TPM Vol. 32, No. S8, 2025
ISSN: 1972-6325
https://www.tpmap.org

TRANSFORMATIONAL LEADERSHIP AND LECTURER PERFORMANCE IN INDONESIAN UNIVERSITIES: EMPLOYEE WELL-BEING AS A KEY MEDIATOR AND THE LIMITED ROLE OF OCB

SALIM AKTAR[A], SUNARSIH[B], ARIFIN[C]

[A, B, C]PUI PT HUMAN RESOURCE MANAGEMENT RESEARCH AND INNOVATION CENTER, UNIVERSITAS PRIMA INDONESIA, MEDAN, INDONESIA

Corresponding Author Details
Sunarsih* PUI PT Human Resource Management Research and Innovation Center, Universitas Prima Indonesia, Medan, Indonesia Email: sunarsih@unprimdn.ac.id

Abstract:
Purpose: This study investigates the influence of transformational leadership on lecturer performance in Indonesian higher education institutions, focusing on the mediating roles of employee well-being (EWB) and organizational citizenship behavior (OCB). It addresses the ongoing debate on whether OCB universally enhances performance and highlights the psychological mechanisms underpinning leadership effectiveness in academic settings.
Design/methodology/approach: quantitative, multilevel research design was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Data were collected from 220 lecturers across public and private universities in Riau Province, Indonesia. Measurement scales were validated through confirmatory factor analysis, and structural relationships were assessed with bootstrapping procedures.
Findings: Transformational leadership significantly improves lecturer performance both directly and indirectly through EWB, underscoring the importance of psychological well-being in academic productivity. While transformational leadership strongly predicted OCB, OCB did not significantly affect lecturer performance. This challenges the assumption of OCB's universal benefit, suggesting its effect may depend on performance evaluation systems that emphasize quantifiable outcomes such as publications and teaching loads.
Practical implications: University leaders should prioritize leadership development programs that foster psychological support, individualized consideration, and motivational competencies. Institutional policies should integrate well-being initiatives and adapt performance appraisal systems to recognize discretionary contributions such as mentoring and community engagement.
Originality/value: This study contributes to leadership and organizational behavior literature by: (1) integrating employee well-being into leadership–performance frameworks, highlighting its role as a vital mechanism in higher education, (2) challenging the universality of OCB as a mediating variable by demonstrating its limited effect under specific institutional conditions, and (3) adopting a multilevel perspective that connects individual-level lecturer outcomes to institutional academic competitiveness. These insights extend current debates and provide novel evidence from a non-Western higher education context under increasing global performance pressures.
Keywords: transformational leadership; employee well-being; organizational citizenship behavior (OCB); lecturer performance; academic competitiveness; higher education; indonesian universities

INTRODUCTION

The academic competitiveness of higher education institutions in the era of globalization is increasingly determined by the quality and productivity of lecturer performance (1)(2)(3). Faculty members serve as the backbone of academic institutions, shaping not only the quality of teaching but also research productivity, innovation, and institutional reputation in national and international rankings (4). In this regard, organizational behavior management (OBM) and leadership studies have provided crucial theoretical and practical insights into the dynamics of performance management (5)(6). Performance management, broadly defined, encompasses the processes of identifying, measuring, and developing employee performance while aligning their contributions with institutional priorities (7)(8)(9)(10). The OBM framework is particularly relevant in higher education as it facilitates a systemic examination of how leadership interventions can effectively influence lecturer behavior, thereby strengthening institutional competitiveness (11)(12)(13).

Despite the centrality of transformational leadership in organizational research, its effectiveness in enhancing performance remains inconsistent (14)(15)(16). On the one hand, numerous studies have established a positive link between transformational leadership and employee outcomes such as motivation, creativity, and performance (17). On the other hand, some research has revealed insignificant or even negative outcomes, particularly when leadership behaviors fail to align with employee needs or institutional contexts (18). These divergent findings suggest that transformational leadership may not exert a uniform effect across settings. Instead, its impact may be shaped by mediating mechanisms, contextual variables, and the psychological conditions of employees. In higher education, where lecturers face increasing pressure to publish in indexed journals, secure research grants, and achieve teaching excellence, leadership support may manifest differently compared with corporate or public sector contexts.

Transformational leadership exerts its influence not only through direct effects but also via indirect behavioral and psychological pathways. However, research examining these mediating mechanisms remains limited and inconclusive (19). Many organizations emphasize leader–employee interactions as a means of shaping performance, yet the role of affective and social cues embedded in these interactions has not been fully explicated in the context of academic institutions. One potential pathway is employee well-being (EWB), which represents an employee's psychological, emotional, and social health. Transformational leaders, by providing individualized consideration, intellectual stimulation, and inspirational motivation, can enhance employee well-being, thereby fostering higher levels of engagement and performance (20). Recent studies have highlighted the role of well-being as a strategic organizational resource that not only improves individual productivity but also supports institutional resilience and sustainability.

