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# The Effects of Good University Governance and Organizational Culture Toward Lecturer Performance and Its Influence on Private Universities Performance in the City of Lampung

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## Abstract

This research aims to explain the effects of good university governance and organizational culture toward lecturer performance and its impact on private university performance in the city of Lampung, province of Lampung, Indonesia. This research employed quantitative method by developing valid and reliable instruments. The constructs were measured by 1 to 5 Likert scale instrument. The scale represents the rank of strongly *disagree* to *strongly agree*. The unit of analysis of this research were 2,093 lecturers who were appointed additional tasks as the university administrator at private universities. The total respondents were 240, selected purposively from 2,093. The results of the research revealed that there were positive and significant effect of good university governance and organizational culture toward lecturer performance. There were no effects of good university governance and organizational culture toward private university performance. There was a positive and significant effect of lecturer performance towards private university performance. Lecturer performance was a mediating variable in this model. In order to increase private university performance, it was strongly recommended to increase lecturer performance. can be increased by increasing good university governance and organizational culture. However, it is recommended to improve organizational culture first, then to improve good university governance because the total effect of organizational culture was 0.62 bigger than total effect of good university governance was only 0.43.

**Keywords:** Good University Governance, Organizational Culture, Lecturer Performance and Private University Performance.

## 1. Introduction

In the globalization era and the development of science and technology, the existence of higher education can be used as one of the determinant indicators of national development. Smart and competitive Indonesians can be reached through the availability of quality education at any level, affordable to all levels of society, relevant to national development strategy, equality and certainty in accessing education. On the other hand, the acceleration of Indonesia's economic growth will be accomplished through the synergy of higher education development supported by central government, regional government, communities, business and industries. Higher education has a central role in creating superior people, reliable research and innovation. In advancing science and technology, higher education must be taking role as a renewal factor in national development, capable of taking initiatives in solving problems that develop in society.

Universities are also expected to contribute in building academic communities in every district or city to expand access to higher education for the community. Another consideration in the implementation of higher education is for people to access higher quality education. Education has an important role in producing reliable human resources. Education service providers have an obligation to create quality human beings through an effective educational process. In general, education service providers in Indonesia consist of two kinds of services: education organized by government and society. Educational service providers are categorized according to service provider's purpose and are non-profit.

Good university governance administration is a condition that ensures equal alignment, equality, cohesion and balance of roles, and the existence of mutual controls by related components. To achieve good university governance, sometimes a simultaneous movement of organizational culture changes, a movement that is able to change all weaknesses and powerlessness of the organization to be more reliable and productive. Thus, sometimes re-organization and empowerment is needed in all lines of the organization, so that with good private

governance will be achieved as well as the success of the organization as aspired.

Some studies have found that organizational culture contribute to influencing motivation and organizational performance. Ladia (2009) found that motivation and organizational culture both partially and simultaneously had a significant effect on performance. Another study was conducted by Widodo (2011) who found that there was an influence of organizational culture on performance. Liliyana et.al. (2011) found that organizational culture had a significant effect on performance.

Some researchers found that good corporate governance and organizational culture have positive and good influence on employee performance that in turn will improve the organization performance. These studies were conducted by Nuswandari (2009), Karim (2010), Munisi and Randoy (2013), Agustiar (2014), Jurnal (2015), Jarboui et. al. (2015), Muktiyanto (2016). Logically the theory and logic of thinking is true that if good corporate governance, good organizational culture, automatically employee performance will increase, consequently organizational performance will also increase. However, in contrast, subsequent research found different results and contrasted with the formulation of this study performed by Trisnansih (2007) and Astrina (2016). These studies revealed the contradictions, whereas not necessarily good governance or good organizational culture will improve employee performance or organizational performance. Based on those elaboration, this research aims to explain the effects of good university governance and organizational culture on lecturer performance and its impact on private university performance.

## **2. Hypothesis Development**

### *2.1. The relationship between good university governance and lecturers performance*

According to Calder (2008) university governance can be simply seen as applying the basic principles of the concept of good corporate governance, in the system and process of governance at the institution of universities through various adjustments based on values that must be upheld in the organization of universities special and education in general. While Colquitt et al., (2016) suggests that individual performance is the value of a set of individual behaviors that contribute positively or negatively to achieving organizational goals. Performance has three dimensions: task behavior, moral behavior, and opposing behavior. Task behavior is the behavior of employees who are directly involved in transforming the source of the organization in the virtue, service or production of the organization.

