational competencies among deans, department heads, and program coordinators. Training in inspirational communication, individualized mentoring, and intellectual stimulation can enhance lecturers' satisfaction and motivation, ultimately improving performance in teaching, research, and community engagement.

University administrators should prioritize building supportive work environments that recognize lecturer contributions and provide professional growth opportunities. Structured recognition programs, transparent promotion pathways, and participatory decision-making can strengthen job satisfaction and reduce turnover intentions. Additionally, while organisational commitment remains important for institutional stability, leadership practices must translate commitment into action by aligning institutional goals with individual aspirations and by addressing resource constraints that hinder performance.

At the policy level, the findings provide empirical evidence to support leadership-based performance improvement strategies under Indonesia's *Merdeka Belajar Kampus Merdeka (MBKM)* framework. By embedding transformational leadership values in institutional governance, Muhammadiyah universities can enhance academic excellence, innovation, and global competitiveness.

Recommendations for Future Research

This study offers several avenues for future inquiry. First, longitudinal research is recommended to examine causal relationships between leadership, satisfaction, and performance over time. Such designs could better capture dynamic changes in lecturer motivation and institutional environments. Second, future studies could incorporate additional

mediators (e.g., work engagement, psychological empowerment) and moderators (Said et al., 2024) to further elucidate the mechanisms linking leadership and performance.

Third, expanding the sample to include public and other faith-based universities in Indonesia or across Southeast Asia would enhance the generalizability of findings and facilitate cross-cultural comparisons. Finally, qualitative methods such as interviews or case studies could complement quantitative approaches, offering deeper insights into the lived experiences of lecturers and the contextual nuances shaping leadership effectiveness in academic settings.

Conclusion

This study provides empirical evidence that transformational leadership significantly enhances job satisfaction, which, in turn, improves lecturers' performance in teaching, research, and community service. However, organisational commitment did not directly influence performance, suggesting that emotional attachment to an institution alone is insufficient without supportive leadership and enabling work conditions.

The findings reinforce the pivotal role of transformational leadership as both a motivational and developmental mechanism within higher education institutions. For Muhammadiyah universities and other private institutions in Indonesia, fostering leadership that inspires, empowers, and intellectually challenges academic staff is essential for sustaining excellence in line with the *Tri Dharma Perguruan Tinggi*.

Theoretically, the study enriches the leadership-performance discourse by integrating transformational leadership theory and social exchange perspectives in an underexplored higher education context. Practically, it provides actionable strategies for academic leaders and policymakers to enhance lecturer satisfaction and performance key pillars for advancing institutional resilience and academic quality in Indonesia's evolving educational landscape.

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This study did not involve any human participants, animals, or sensitive data requiring ethical approval. The authors confirm that the research was conducted in accordance with accepted academic integrity and ethical publishing standards.

**Author Contribution
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All authors contributed significantly to the development of this manuscript. [Muhammad Fikry Hadi] handled data collection, analysis, literature review, drafting, and critical revision of the manuscript. and interpretation of results. [Nurul Hafizah Yasin] was responsible for the conceptualization, methodology, and overall supervision of the study. All authors read and approved the final version of the manuscript prior to submission.

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