Another potential mechanism is organizational citizenship behavior (OCB), which refers to voluntary, discretionary actions that go beyond formal job requirements. OCB has been widely linked to positive organizational outcomes, including cooperation, knowledge sharing, and institutional reputation. Transformational leaders are expected to foster such behaviors by inspiring followers to transcend self-interest for the benefit of the organization. However, the relationship between OCB and performance remains contested. While some studies suggest that OCB enhances performance indirectly by creating a collaborative climate (21) others caution that excessive OCB may divert time and energy from core responsibilities, thus diminishing measurable outcomes such as teaching effectiveness and research productivity (22). In higher education, where lecturer performance is evaluated based on quantifiable outputs, the extent to which OCB contributes to or detracts from performance is still unclear.

The Indonesian higher education context provides a compelling setting for this investigation. Universities in Indonesia are currently under strong pressure to improve global visibility through international publications, research collaborations, and compliance with accreditation standards set by the Ministry of Education, Culture, Research, and Technology. These pressures have intensified the demand for high lecturer performance in teaching, research, and community service. However, challenges such as high workload, limited institutional support, and resource constraints often undermine lecturer well-being, which in turn affects performance. Moreover, the cultural emphasis on collectivism and social harmony in Indonesia may shape the manifestation of OCB differently compared with Western contexts. Therefore, examining the dual mediating roles of EWB and OCB provides an opportunity to contribute both theoretically and practically to the leadership and organizational behavior literature in non-Western higher education environments.

This study seeks to address these theoretical and empirical gaps by focusing on two key mediating variables—employee well-being (EWB) and organizational citizenship behavior (OCB)—in the relationship between transformational leadership and lecturer performance. First, by examining EWB, the study sheds light on the psychological mechanisms through which leadership enhances performance. Second, by assessing OCB, it evaluates whether voluntary, extra-role behaviors constitute a meaningful pathway to improved lecturer outcomes in the higher education sector. Taken together, the findings are expected to provide actionable insights for institutional leaders in designing leadership development programs and organizational policies that prioritize lecturer well-being while aligning discretionary behaviors with institutional performance goals.

Accordingly, this study addresses the following research questions:

1. What is the effect of transformational leadership on lecturer performance?
2. What is the mediating role of employee well-being in the relationship between transformational leadership and lecturer performance?
3. What is the mediating role of organizational citizenship behavior in the relationship between transformational leadership and lecturer performance?

METHOD

Design and Research Model

This study adopted a quantitative, multilevel design with a causal–correlational approach to examine the relationships among transformational leadership, employee well-being (EWB), organizational citizenship behavior (OCB), and lecturer performance. The multilevel design was deemed appropriate because it allows for the simultaneous investigation of individual-level mechanisms and institutional-level outcomes. Specifically, the study analyzed how transformational leadership influences lecturer performance through the mediating roles of

EWB and OCB at the individual level. In addition, the study assessed how aggregated lecturer performance contributes to the broader institutional outcome of academic competitiveness. This design was chosen to reflect the complexity of the theoretical model and to ensure high statistical validity when testing cross-level relationships.

Participants and Population

The study population comprised all active lecturers employed at private and public universities in Riau Province, Indonesia. Participants were recruited using non-probability sampling, specifically purposive sampling complemented with snowball sampling. Inclusion criteria required lecturers to have a minimum of two years of teaching experience and a clear understanding of leadership and performance dynamics within their institutions. A total of 235 lecturers were initially recruited, and after excluding incomplete responses and outliers, the final sample consisted of 220 valid cases. This sample size exceeded the minimum threshold required for Structural Equation Modeling (SEM) analysis, ensuring sufficient statistical power and representativeness. Demographic information such as age, gender, academic rank, and years of teaching experience was also collected to provide descriptive insights into the sample composition.

Measures

Data were collected from two complementary sources: (1) self-administered surveys distributed to lecturers, and (2) archival institutional records. The combination of perceptual and objective indicators allowed for a more comprehensive and valid assessment of both individual- and institutional-level constructs. All self-reported items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

- Transformational Leadership (TL): Measured using a modified version of the Multifactor Leadership Questionnaire (MLQ) (23), consisting of 20 items that capture the four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The MLQ has been widely validated across higher education and organizational contexts.
- Employee Well-being (EWB): focusing on psychological, emotional, and social well-being. This instrument reflects the multidimensional nature of well-being and has been validated in recent higher education studies (24).
- Organizational Citizenship Behavior (OCB): which measures discretionary, extra-role behaviors such as assisting colleagues, voluntarily participating in academic initiatives, and supporting institutional goals. OCB has been recognized as a critical behavioral construct in academic institutions (25).
- Lecturer Performance: Measured using a self-report scale developed from higher education performance literature (26), capturing the three core academic responsibilities: teaching effectiveness, research productivity, and community engagement. This operationalization is consistent with national accreditation standards in Indonesia and global higher education performance benchmarks.
- Academic Competitiveness: Operationalized as a composite institutional index constructed from archival data, including the number of Scopus-indexed and accredited national journal publications, international research collaborations, student-to-lecturer ratios, and university accreditation status. These indicators are aligned with international university ranking frameworks and national higher education evaluation criteria.