Research on the relationship between university governance and lecturers performance was done by Aanu et.al. (2016). Aanu's research revealed that institutional shareholders in Nigeria must be an efficient monitor of enterprise management as to what is gained in developed countries. This will ensure effective and effective corporate governance practices and avoid financial fraud. The research undertaken by Ramiz and Inayat (2010) shows that there is a significant role of corporate governance in the performance of the banking sector in Pakistan. Similarly, research by Ahmed and Gabor (2012) his findings add to the support that despite much pressure on the mechanism, corporate governance is necessary to safeguard the interests of stakeholders, corporate governance, as a standard for corporate compliance, can not make the company success. Companies need to balance corporate governance mechanisms with the performance of adopting strategic decisions and risk management with the utilization of existing organizational resources. Research by Brown (2001) found the results of research that the need for better and more comprehensive action from the performance and governance of the university. Based on the above elaborations, the hypothesis can be drawn as follow:

H<sub>1</sub>: There is a positive and significant effect of good university governance towards lecturer performance

### *2.2. The relationship between organizational culture and lecturer performance*

Organizational culture is a shared knowledge in an organization about the rules, norms and values that shape the attitudes and behaviors of its members. The dimensions of organizational culture according to Schein (2010) are artifacts, values, and the basic assumption. Kinichi and Fugate (2013) argued that individual performance is the value of a set of individual behaviors that contribute positively or negatively to achieving organizational goals. Performance has three dimensions: task behavior, moral behavior, and opposing behavior. Wambugu (2014) research results show that managers should focus on factors that have a significant effect on employee performance, if they want to improve company performance. This study reveals that organizational values have a more significant effect on employee performance. A similar study was conducted by Chandrika and Menaka (2015) whose research findings reveal that organizational culture has a positive relationship with employee performance. Organizational culture has a moderate impact on employee performance. It is important to create a strong organizational culture to improve employee performance by improving adaptation, mission, engagement, and cultural consistency.

Awadh and Alyahya (2013) show that the values and norms of an organizational culture are based on employee relations. The purpose of an organization is to improve the level of performance by designing a strategy. Performance management systems have been measured with a balance scorecard and by understanding

the nature and indicators of organizational culture that have been identified. Furthermore Nazir and Zamir (2015) concluded that there was a positive relationship between employee performance and organizational culture and also showed that there was no significant difference in the responses between employee gender regarding organizational culture and employee performance. Other research findings are also expressed by Gunaraja (2014) where respondents strongly agree that corporate organizational culture has an effect on employee performance and nearly half of employees also agree that corporate culture determines the level of organizational productivity. Furthermore Agwu (2014) shows that there is a significant relationship between organizational culture and increased employee commitment or productivity. Based on the above elaborations, the hypothesis can be drawn as follow:

H<sub>2</sub>: There is a positive and significant effect of organizational culture towards lecturer performance

### *2.3. The relationship between good university governance and private university performance*

Gibson (2009) argued organizational performance or company performance is an indication of the level of achievement that can be achieved and reflects the success of the manager or company. Performance is the result achieved from the behavior of members. Organizational performance is the desired result of the organization of the behavior of the people in it.) The common practice of management system, measurement and control that quickly, precisely, and comprehensively can give understanding to manager of performance challenge is called Balance Score Card (BSC) proposed Kaplan (2004). While good university governance is a series of mechanisms to direct and control a university for university or college operations to run in accordance with the expectations of stakeholders. Good University Governance is measured by the dimensions of the Guidelines of The Republic of Indonesia National Higher Education Accreditation Form in 2008 which are five pillars of good university governance: Credible, Transparent, Accountable, Responsible and Fairness.

Muhi (2010) in his study concluded that good university governance values have an influence on the quality performance of academic services through academic culture and initiatives. Likewise, the results of research conducted by Henard et. al. (2010) and Fenty (2016) obtained research findings in the form of relationship or influence of university governance on performance. The research results of Mudashiru et. al. (2014) show that organizations are encouraged to adopt good corporate governance practices to improve performance and also to protect the interests of shareholders. Sedlacek (2017) provides research results on the impact of governance on university research performance in international comparisons. The results in general has shown that university autonomy and restriction of state influence in internal university governance is essential if the university wishes to achieve excellent research results in international competition in a European context. Based on the above elaborations, the hypothesis can be drawn as follow:

H<sub>3</sub>: There is a positive and significant effect of good university governance towards private university performance

