

# THE IMPACT OF TRANSFORMATIONAL LEADERSHIP, SELF-EFFICACY AND PROFESSIONAL COMPETENCE ON LECTURER PERFORMANCE: EVIDENCE AT PRIVATE UNIVERSITY

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## ABSTRACT

The performance of lecturers at private universities is very important in determining the progress and achievements of universities to become educational institutions that have the best reputation in society. This research aims to analyze the determining factors of lecturer performance at private universities. Several factors tested were transformational leadership, self-efficacy, and professional competence on lecturer performance. This study determined the sample using a purposive sampling technique from 8 private universities in Lampung Province. Using a quantitative approach and research data analysis techniques using Structural Equation Modeling (SEM) was completed through the Analysis Moment of Structural (AMOS) program. The research results show that there is an influence of transformational leadership, self-efficacy, and professional competence on the performance of private university lecturers. The transformational leadership factor has the strongest influence on the performance of public private university lecturers. Contribution of research findings to policy makers, especially private higher education leaders in implementing a leadership style in evaluating, supervising, providing encouragement for improving lecturer performance.

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## 1. INTRODUCTION

Private universities are currently growing rapidly and are competitive. Higher Education are required to manage their institution effectively and efficiently and are obliged to develop the progress of higher education, to produce graduates who are superior and of high quality, highly dedicated and with character (Bali & Zamora, 2022; Yadav et al. 2024). Wellbeing is a crucial topic that is gaining increasing attention in higher education and should be taken into careful consideration (Attia, 2024). Human resources cannot be denied as one of the most important assets for universities. The role of human resources is not only seen from the results of work productivity but also seen from the quality of work produced. Therefore, performance is something that

deserves important attention in higher education (Le & Lei, 2019; Mariyanah et al. 2021)

Koswara et al (2021) have classified the professional competence of lecturers into four large groups, including that professional competence can be measured, among other things, by the ability to create a learning climate, learning management strategies, provide feedback and reinforcement, and have related abilities. Santoso et al (2020) to improve quality lecturer performance, self-efficiency and professional competence of lecturers is necessary in the teaching and learning process. Professional leadership is very necessary and should have the ability to control subordinates to carry out changes in their performance for the better in accordance with their competence, indeed many obstacles and

problems are found. Transformational leadership is a leadership perspective that explains how leaders want to change a team or organization by creating, communicating, and modeling a vision for the organization or work unit and inspiring their subordinates to try to achieve that vision (Wibowo, 2015; Wu, et al. 2020). Transformational leadership has been demonstrated as an effective leadership style in leading organizations (Felf & Schyns, 2004), it has a major effect on the behavior of subordinates and their organizational outcomes (Tickle et al, 2005; Bommer et al, 2004:48). Transformational leaders encourage their staff to carry out their work beyond predetermined targets (Sosik et al, 2002:47), are proactive and help their followers to achieve unexpected goals (Antonakis et al, 2003:59), move their subordinates beyond their immediate personal needs (Bass, 1999; Purwanto, et al, 2020).

Private universities in Indonesia account for around 96 percent of the total tertiary institutions in Indonesia and are the place of study for around 4.4 million students. The number of universities with very large scale programs is a challenge for the National Accreditation Board for Higher Education (BAN-PT) to assess the suitability of higher education institutions. The phenomenon that occurs is the low quality of private universities in Indonesia. Data as of December 2019 shows that PTS with C accreditation still dominate, and those with A accreditation are still relatively few in number. According to research results from the Asian Development Bank (ADB), private higher education in Asia, including Indonesia, faces four main issues, namely (1) expanding access to private universities, (2) varying quality of private higher education, (3) relatively high tuition fees, and (4) the difficulty of obtaining financial support. In the study of Qureshi et al. (2019) and Rahman et al. (2018) shows that professional competence has a positive effect on lecturer performance.

According to Straus (2005), job satisfaction is also important for early actualization, where *self-efficacy* has a significant effect on job satisfaction. The role of human resources in private universities is not only seen from the results of work productivity but also seen from the quality of work produced. Therefore, performance is something that deserves important attention in higher education. Existing human resources also need to be managed and nurtured so that they feel satisfied in carrying out their work so that they are able to contribute to the performance and progress of the university. Several previous studies still had inconsistent results, namely according to Le, PB, & Lei, H. (2019), and García-Morales et al (2012) and Fikri et al. (2021), shows that *self-efficacy* has a positive influence on performance, while research by Beverborg et al. (2015), Mittal, S., & Dhar, R.L. (2015). and Rahman et al (2018) prove that in fact self-efficacy has no effect on performance. Based on the discussion above

on the results of previous research, there is still a research gap related to lecturer performance issues, especially transformational leadership in private universities. The inconsistency of previous research results drives the importance of this research. Therefore, this research aims to prove that the influence of transformational leadership, *self-efficacy*, and professional competence has an influence on the performance of lecturers in private universities.