All instruments were subjected to pre-testing to ensure clarity, reliability, and contextual appropriateness. Content validity was confirmed through expert review, while construct validity and reliability were tested through confirmatory factor analysis (see Results section). Reliability indices (Cronbach's alpha and composite reliability) and validity statistics (average variance extracted, AVE) exceeded the recommended thresholds, supporting the robustness of the measurement model.

Procedure

The study was conducted entirely online following the approval of the Research Ethics Committee of Universitas Prima Indonesia (approval no. 021/SM/F9/UNPRI/VII/2025). All procedures complied with the ethical standards of the institutional review board and with the principles outlined in the Declaration of Helsinki for research involving human participants.

An invitation containing the survey link was distributed through official university communication channels (email and lecturer networks). The first page of the online survey provided a detailed explanation of the study's objectives, procedures, voluntary participation, confidentiality assurance, and the right to withdraw at any stage without penalty. Participants were required to read this information and provide electronic informed consent before proceeding to the questionnaire. Only individuals who confirmed consent were included in the study sample.

To minimize response bias and ensure data quality, the survey was anonymous and no personally identifiable information was collected. Additionally, the system was configured to prevent multiple submissions from the same participant. A pilot test with a small group of lecturers (n = 220) was conducted prior to the main survey to ensure clarity of instructions and item comprehension.

In parallel, institutional-level data on academic competitiveness were systematically collected from publicly available sources, including national higher education databases, official university websites, and accreditation reports. These indicators were aggregated to construct a composite measure of institutional competitiveness.

Lecturer survey data were then matched with institutional-level data according to university affiliation, enabling a multilevel analysis of both individual- and organizational-level outcomes.

Analyses

The collected data were analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) implemented in SmartPLS version 4. PLS-SEM was selected due to its robustness in handling complex models with multiple mediating variables, its suitability for multilevel data, and its ability to accommodate non-normal data distributions. Compared to covariance-based SEM (CB-SEM), PLS-SEM emphasizes prediction and variance explanation, making it particularly appropriate for exploratory research in organizational behavior and higher education contexts.

The analysis was conducted in two sequential stages:

- **Measurement Model (Outer Model) Analysis:**

The reliability and validity of all individual-level constructs—Transformational Leadership, Employee Well-being, OCB, and Lecturer Performance—were evaluated through several criteria. Indicator reliability was assessed using standardized factor loadings (threshold ≥ 0.70). Internal consistency reliability was confirmed using Cronbach's alpha and composite reliability (CR ≥ 0.70). Convergent validity was examined via the average variance extracted (AVE ≥ 0.50), while discriminant validity was tested using the Fornell–Larcker criterion and the heterotrait–monotrait ratio (HTMT < 0.85). Multicollinearity was also assessed using variance inflation factor (VIF) values to ensure the absence of redundancy among indicators.

- **Structural Model (Inner Model) Analysis:**

Hypothesized relationships were tested at both the individual and institutional levels. At the individual level, we examined the direct effect of Transformational Leadership on Lecturer Performance (RQ1), the mediating role of Employee Well-being (RQ2), and the mediating role of OCB (RQ3). At the institutional level, aggregated lecturer performance was regressed onto Academic Competitiveness to test the cross-level effect. The predictive accuracy and explanatory power of the model were evaluated using R^2 values, effect size (f^2), and predictive relevance (Q^2). To test the significance of direct and indirect effects, a non-parametric bootstrapping procedure with 5,000 resamples was performed, following the recommendations of recent PLS-SEM methodological studies.

This multistage analytical strategy ensured a rigorous assessment of both measurement quality and structural relationships, thereby providing robust evidence for evaluating the proposed research model and answering the stated research questions.

RESULTS

The results are presented in four stages: (1) descriptive statistics and correlations, (2) evaluation of the measurement model, (3) structural model testing including direct and indirect effects, and (4) supplementary analyses for effect sizes, model fit, and predictive relevance. All analyses were based on the final valid sample of **220 lecturers.**

Descriptive Statistics and Correlations

Table 1 presents the descriptive statistics (means and standard deviations) and the intercorrelations among the latent constructs. The results indicate that Transformational Leadership (TL) had the highest mean score (M = 3.95, SD = 0.84), followed closely by Employee Well-being (EWB; M = 3.93, SD = 0.92) and Organizational Citizenship Behavior (OCB; M = 3.85, SD = 0.91). Lecturer Performance (LP) recorded a slightly lower mean (M = 3.39, SD = 0.94), reflecting room for improvement within the academic performance indicators.

Regarding correlations, TL exhibited strong positive associations with both EWB ($r = 0.61$, $p < 0.01$) and OCB ($r = 0.63$, $p < 0.01$). LP was significantly correlated with TL ($r = 0.52$, $p < 0.01$) and EWB ($r = 0.55$, $p < 0.01$), whereas its correlation with OCB was weaker and nonsignificant ($r = 0.10$, $p = 0.12$). These findings suggest that leadership and lecturer well-being are more directly related to performance outcomes compared to voluntary extra-role behaviors.