### *2.4. The relationship between organizational culture and private university performance*

According to Schein (2009) culture consists of 3 levels namely; *artifacts* are things that can be observed, *espoused* values can be a strategy, goal, or philosophy that became the reference culture and the next level of *underlying basic assumptions* is something that has been attached very strongly in the minds and feelings of members of the organization. Research by Al-Tit (2017) which confirmed that organizational culture and supply chain management practices significantly predicted organizational performance. Nold III (2012) concluded firms with a relatively higher level of trust embedded in organizational culture were more likely to outperform similar companies with lower levels of trust. In this study answering the research gap that elements of organizational culture, especially trust, allow companies to transform knowledge and learning initiatives into real performance. Meanwhile Givens (2012) shows partially evidence of the relationship between culture and performance in places of worship. Leaders of the place of worship can use these findings to determine whether the balanced scorecard method should be applied in their place of worship as a means of discovering whether values and beliefs affect the overall performance of their place of worship. Then Ahmed and Shafiq (2014) with his research showing that all cultural dimensions affect different organizational performance perspectives. Based on the above elaborations, the hypothesis can be drawn as follow:

H<sub>4</sub>: There is a positive and significant effect of organizational culture towards private university performance

### *2.5. Relationship between lecturer performance and private university performance*

According to Grote (1996) individual performance is the value of a set of individual behaviors that contribute positively or negatively in achieving organizational goals. While Colquitt (2016) argued that organizational performance or company performance is an indication of the level of achievement achieved and reflects the success of the company. Research by Hauff et.al. (2017) revealed that employee performance significantly mediated the effects of high-performance towards firm performance. The findings of research done by Hamid

et.al. (2017) and Ibrahim et.al. (2017) supported the previous results and indicated that employee development and performance are positively related to organizational performance. Based on the above elaborations, the hypothesis can be drawn as follows:

H<sub>5</sub>: There is a positive and significant effect of lecturer performance towards private university performance

### 3. Methodology

This research employed quantitative research by developing reliable and valid research instruments on good university governance, organizational culture, lecturer performance and private university performance. The unit of analysis of this research were lecturers who hold structural or managerial position at Private Universities in Lampung city, Indonesia. The variables in this study were measured by 1 – 5 Likert scale instrument. The scale represents the rank of 'strongly disagree' to 'strongly agree'. Total respondents were 240 lecturers selected purposively. The data were collected through face-to-face distributions by researchers. Testing of data filtering was done in two steps: data normality and examination of outlier data. All 240 questionnaires filled out completely. The design of this research is Structural Equation Modeling (SEM), with LISREL version 8.80. The indicators that form all variables are tested with the goodness of fit test.

The conceptual and operational definition of all variables were developed as follows:

*Organizational performance* is the level of achievement of work results that exist in the organization that influenced by internal and external factors in achieving the vision, mission and objectives set during a certain period. This variable has four indicators based on the balance scorecard theory by Kaplan and Norton (2004): financial, customer satisfaction, internal processes and innovation and learning. The *lecturer performance* is the real behavior and the achievement or the result of the lecturer's work in performing the tasks assigned based on duty, authority, and responsibility assigned by upholding the rules as lecturer. This variable has four indicators developed based on Indonesian Constitution number 14 the of Year 2005 regarding Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 Year 2009 on Lecturers are: implementation of education and teaching, research implementation and scientific work, implementation of community service and other supporting activities. *Good university governance* is a series mechanisms to direct and control a university so that operations run in line with the expectations of stakeholders. This variable has five indicators developed based on National Accreditation Council of Higher Education Manual (2008) which are: credible, transparent, accountable, responsible and fair. *Organizational culture* is a shared knowledge in an organization about the rules, norms and values that shape the attitudes and behaviors of its members. There are three indicators related to organizational culture described by Schein (2009): artifacts, espoused beliefs and values, basic underlying assumption.

According to Hair et.al. (2013) the measurement model will apply convergent validity to test whether the indicators are valid. The Robust Maximum Likelihood Estimation (RMLE) technique was used in this study. Assessment of item questionnaire was done with Confirmatory Factor Analysis (CFA) to test the construct relationship with indicator based on developed theory. Cronbach's Alpha is also used to test the reliability of the construction.

Table 1 shows the CFA results that the value for loading factor in each item is > 0.5 which can be concluded that all items are valid.