The relationship between Transformational Leadership and Lecturer Performance is supported by the Transformational Leadership Theory of Novitasari et al. (2021) stated that Transformational Leadership will have a positive effect on improving lecture performance at the University. According to research conducted by Wang et al. (2020), Wu et al. (2020) stated that increasing Transformational Leadership will encourage increased Lecturer Performance in line with Roberts et al. (2005) and Purwanto et al. (2021) state that Transformational leadership will encourage improvements in the Lecture Performance variable and have a significant influence on lecturer performance. Based on theoretical studies and previous research, the following hypothesis was formulated:

*H1: At private universities, there is a positive influence between transformational leadership and lecturer performance*

Ghufron, (2010:96) believes that *self-efficacy* differs between each individual based on three dimensions, including: a. Ability (*magnitude*): related to the difficulty when an individual feels capable of carrying out a task. The implications for perceived recovery and reducing behavior are beyond our capabilities; b. Extent to complete work: related to the level of strength of confidence above ability, confidence in solving problems; c. An individual's strength or stability in confidence (*strength*): is related to safe behavior, confidence in his abilities and confidence in his abilities. Without good self-efficacy, lecturer performance will be less than optimal. Lecturers who can increase self-efficacy are not only improving personal qualities, but more about self-improvement and increasing self-confidence in the abilities possessed by lecturers so that they are able to increase lecturer performance to the maximum. This is in accordance with the statement of Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that the importance of self-efficacy will influence the effort required and ultimately can be seen from performance. Based on the discussion above, a hypothesis is proposed:

*H2: At private universities, there is a positive influence between self-efficacy and lecturer performance*

A person's performance is high or low depending on his personal, social and professional abilities. Wiradji (2009:87) states that there is a correlation between teacher performance and

professionalism. Competence is a fundamental characteristic of an individual that is related to size; effective reference or at least performance in a particular job or situation, so it can be concluded that there is an influence of professional competence on lecturer performance. Muhahibin Syah (2012:47) says that quality lecturers are teachers who can carry out their duties responsibly. Megarry and Dean (1999:143) assumes that teachers are required to innovate their capabilities so that their job performance is creative and developed. A person's performance is high and low depending on their personal, social and professional abilities. Wiradji (2009:87) states that there is a correlation between teacher performance and professionalism. Lecturers with the main authority teaching face to face with students in the teaching and learning arena. Becker et.al (2001:37) say that competence refers to the character of knowledge, skills and abilities of each individual or personal character that directly influences an individual's job performance. Competency is a fundamental characteristic of an individual relating to size; effective reference or at least performance in a particular job or situation, so it can be concluded that there is an influence of professional competence on lecturer performance

*H3: At private universities, there is a positive influence between lecturer competency and lecturer performance*

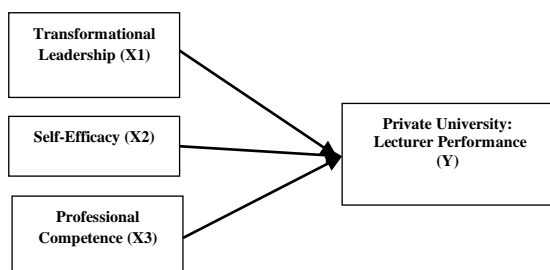


Figure 1. Conceptual Framework

## 2. RESEARCH METHODS

The population in this study were permanent lecturers at private universities in Lampung Province, which consisted of 8 universities. The sample for this research is permanent lecturers from the PT Private Foundation using a *purposive sampling method* to determine samples that meet the criteria. This research uses a quantitative approach using questionnaires in collecting respondent data.