Table 1. Descriptive Statistics and Correlations (n = 220)

Construct	Mean	SD	1	2	3	4
1. Transformational Leadership (TL)	3.95	0.84	1			
2. Employee Well-being (EWB)	3.93	0.92	0.61**	1		
3. Organizational Citizenship Behavior (OCB)	3.85	0.91	0.63**	0.47**	1	
4. Lecturer Performance (LP)	3.39	0.94	0.52**	0.55**	0.10	1

Measurement Model Analysis (Outer Model)

The measurement model was evaluated to ensure that the observed indicators were both valid and reliable in representing their respective latent constructs. Three key aspects were assessed: indicator reliability, convergent validity, and discriminant validity.

Convergent Validity and Internal Reliability.

All standardized outer loadings exceeded the recommended threshold of 0.70, indicating strong item reliability. The Average Variance Extracted (AVE) values were above the minimum cutoff of 0.50 for all constructs—Transformational Leadership (0.589), Employee Well-being (0.639), OCB (0.655), and Lecturer Performance (0.697)—thereby confirming convergent validity. Internal consistency reliability was also high, with both Cronbach's alpha and Composite Reliability (CR) values surpassing the 0.70 benchmark. Specifically, CR values were 0.934 (Transformational Leadership), 0.936 (Employee Well-being), 0.951 (OCB), and 0.954 (Lecturer Performance), reflecting excellent internal reliability of the measurement scales.

Discriminant Validity.

The Fornell–Larcker criterion demonstrated that the square root of each construct's AVE was greater than its correlations with other constructs, thereby supporting discriminant validity. Furthermore, the heterotrait–monotrait (HTMT) ratio of correlations was below the conservative threshold of 0.85 across all construct pairs, providing additional evidence of discriminant validity

Collectively, these results confirm that the measurement model fulfills all recommended psychometric standards for reliability and validity, providing a sound foundation for subsequent structural model evaluation.

Hypothesis Testing: Direct and Mediating Effects

The structural model was analyzed to test the hypothesized relationships. The coefficient of determination (R^2) for Lecturer Performance was 0.511, indicating that the independent variables (Transformational Leadership, Employee Well-being, and OCB) collectively explained 51.1% of the variance in lecturer performance. This represents a substantial predictive effect within the context of behavioral research. Additionally, the Q^2 value of 0.398 suggests that the model has strong predictive relevance.

The results of the hypothesis testing are summarized as follows:

Direct Effects.

Transformational Leadership had a significant and positive effect on Lecturer Performance ($\beta = 0.360$, $t = 3.619$, $p < 0.01$). This finding supports Hypothesis 1, indicating that transformational leadership directly enhances lecturer performance. Furthermore, the path from Transformational Leadership to Employee Well-being was positive and highly significant ($\beta = 0.555$, $t = 13.140$, $p < 0.01$). Similarly, Transformational Leadership demonstrated a significant positive effect on OCB ($\beta = 0.619$, $t = 11.233$, $p < 0.01$). In addition, Employee Well-being exhibited a significant positive effect on Lecturer Performance ($\beta = 0.411$, $t = 4.527$, $p < 0.01$). By contrast, the effect of OCB on Lecturer Performance was not significant ($\beta = 0.094$, $t = 1.050$, $p = 0.294$).

Mediating Effects.

Mediation analysis confirmed that the indirect path from Transformational Leadership through Employee Well-being to Lecturer Performance was significant (indirect effect coefficient = 0.228, $t = 4.314$, $p < 0.01$). This finding confirms the partial mediating role of Employee Well-being, thereby supporting Hypothesis 2. Conversely, the indirect path from Transformational Leadership through OCB to Lecturer Performance was not significant (indirect effect coefficient = 0.058, $t = 1.042$, $p = 0.298$), thus indicating that Hypothesis 3 was not supported.

Overall, these findings strongly suggest that Transformational Leadership influences Lecturer Performance not only directly but also indirectly through Employee Well-being, whereas OCB does not function as a significant mediating pathway.

Figure 1 presents the complete structural model with standardized path coefficients and R^2 values.