Table 1. The Validity Test Result Based on Fit Model

Constructs and Indicators	Estimate ( $\lambda \geq 0.5$ )	Result
Organizational Performance (OP) :		
OP1 (Development of reward and punishment system)	0.75	Valid
OP2 (Utilization of technology)	0.76	Valid
OP11 (Source of funds)	0.88	Valid
OP12 (Effective use of funds)	0.90	Valid
Lecturer Performance (LP):		
LP1 (Carry out teaching)	0.69	Valid
LP2 (Student coaching)	0.71	Valid
LP3 (Development of teaching model)	0.81	Valid
LP4 (Implementation of research)	0.87	Valid
LP5 (Write a scientific journal)	0.83	Valid
LP6 (Write a learning book)	0.84	Valid
LP7 (Implementation of counseling)	0.88	Valid
Good University Governance (GUG):		
GUG1 (Expertise)	0.91	Valid
GUG2 (Trust)	0.91	Valid
GUG3 (Attractiveness)	0.89	Valid
GUG4 (Knowledge and insight)	0.94	Valid
GUG5 (Information disclosure)	0.91	Valid
GUG6 (Clear rules implementation)	0.87	Valid
GUG7 (Implementation of SOP)	0.89	Valid
GUG8 (Accuracy and completeness of academic information)	0.90	Valid
GUG9 (Clarity of policy goals)	0.85	Valid
Organizational Culture (OC):		
OC1 (Physical building)	0.89	Valid
OC2 (Climate organization)	0.86	Valid
OC3 (Organizational process)	0.86	Valid
OC4 (College philosophy)	0.86	Valid
OC5 (Vision, mission and organizational goals)	0.85	Valid
OC6 (Implementation strategy)	0.81	Valid
OC7 (Perception of higher education)	0.82	Valid
OC8 (Commitment to college)	0.77	Valid

Meanwhile, Table 2 shows the value of Construct Reliability is  $\geq 0.7$  and Variance Extracted is  $\geq 0.5$  for each construct, which explains that all constructs are reliable. The results of the CFA test conclude that all indicators can be used to measure variables and analyze research data.

Table 2. The Reliability Test Result Based on Fit Model

Variables	Construct Reliability $\geq 0.7$	Variance Extracted $\geq 0.5$	Result
Private University/Organizational Performance (OP)	0.96	0.87	Reliable
Lecturer Performance (LP)	0.97	0.84	Reliable
Good University Governance (GUG)	0.98	0.89	Reliable
Organizational Culture (OC)	0.96	0.80	Reliable

#### 4. Results and Discussion

Hypothesis testing in this research is analyzed by using second order Structural Equation Modeling (SEM) with LISREL 8.80. Full SEM test results can be seen in Figure 1.