Table 1. Variables, Definitions of Variable and Measurements

Variables	Definition	Measurement
Leadership transformational	Transformational leadership towards subordinates requires changes according to goals. Effective management with behavior aimed at motivating, inspiring and	Measured 5 aspects: 1) attention through influence 2) charismatic, 3) helps to be more creative and innovative 4) 5) individual needs consideration. (Muharlisiani et al, 2020;Ling, 2019)

Variables	Definition	Measurement
	broadening the vision. Therefore, <i>self-esteem</i> as a central aspect, management goes beyond what they believe to do (Bass, 1999)	
<i>Self-efficacy</i>	<i>Self-efficacy</i> is seriousness / skills possessed a person and the results will obtained with Work hard influence method they behave . <i>Self-efficacy</i> is owned by individual to his or her abilities for control situation and achieve results positive (Bandura, 1997).	Measured in three aspects: 1) influencing decisions, 2) instructional 3) discipline Bandura (2006), Intan et al. (2017)
Competency Professional	Master material college , commitment Work tall , skilled in evaluate . own broad insight, convey material studying with nimble, have ' <i>Good Rapport, Good Looking.</i> (Nahdi, 2016)	Professional capabilities, Develop competency standards and basic competencies Innovative and creative Running professional reflective Using science and technology Manafi et al. (2015), Mittal et al.(2015)
Lecturer performance	Work results or measurement of lecturers' success in the work area using certain measures & evaluated by certain people as well. Lecturer performance based on lecturer workload includes several main activities, planning and preparation for teaching and learning, organized in a learning system, evaluation in learning, directing and training students, research and contribution to the community that supports and carries out academic tasks. (Tone et al, 2015)	Measured by six aspects: 1) planning and teaching and learning process, 2) presentation/implementation teaching, 3) initiative 4) organizing classes, 5) creating a conducive learning atmosphere, 6) assessing student performance, 7) professional and leadership development (Taruno et al. 2012; Judge & Picolo, 2004)

### Analysis Method

This research uses the *Structural Equation Modeling* (SEM) multivariate analysis method with the consideration of being able to combine *measurement models* and *structural models* simultaneously when compared with multivariate techniques. Apart from that, you can also see direct and indirect effects (*direct and indirect effects* ). This analysis uses the help of *AMOS software* to process data and the *SPSS* program as a tool for measuring the general picture.

### 3. RESULTS

According on Table 2, the following explains that the number of samples obtained for this research was 136 respondents. This sample was obtained from 8 private universities in Lampung Province using purposive sampling techniques or in accordance with predetermined criteria. The *sampling* technique applied complements the actual objectives of carrying out the research and represents the population in each private university.

Table 2. Research Samples at Private Universities

No	Private Universities	Amount
1	Universitas Bandar Lampung	28
2	Universitas Muhammadiyah Lampung	12
3	Institut Informatika dan Bisnis Darmajaya	19
4	Institut Bakti Nusantara	18
5	Universitas Muhammadiyah Pringsewu	21
6	Universitas Malahayati	16
7	Universitas MITRA Lampung	8
8	Universitas Teknokrat Indonesia	14
	TOTAL	136

Source: Data processed

Table 3 Characteristics of Respondents

No.	Respondent characteristics	Frequency	Percentage
1	Gender		
	Man	61	44.86%
	Woman	75	55.13%
2	Education		
	Masters	115	84.55%
	Doctor	15	1.24%
	Professor	2	18.11%
3	Position		
	Expert assistant	87	63.90%
	Lector	45	31.61%
	Associate professor	2	1.46%
	Professor	2	1.86%
4	Age:		
	30 - 35 years old	25	18.30%
	36- 45 years old	71	52.40%
	>45 years	40	29.27%

Table 3 above shows that the characteristics of the respondents which selected sample in this study, They are lecturers at private universities which is dominated by women (55.13%) compared to male lecturers. Data also give evidence in commonly the lecturer position of Expert Assistant or namely Asisten Ahli (63.90%) with the majority respondents age are being 36-45 years (52.40%).

#### Validity and reality testing results

Table 4 Results of Questionnaire Validity Testing

Variable	Indicator	Pearson Correlation	Table	Information
Transformational leadership (X1)	X1.1	0.225	0.102	Valid
	X1.2	0.308	0.102	Valid
	X1.3	0.314	0.102	Valid
	X1.4	0.274	0.102	Valid
	X1.5	0.349	0.102	Valid
Self-efficacy (X2)	X2.1	0.544	0.102	Valid
	X2.2	0.343	0.102	Valid
	X2.3	0.448	0.102	Valid
	X2.4	0.227	0.102	Valid
	X2.5	0.177	0.102	Valid
Competence professional (X3)	X3.1	0.312	0.102	Valid
	X3.2	0.545	0.102	Valid
	X3.3	0.451	0.102	Valid
	X3.4	0.323	0.102	Valid
	X3.5	0.445	0.102	Valid
Lecturer performance (Y)	Y1	0.132	0.102	Valid
	Y2	0.337	0.102	Valid
	Y3	0.324	0.102	Valid
	Y4	0.500	0.102	Valid