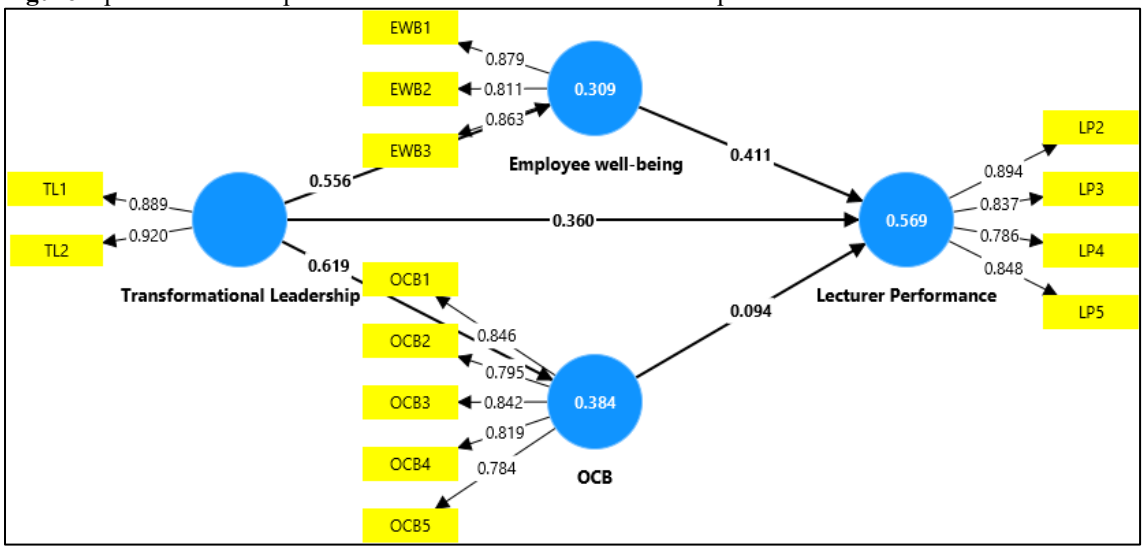

Figure 1. Structural model results of the hypothesized relationships (n = 220). Path coefficients are shown on the arrows, and R^2 values are displayed within the endogenous constructs.

Table 2. Structural Model Hypothesis Testing Results

Path Relationship	Path Coefficient (β)	t-statistic	p-value	Hypothesis Support
TL → LP	0.360	3.619	0.000**	Supported
TL → EWB	0.555	13.140	0.000**	–
TL → OCB	0.619	11.233	0.000**	–
EWB → LP	0.411	4.527	0.000**	Supported
OCB → LP	0.094	1.050	0.294	Not Supported
Mediating Effects				
TL → EWB → LP	0.228	4.314	0.000**	Supported
TL → OCB → LP	0.058	1.042	0.298	Not Supported

DISCUSSION

The current study explored how transformational leadership (TL) enhances lecturer performance, focusing on the mediating roles of Employee Well-being (EWB) and Organizational Citizenship Behavior (OCB). The findings not only deepen theoretical understanding but also offer practical insights for higher education leadership and management.

The Central Role of Employee Well-being

A key finding is that transformational leadership significantly bolsters lecturer performance through the partial mediation of employee well-being. This underscores the importance of psychological and emotional resources in facilitating academic productivity. Transformational leadership—through its focus on inspirational motivation, intellectual stimulation, and individualized consideration—promotes lecturers' psychological health, thereby enhancing their teaching, research, and service contributions (27)(28)(29).

This aligns with recent findings indicating that transformational leadership improves employee mental health and productivity across diverse sectors, including education. The emphasis on well-being as a mediating mechanism further reinforces perspectives from positive organizational scholarship that propose well-being as a critical determinant of sustainable performance. Especially in higher education, where lecturers face multiple stressors such as publication pressure and accreditation demands, supportive leadership that enhances well-being becomes a strategic imperative (30).

Organizational Citizenship Behavior: Predictive but Not Performance-Enhancing

While transformational leadership strongly predicts OCB (23), our results indicate that OCB does not significantly mediate the leadership–performance relationship. This diverges from many Western-centric studies that regard OCB as universally beneficial. One plausible explanation lies in institutional performance criteria in universities, which often focus on formal, quantifiable outputs (e.g., publications, teaching loads) and largely overlook voluntary contributions like mentoring or service—a misalignment observed in similar contexts.

Furthermore, engaging in OCB may incur opportunity costs, where time and energy directed toward discretionary tasks detract from core responsibilities, possibly diluting performance outputs. This finding joins a more nuanced corpus of literature that questions the uniform positive impact of OCB under varying organizational conditions.

Theoretical Contributions

This study advances theory in several important ways:

- Integrates well-being into leadership–performance frameworks, highlighting the psychological dimension as a vital mechanism of transformational leadership in academic settings.
- Challenges the universality of OCB as a mediator by demonstrating its limited impact in higher education institutions where evaluation systems do not fully account for discretionary behaviors.
- Adopts a multilevel perspective, linking individual-level outcomes (performance) to institutional-level constructs (academic competitiveness), thus offering a more comprehensive model of performance dynamics in higher education.

Practical Implications for Higher Education Institutions

University leaders and policymakers should consider the following:

- Leadership development programs must emphasize psychological support and motivational competencies, not merely administrative or strategic skills.
- Performance appraisal systems should be reviewed to include and reward discretionary contributions (e.g., mentoring, community engagement), aligning institutional incentives with desired outcomes.
- Well-being initiatives (e.g., mental health support, flexible workload models) should be institutionalized as part of strategic academic development, considering the evidence of their impact on performance.

Limitations and Future Research Directions

The present study is not without limitations, which should be acknowledged to provide avenues for future inquiry. First, the use of a cross-sectional design restricts the ability to establish strong causal inferences. The observed associations between leadership, well-being, OCB, and performance reflect relationships at a single point in time.

Longitudinal or experimental designs would enable scholars to track changes over time and assess whether transformational leadership consistently predicts lecturer performance across different phases of academic cycles. Second, while the sample size of 220 lecturers was statistically adequate for PLS-SEM analysis, the purposive sampling approach limits the generalizability of findings. The results may reflect specific cultural or institutional features of Indonesian higher education. Future studies should employ probability-based sampling or conduct cross-cultural comparisons to improve external validity and capture the diversity of academic contexts across regions and countries.