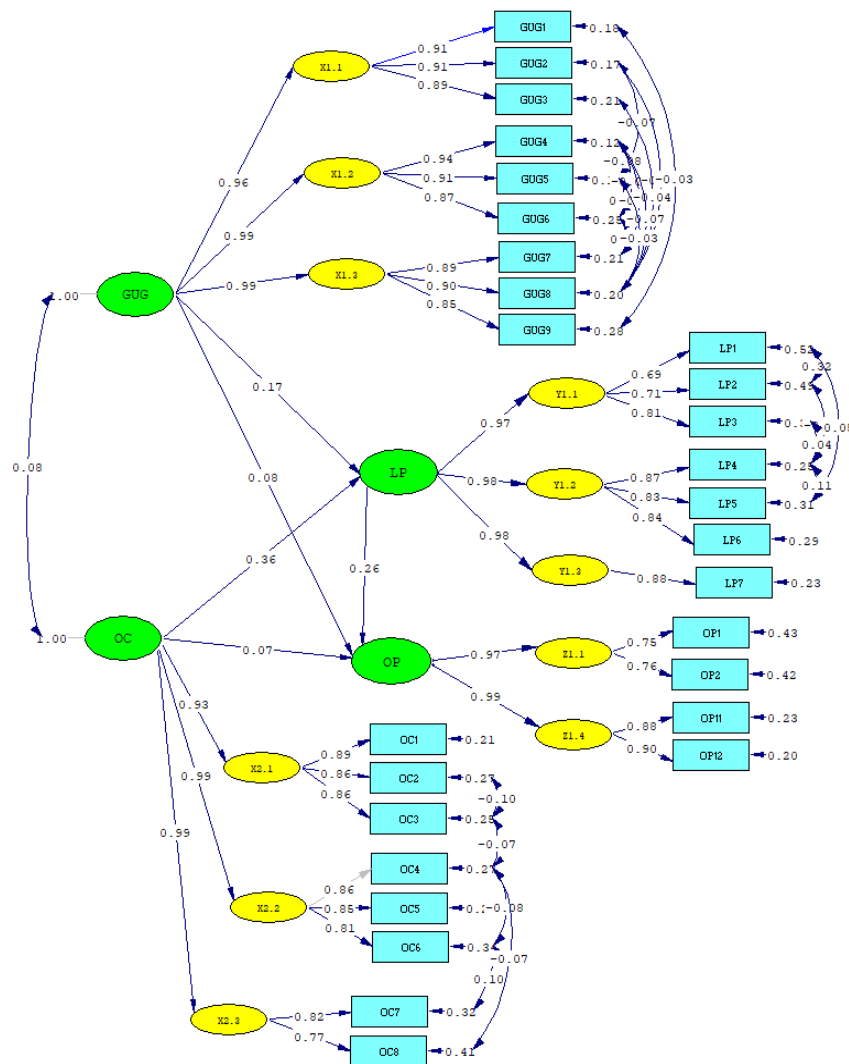


Figure 1. The Impact of Organizational Governance of Universities and Organizational Culture on Lecturer Performance and Its Impact On Performance of Private Universities in Lampung city, Indonesia.

Meanwhile, Table 3 explains the assumptions of test results in SEM development. Test the model fit confirmation on the full model that has met the criteria of goodness of fit. The model structure is used to draw a causality model of research with structural relationships. The results of the goodness of fit test are as follows: Chi-Square = 462.68, probability = 0.00, GFI = 0.88, AGFI = 0.85, NFI = 0.96, CFI = 0.98, IFI = 0.98 and RMSEA = 0.043 . Although Chi-Square and probability do not meet the required cut-off value, however, the NFI, CFI, IFI, GFI, AGFI, and RMSEA values meet the required cut-off value. This shows that the research model is appropriate and meets the standard criteria for analyzing and testing the proposed hypothesis.

Table 3. Structural Parameter Estimates Direct Effect: Path Analysis Model (N=240)

Hypothesis	Structural Path	Standardized Path Coefficients	t-Value	Results
H <sub>1</sub>	Good university governance ---> Lecturer performance	0.17	2.58	Significant
H <sub>2</sub>	Organizational culture ---> Lecturer performance	0.36	5.18	Significant
H <sub>3</sub>	Good university governance --->Private university performance	0.08	1.16	Not-significant
H <sub>4</sub>	Organizational culture --->Private university performance	0.07	0.89	Not-significant
H <sub>5</sub>	Lecturer performance --->Private university performance	0.26	3.25	Significant

## **Direct effect**

### *4.1. The relationship between good university governance and lecturer performance*

Based on Table 3, the t coefficient of the effect of good university governance towards private university performance is 2.58 ( $>1.96$ ). This concluded that there was a positive and significant effect of good university governance towards lecturer performance. This result is consistent with research conducted by Aanu et.al. (2014) and Ramiz et. al. (2010) who demonstrated the significant role of corporate governance in the performance. Ahmed and Gabor (2012) did a research and their findings add to the support that despite much pressure on the mechanism, good corporate governance is necessary to safeguard the interests of stakeholders, corporate governance, as a standard for corporate compliance, cannot make the company a success. Companies need to balance good corporate governance mechanisms with the performance of adopting strategic decisions and risk management with the utilization of existing organizational resources. Further research by Brown (2001) found a need for better and more comprehensive action from university performance and governance. The lesson learned from this research is that lecturer performance can be improved by improving good university governance.

### *4.2. The relationship between organizational culture and lecturers performance*

Table 3 showed that t coefficient of the effect of organizational culture towards private lecturers performance is 5.18 ( $>1.96$ ). This result concluded that there was a positive and significant effect of organizational culture towards lecturer performance. This result is consistent with research conducted by Wambugu (2014) who suggested that managers should focus on factors that have a significant effect on employee performance. This study also revealed that organizational values have a more significant effect on employee performance. A similar study by Chandrika and Menaka (2015) who found that organizational culture has a positive relationship with employee performance. Awadh and Alyahya (2013) showed that the values and norms of an organizational culture are based on employee relations. The purpose of an organization is to improve the level of performance by designing a strategy. In this research, performance management had been measured with a balance scorecard and by understanding the nature and indicators of organizational culture that have been identified. Nazir and Zamir (2015) concluded that there was a positive relationship between employee performance and organizational culture. Other research findings were found by Gunaraja (2014) where respondents strongly agree that corporate organizational culture has an influence on employee performance and nearly half of employees also agree that corporate sector culture determines the level of organizational productivity. It is clear that by improving organizational culture, the university will get benefit of increasing lecturer performance.