	Y5	0.261	0.102	Valid
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Table 4 shows that whole indicator (*observed*) is authentic, that is indicated with mark *Pearson Correlation* that exceeds from r table (0.176). It is stated that the indicators prepared are suitable for use as indicators for constructing the variables (latent variables). The next step after carrying out the validity test is a reliability test to see the accuracy of the data, which is shown through the alpha coefficient value. A variable is declared reliable if the *Cronbach's Alpha value* for each variable shows results that exceed 0.60. The results of reliability testing using SPSS software for each variable are presented in the table below.

Table 5 Results of Questionnaire Reliability Testing

Variable	Cronbach's Alpha	N of Items
Transformational leadership (X1)	0.665	6
Self-efficacy (X2)	0.650	6
Competence professional (X3)	0.724	6
Self-esteem (X4)	0.723	6
Lecturer performance (Y)	0.664	6

Source : Results data SPSS 23.0 calculations

Table 5 is the *output* of SPSS 23.0 showing that the *Cronbach's Alpha number* for each variable exceeds 0.60. If tested as a whole , the *Cronbach's Alpha value* = 0.703, which means more than 0.60. This can be concluded that all the statement items in the research are reliable and reliable so that the items in each variable can be used as a measuring tool.

Table 6 Results of Questionnaire Reliability Testing for each Indicator.

TIM	Indicator	Cronbach's alpha if Item Deleted
Transformational leadership (X1)	X1.1	0.700
	X1.2	0.697
	X1.3	0.698
	X1.4	0.699
	X1.5	0.696
Self-efficacy (X2)	X2.1	0.684
	X2.2	0.696
	X2.3	0.690
	X2.4	0.700
	X2.5	0.701
Competence professional (X3)	X3.1	0.696
	X3.2	0.685
	X3.3	0.690
	X3.4	0.696
	X3.5	0.690
Lecturer performance (Y)	Y1	0.703
	Y2	0.697
	Y3	0.696
	Y4	0.686
	Y5	0.698

Table 6 shows Alpha coefficient (*Cronbach alpha*) on each indicator show mark exceed the figure 0.60 shows that variables study that is leadership transformational (X1), *self-efficacy* (X2), competence professional (X3), and performance lecturer (Y) is have high reliability, so have good precision for used as variable construct or shaper in this study.

Table 7 Overall Model Testing Initial Model

Criteria	Cut off value	AMOS Results
$\chi^2 - chi$ square	$\leq \chi^2$ tables (=304)	635,851

Probability $\geq 0.05$	0,000
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Based on Table 7, testing of the Overall Model Model or temporary model estimates shows that the initial model is not appropriate to the data used in the research. The resulting *chi-square* output is quite large, namely 635,851, but the *chi-square value* is affected by the degrees of freedom. which is also large, namely 265. If the degrees of freedom used are smaller, the resulting *chi-square value will also decrease*

Table 8 Model Hypothesis Testing Results after Modification

Between Variables	Estimate	S.E	CR	P
y <-- x1	0.016	0.066	3,941	*** Signifcant
y <-- x2	0.041	0.052	4,190	*** Signifcant
y <-- x3	0.033	0.044	4,161	*** Signifcant
x1 <--> x2	0.035	0.008	4,136	*** Signifcant
x1 <--> x3	0.026	0.006	4,107	*** Signifcant
x2 <--> x3	0.043	0.010	4,292	*** Signifcant