Third, the finding that OCB did not significantly mediate the leadership–performance relationship invites further investigation into its boundary conditions. It may be that certain types of OCB—such as research-related collaboration or mentoring students—contribute more directly to performance outcomes than socially oriented activities. Moreover, organizational culture, institutional reward systems, and workload distribution may moderate the relationship between OCB and formal performance. Future research should explore these contingencies to clarify under what circumstances OCB becomes performance-relevant.

Finally, academic competitiveness was measured using a composite index derived from archival data, which, although robust, may overlook the nuanced dimensions of institutional competitiveness. Incorporating subjective indicators, such as lecturers' perceptions of competitiveness, international collaboration intensity, or innovation-driven outcomes, could yield a more comprehensive assessment. Developing multidimensional measures of academic competitiveness would allow future studies to capture both the quantitative and qualitative aspects of institutional performance.

CONCLUSION

This study advances understanding of the complex dynamics between transformational leadership, employee well-being, organizational citizenship behavior, and lecturer performance in the higher education context. The findings demonstrate that transformational leadership exerts both direct and indirect effects on lecturer performance, with employee well-being serving as a partial mediator. This underscores the importance of psychological and emotional well-being as a critical pathway through which leadership influences performance outcomes.

While transformational leadership was also found to positively predict OCB, our results revealed that OCB did not serve as a significant mediating mechanism for lecturer performance. This highlights the contextual limitations of OCB in higher education, where formal performance metrics often prioritize quantifiable outcomes such as teaching quality and research productivity. Voluntary contributions, although valuable, may not always translate into measurable performance within existing institutional frameworks.

Taken together, these findings have important theoretical and practical implications. Theoretically, the study emphasizes the centrality of well-being in leadership–performance models, challenging the assumption of OCB as a universal mediator. Practically, the results suggest that institutional leaders should invest in cultivating leadership practices and organizational policies that prioritize faculty well-being as a strategic lever for enhancing academic competitiveness. As higher education institutions navigate increasing global pressures, fostering a supportive and psychologically healthy work environment may prove more impactful than relying solely on discretionary behaviors to drive performance.

Notes

1. The effective sample size for the structural model analyses (path coefficient estimation) was 231 respondents after data cleaning.
2. A detailed overview of descriptive and inferential statistics is presented in Table 1 of the Results section

Disclosure statement: The authors declare that they have no conflicts of interest related to this research.

Funding: This research was supported by a Fundamental Regular Research Grant from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek).

Acknowledgements

The authors would like to express their gratitude to Universitas Prima Indonesia for institutional support and to the lecturers who participated in this study. Special thanks are extended to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek) for providing research funding through the Fundamental Regular Research Grant.

Author Contributions

- **Salim Aktar (SA):** Conceptualization; Data collection; Writing – original draft.
- **Sunarsih (S):** Methodology; Supervision; Writing – review & editing; Corresponding author.
- **Arifin (A):** Formal analysis; Validation; Writing – review & editing.