### *4.3. The relationship between good university governance and private university performance*

Table 3 showed that t coefficient of the effect of good university governance towards private university performance is 1.16 ( $\leq 1.96$ ). This result concluded that there was no effect of good university governance towards private university performance. This result is inconsistent with research conducted by Muhi (2010) who concluded that good university governance had an effect on the quality performance of academic services through academic culture and initiatives. Likewise, the results of research conducted by Henard and Mitterle (2010) and Mudashiru et al. (2014) showed that good university governance was positively related with organizational performance. Organizations are encouraged to adopt good corporate governance practices to improve performance and also to protect the interests of shareholders. Sedlacek (2017) provided research results on the impact of governance on university research performance in international comparisons. In general, analysis has shown that university autonomy and restriction of state influence in internal university governance is essential if the university wishes to achieve excellent research results in international competition in a European context. Based on the results of research on hypothesis 3 and some previous research can be said that the findings of this study is a new finding where university governance has no effect on organizational performance.

### *4.4. The relationship between organizational culture and private university performance*

Table 3 showed that t coefficient of the effect of organizational culture towards private university performance is 0.89 ( $\leq 1.96$ ). This result concluded that there was no effect of organizational culture towards private university performance. This result is inconsistent with research conducted by Al-Tit (2017) which confirmed that organizational culture and supply chain management practices significantly predicted organizational performance. Nold III (2012) concluded firms with a relatively higher level of trust embedded in organizational culture were more likely to outperform similar companies with lower levels of trust. In this study answering the research gap that elements of organizational culture, especially trust, allow companies to transform knowledge and learning initiatives into real performance. Meanwhile Givens (2012) showed partially evidence of the relationship between culture and performance in places of worship. Then Ahmed and Shafiq (2014) with their research showing that all cultural dimensions affect different organizational performance perspectives. Based on the results of research on hypothesis 4 and some previous research can be said that the findings of this study is a



new finding where organizational culture has no effect on organizational performance.

#### 4.5. The relationship between lecturer performance and private university performance

Table 3 showed that t coefficient of the effect of lecturer performance towards private university performance is 3.25 ( $>1.96$ ). This result concluded that there was a positive and significant effect of lecturer performance towards private university performance. This result was consistent with study conducted by Hauff et.al (2017) who found that employee performance significantly mediated the effects of high-performance towards firm performance. The same results also showed by Hamid et al. (2017) and Ibrahim et.al (2017) who indicated that higher levels of compensation management, organizational citizen behavior, employee development and performance are positively related to organizational performance.

#### Indirect and Total effect

The indirect effect coefficient of good university governance towards private university performance through lecturer performance is 0.042. It is a greater than the direct effect coefficient of good university governance towards private university performance which is only 0.028. On the other hand, the indirect effect coefficient of organizational culture towards private university performance through lecturer performance is 0.094. It is a greater than the direct effect coefficient of organizational culture towards private university performance which is only 0.066.

Those results revealed that lecturer performance had a mediating role function on the effects of good university governance and organizational culture toward private university performance. Based on the results of this research, the private university performance cannot be improved directly through improving good university governance and organizational culture because both constructs had no significant effect on the private university performance. However, the private university performance can be improved through the improvement of lecturer performance because lecturer performance had a positive and significant effect towards private university performance.

The total effect coefficient of good university governance towards private university performance through lecturer performance is only 0.43. It is a smaller than the total effect coefficient of organizational culture towards private university performance through lecturer performance which is 0.62. It could be concluded that the effort to increase the private university performance in the city of Lampung could be improved by improving organizational culture, then good university governance. It caused the total effect of organizational culture was greater than good university governance.

### 5. Suggestions

Efforts to improve the private university performance in Lampung, are suggested to improve the lecturer performance that theoretically and statistically played a very important role in improving organizational performance. In improving the lecturer performance construct, teaching implementation indicator showed the most dominant loading factor. It is practically recommended that lecturers be more active in carrying out teaching. It is also suggested that the private university policy makers to maintain the organizational culture by improving the commitment indicator. It was expected that lecturers had to have more commitment to their organization. The next suggestion is so that the private university policy makers to improve the good university governance of private universities, especially by improving the policy target clarity indicators. The target is expected to be clearer in the implementation of the organization.

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