The results of hypothesis testing and the relationship between variables, on Table 8, the analysis calculations according to the table above show that the influence of the variables transformational leadership, *self-efficacy* and lecturer competence have an influence on the performance of Private PT lecturers. This is shown by the CR value of 3,941, 4,190 for *self-efficacy* and 4,161 for lecturer competency with a *p-value* \*\*\* which means it is significant at the 1% level. Because the *p-value* is significant at the 1% level, it is also significant at 5%, which means H0 is rejected. So it shows that there is a significant influence. The relationship between variables, namely the influence of transformational leadership and *self-efficacy*, obtained a CR value of 4.136 with *p-value* \*\*\* which means it is significant at the 1% level. So there is a positive influence between transformational leadership and *self-efficacy* or it can be said that these two variables influence each other. In improving the quality, quality and innovation of education, creative and productive leaders will always pay attention to all personnel in the academic community, including developing lecturers' *self-efficacy* . Because this behavior will mutually influence lecturers on essential aspects in carrying out their obligations and functions. The results of the analysis calculations according to the table above show that the influence between the variables of transformational leadership and professional competence obtained a CR value of 4.107 with a *p-value* \*\*\* which means it is significant at the 1% level. So there is a positive influence between transformational leadership and professional competence or it could be said that these two variables influence each other. Meanwhile, for the influence relationship between *self-efficacy variables* and professional competence obtained a CR

value of 4,292 with *p-value* \*\*\* which means it is significant at the 5% level. So there is a positive effect that mutually influences *self-efficacy* and professional competence or it can be said that these two variables influence each other.

### Discussion

Based on the results of tests that have been carried out, it is shown that there is a positive influence between transformational leadership on the performance of lecturers in private universities. Wu et al. (2020) stated that the improvement of Transformational Leadership will promote improvement in Lecture Performance variables. conducted by Purwanto et al. (2021) stated that the increase in Transformation Leadership variables will promote improvement in Lecture performance. Good lecturer performance does not only depend on the influence of transformational leadership, but also many other factors that also influence lecturer performance, for example, good attitudes of obedience, obedience, responsibility and commitment to teaching and learning tasks, understanding and expanding material objects and materials. teaching, seriousness in teaching also includes other responsibilities, creativity in the learning process, good cooperation with all other academic members, good character, objectivity and honesty in directing students, also being responsible for their obligations. Under these conditions, a lecturer who has good internal motivation and enthusiasm will be able to easily adapt to any conditions and leadership style and whoever the leader is so that it will not directly affect the quality of his performance in carrying out his obligations as a lecturer.

The results of analysis using Structural Equation Modeling (SEM) in research show that there is a positive and significant influence of *self-efficacy* on the performance of lecturers at private universities in Lampung Province. In line with previous research, Gunawan and Santoso (2013), Prasetya et al. (2013) and Noviwati (2016) also explain that the influence of *self-efficacy* is not significant on a person's performance. Supported by this, this research can explain that if a lecturer's *self-efficacy* is higher, it will not necessarily directly improve his performance. It can be seen from the resulting estimated value of 0.041, indicating that if *self-efficacy* increases by 1 unit, the lecturer's performance will increase by 0.041 or 4.1%. This is relevant evidence that lecturer performance can improve but in a fairly low percentage. Other research by Prasetya, et al. (2013) also explained that the influence of *self-efficacy* was not significant on the performance of accounting lecturers at PTS Madiun. This is because educators think they have low qualifications compared to the requirements required, so educators feel less confident in carrying out their duties and obligations which results in them not being able to carry out their duties and obligations optimally.

In order to improve lecturer performance, management of lecturer development in higher education is the focus. There are several factors, both internal and external, that influence lecturer performance, including transformational leadership, *self-efficacy*, professional competence, and *self-esteem*. This research intends to analyze the influence of these four factors, both partially and simultaneously, on lecturer performance. Professional competence and leadership are factors that need to be considered in explaining lecturer performance (Pramudyo, 2010). Even though much research has been carried out on lecturer performance, there is still very little research on lecturer performance in private universities and it is important to get a portrait of lecturer performance as the spearhead of improving the quality of education in higher education so that appropriate policies can be taken.

#### 4. CONCLUSION

A quality higher education system and high lecturer performance will be realized in such a way if several aspects are implemented well, such as transformational leadership style, *self-efficacy* and professional competence. The research that has been carried out examines these exogenous variables which are interdependent and influence one another, so that the more productive and effective the leader carries out transformational leadership, the higher the *self-efficacy*, professional competence which is an important factor that an educator must have. This research provides evidence of the significant influence of transformational leadership, *self-efficacy* and professional competence on the performance of private university lecturers. However, it cannot be avoided that there are many other influences that can cause this to happen. The limitation of this research is that there are still many other variables that influence lecturer performance. So further research is needed to test various possible variables and also those that moderate or mediate the relationship between lecturer performance. The challenge for universities in the global era is that they must be able to compete with the development and progress of science and technology in depth to meet educational needs. In the future, Indonesian universities must be able to improve the level and quality of higher education as educational institutions that must create superior human resources in all aspects of life.

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