All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

REFERENCES

1. Rashida AR, Bariham I. Perceived impact of Continuous Professional Development (CPD) on lecturers' performance at Tamale Technical University. Soc Sci Humanit Open [Internet]. 2025;12(June):101754. Available from: https://doi.org/10.1016/j.ssaho.2025.101754
2. Do QH, Tran VT, Tran TT. Evaluating lecturer performance in Vietnam: An application of fuzzy AHP and fuzzy TOPSIS methods. Heliyon [Internet]. 2024;10(11):e30772. Available from: https://doi.org/10.1016/j.heliyon.2024.e30772
3. Correa-Peralta M, Vinueza-Martínez J, Castillo-Heredia L. Evolution, topics and relevant research methodologies in business intelligence and data analysis in the academic management of higher education institutions. A literature review. Results Eng [Internet]. 2025;25(December 2024):103782. Available from: https://doi.org/10.1016/j.rineng.2024.103782
4. El Hajj C, Montes GM. Challenges of projectification in an engineering school: Lessons learned and room for improving the whole performance of the institution. Soc Sci Humanit Open. 2025;11(January).
5. Ramírez Molina RI, Vergara Ramos LA, Vidal Taboada SL, Tuñoque Morante LE, Archbold Chamorro IA, Lay Raby ND, et al. Organizational behavior in industry 4.0: A bibliometric analysis of foundations and interventions to stay connected. Procedia Comput Sci [Internet]. 2025;257:305–13. Available from: https://doi.org/10.1016/j.procs.2025.03.041
6. Alkaraan F, Elmarzouky M, Lopes de Sousa Jabbour AB, Chiappetta Jabbour CJ, Gulko N. Maximising sustainable performance: Integrating servitisation innovation into green sustainable supply chain management under the influence of governance and Industry 4.0. J Bus Res [Internet]. 2025;186(April 2023):115029. Available from: https://doi.org/10.1016/j.jbusres.2024.115029
7. Carmo JES, Lacerda DP, Klingenberg CO, Piran FAS. Digital transformation in the management of higher education institutions. Sustain Futur [Internet]. 2025;9(May):100692. Available from: https://doi.org/10.1016/j.sftr.2025.100692
8. Pratiwi I, Saefudin A, Sari GI, Maliki BI, Fauzi, Soenyono, et al. Green human capital and organizational performance: The role of employee environmental awareness and sustainable innovation in achieving organizational sustainability. Innov Green Dev [Internet]. 2025;4(3):100244. Available from: https://doi.org/10.1016/j.igd.2025.100244
9. Wabnegg M. Fostering ambidexterity among R&D employees: The dilemma of performance measures and how to overcome it. Manag Account Res [Internet]. 2024;65(April):100891. Available from: https://doi.org/10.1016/j.mar.2024.100891
10. Singer SJ, Pfeffer J, Nikolov MC. An absence of accountability: Evidence of employers' failure to measure and manage employee health benefits administration. Soc Sci Med [Internet]. 2025;377(July 2024):118131. Available from: https://doi.org/10.1016/j.socscimed.2025.118131
11. Govindsamy K, Rathiram V, Vermeulen R. Phonotraumatic Behaviors and Vocal Hygiene Practices of South African Lecturers in the Workplace. J Voice [Internet]. 2025;1–9. Available from: https://doi.org/10.1016/j.jvoice.2025.06.014
12. Narmaditya BS, Sahid S, Hussin M. The linkage between lecturer competencies and students economic behavior: The mediating role of digital and economic literacy. Soc Sci Humanit Open [Internet]. 2024;10(June):100971. Available from: https://doi.org/10.1016/j.ssaho.2024.100971
13. Leong S, Cheng HK. Empowering financially responsible students: A systematic literature review on the role of lecturers and sustainable pedagogies in financial literacy education. Clean Responsible Consum [Internet]. 2025;17(May):100288. Available from: https://doi.org/10.1016/j.clrc.2025.100288
14. Ngoc Huynh HT, Thanh Nguyen NT, Y Vo NN. The influence of knowledge management, green transformational leadership, green organizational culture on green innovation and sustainable performance: The case of Vietnam. J Open Innov Technol Mark Complex [Internet]. 2024;10(4):100436. Available from: https://doi.org/10.1016/j.joitmc.2024.100436
15. Sun UY, Xu H, Kluemper DH, McLarty BD, Yun S. Ethical leadership and knowledge sharing: A social cognitive approach investigating the role of self-efficacy as a key mechanism. J Bus Res [Internet]. 2024;174(December 2022):114531. Available from: https://doi.org/10.1016/j.jbusres.2024.114531
16. Iddrisu I. Understanding the nexus between organizational culture and trust: The mediating roles of communication, leadership, and employee relationships. Sustain Futur [Internet]. 2025;9(October 2024):100555. Available from: https://doi.org/10.1016/j.sftr.2025.100555
17. Kabigting (Jun) F, Donaldson S, Nakamura J. Improving employee self-rated creativity using paradoxical strengths regulation: A mediated path analysis among personality traits, paradox mindset, and employee self-rated creativity. J Creat [Internet]. 2025;35(2):100101. Available from: https://doi.org/10.1016/j.yjoc.2025.100101
18. Rai SS, Koodamara NK. How does trust in leader influences organizational commitment? A test of a moderated mediation model. Acta Psychol (Amst) [Internet]. 2025;257(December 2024):105092. Available from: https://doi.org/10.1016/j.actpsy.2025.105092
19. Valori I, Jung MM, Fairhurst MT. Social touch to build trust: A systematic review of technology-mediated and unmediated interactions. Comput Human Behav [Internet]. 2024;153(June 2023):108121. Available from: https://doi.org/10.1016/j.chb.2023.108121
20. Njaramba F. Transformational leadership in a crisis: Dimensional analysis with psychological capital. Heliyon

[Internet]. 2024;10(16):e35900. Available from: https://doi.org/10.1016/j.heliyon.2024.e35900
21. (Robert) HG, Russen M, Guchait P. Climate perceptions for underrepresented leaders: Influencing service employees' proactive behaviors through psychological safety and knowledge sharing. Int J Hosp Manag [Internet]. 2025;129(October 2023):104204. Available from: https://doi.org/10.1016/j.ijhm.2025.104204
22. Li YX, Chen CH. The impact of employee-perceived CSR on organizational citizenship behavior —— evidence from China. Asia Pacific Manag Rev [Internet]. 2023;28(4):487–500. Available from: https://doi.org/10.1016/j.apmrv.2023.02.003
23. Hermanto YB, Srimulyani VA, Pitoyo DJ. The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. Heliyon [Internet]. 2024;10(6):e27664. Available from: https://doi.org/10.1016/j.heliyon.2024.e27664
24. Tambunan W, Partiwi SG, Sudiarno A. Predictors of employee well-being: A global measurements using reflective-formative model. Heliyon [Internet]. 2024;10(22):e40222. Available from: https://doi.org/10.1016/j.heliyon.2024.e40222
25. Bogler R, Somech A. Organizational citizenship behavior (OCB) above and beyond: Teachers' OCB during COVID-19. Teach Teach Educ [Internet]. 2023;130:104183. Available from: https://doi.org/10.1016/j.tate.2023.104183
26. Mohammadpour E, Maroofi Y. The disparity between performance-based and self-reported measures of TPACK: Implications for teacher education and professional development. Comput Hum Behav Reports [Internet]. 2025;17(December 2024):100554. Available from: https://doi.org/10.1016/j.chbr.2024.100554
27. Islam MN, Furuoka F, Idris A. Mapping the relationship between transformational leadership, trust in leadership and employee championing behavior during organizational change. Asia Pacific Manag Rev [Internet]. 2021;26(2):95–102. Available from: https://doi.org/10.1016/j.apmrv.2020.09.002
28. Qalati SA, Zafar Z, Fan M, Sánchez Limón ML, Khaskheli MB. Employee performance under transformational leadership and organizational citizenship behavior: A mediated model. Heliyon. 2022;8(11).
29. Alqudah IHA, Carballo-Penela A, Ruzo-Sanmartín E. High-performance human resource management practices and readiness for change: An integrative model including affective commitment, employees' performance, and the moderating role of hierarchy culture. Eur Res Manag Bus Econ [Internet]. 2022;28(1):100177. Available from: https://doi.org/10.1016/j.iedeen.2021.100177
30. Yudiani E, Istiningtyas L, Meyrinda J, Khosiyah S. Lecturers' psychological well-being: Impact of leadership style on work climate, self-compassion, and gratitude. Soc Sci Humanit Open [Internet]. 2025;12(June):101677. Available from: https://doi.org/10.1016/j.ssaho.2025.101677

Appendices

Appendix A: Survey Instruments

A1. Transformational Leadership (TL) Scale – Modified MLQ (20 items)

Respondents rated items on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Example items:

1. My leader articulates a compelling vision of the future.
2. My leader encourages innovative solutions to problems.
3. My leader considers my individual needs and strengths.
4. My leader inspires others to achieve higher performance levels.

A2. Employee Well-being (EWB) Scale (Multidimensional, 12 items)

Focuses on psychological, emotional, and social well-being. Sample items:

1. I feel satisfied with my work-life balance.
2. I experience positive emotions while performing my duties.
3. I have supportive relationships with colleagues.

A3. Organizational Citizenship Behavior (OCB) Scale (10 items)

Measures voluntary, extra-role behaviors in academic settings. Sample items:

1. I assist colleagues when they face teaching challenges.
2. I voluntarily participate in university initiatives beyond my duties.
3. I mentor students or junior staff outside formal obligations.

A4. Lecturer Performance (LP) Scale (12 items)

Measures teaching effectiveness, research productivity, and community engagement. Sample items:

1. I consistently achieve teaching objectives.
2. I produce high-quality research outputs.
3. I actively participate in community service activities.

Appendix B: Demographic Profile of Respondents

Variable	Categories	Frequency	Percentage
Gender	Male	120	54.5%
	Female	100	45.5%
Age	25–34	60	27.3%
	35–44	90	40.9%

	45–54	50	22.7%
	55+	20	9.1%
Academic Rank	Lecturer	130	59.1%
	Senior Lecturer	70	31.8%
	Professor	20	9.1%
Years of Teaching Experience	2–5	40	18.2%
	6–10	80	36.4%
	11–20	70	31.8%
	>20	30	13.6%

Appendix C: Descriptive Statistics and Correlations

Construct	Mean	SD	1	2	3	4
1. Transformational Leadership (TL)	3.95	0.84	1			
2. Employee Well-being (EWB)	3.93	0.92	0.61**	1		
3. Organizational Citizenship Behavior (OCB)	3.85	0.91	0.63**	0.47**	1	
4. Lecturer Performance (LP)	3.39	0.94	0.52**	0.55**	0.10	1

Appendix D: Measurement Model Loadings

Construct	Item	Outer Loading	Cronbach's α	Composite Reliability (CR)	AVE
TL	TL1	0.78	0.921	0.934	0.589
	TL2	0.82			
EWB	EWB1	0.81	0.928	0.936	0.639
OCB	OCB1	0.84	0.941	0.951	0.655
LP	LP1	0.85	0.947	0.954	0.697

Appendix E: Structural Model Results (Bootstrapping)

Path	β	t	p	Significance
TL → LP	0.360	3.619	0.000	Significant
TL → EWB	0.555	13.140	0.000	Significant
TL → OCB	0.619	11.233	0.000	Significant
EWB → LP	0.411	4.527	0.000	Significant
OCB → LP	0.094	1.050	0.294	Not Significant
TL → EWB → LP	0.228	4.314	0.000	Mediation Significant
TL → OCB → LP	0.058	1.042	0.298	Mediation Not Significant

Appendix F: Ethics Approval

Research Ethics Committee of Universitas Prima Indonesia
Approval Number: 021/SM/F9/UNPRI/VII/2025
All procedures adhered to the Declaration of Helsinki, ensuring voluntary participation, confidentiality, and informed consent.

Appendix G: Data Collection Procedure

1. Online survey link sent via email and lecturer networks.
2. Participants provided electronic informed consent.
3. Survey responses were anonymized to prevent identification.
4. Institutional archival data collected from official university websites and accreditation databases.
5. Pilot test (n = 20) conducted for clarity and comprehension.