

# Improving University Leadership Performance through Enhanced Organisational Culture

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Organisational culture is regarded as one of the situational factors that influences the management and leadership of organisations. University leaders are challenged to build cultures that address organisations' needs and goals. This study aims to examine organisational culture being adopted in universities and how it influences leadership performance and student academic culture. A quantitative approach was taken in conducting this study with a multiple regression design. The study involved 332 participants from five Indonesian universities consisting of 98 employees, 58 lecturers and 176 students. Data was collected using a questionnaire and analysed with descriptive and inferential techniques. Results indicate that organisational culture produces significant impacts on leadership performance, administrative services and student academic culture. University leaders must therefore be familiar with their organisation culture and should choose the leadership style best suited to that culture.

**Keywords:** *Organisational culture, university, leadership performance, academic culture*

## INTRODUCTION

The improvement of higher education organisations is a strategic program implemented nationwide (Burhanuddin, 2016; Yang, Sidorko, & Woo, 2016). In responding to increasing global competitiveness and its strains, the effective management of the higher education sector has become a necessity for its leaders (Bygrave, Asik-Dizdar, & Saini, 2014; Wolfe & Andrews, 2014). Societies demand better higher education systems for young generations in order to provide them with the knowledge and life skills required by the future public sector and professional market (Ahmad, 2015; Bridgstock & Jackson, 2019; Hines & Suarez, 2017; Lyz & Opryshko, 2016). The central role of universities is to develop human capital through transforming students into highly skilled task forces in addition to conducting research projects (Bolden, Petrov, Gosling, & Bryman, 2009; Bryman, 2007; Schiller & Liefner, 2007). These requirements challenge university leaders on how to maintain their institution's survival within rapidly changing and competitive environments (Ahmad, 2015; Bygrave et al., 2014; Magnier-Watanabe, Watanabe, Aba, & Herrig, 2017). However, the implementation of this improvement program is constrained by several factors. The organisational culture embedded within a university structure has been argued as one such important variable that can determine leadership success.

Previous studies indicated that sorts of organisational culture applied in the workplace influence how leaders and followers work. Through presenting findings from a study carried out in selected Indonesian universities, this study aims to contribute to the strategic formulation of improvement methods for university management systems, particularly within the Indonesian region. The current research aims to: (1) explore the types of organisational cultures being adopted in university organisations; (2) investigate the effects of organisational culture on university leadership performance, and (3) examine the effects of organisational culture on student academic culture in the university. Study results are discussed with a focus on how university leaders can improve their leadership performance and student academic culture through developing successful organisational culture within the university.

## LITERATURE REVIEW

### **Higher education dimensions within national and global context**

The development of world class universities requires stable management and leadership systems in which educational management areas are appropriately operated (Burhanuddin, 2016). The successes of higher education institutions are significantly determined by the availability of quality faculties, committed support staff, well-prepared students, conducive study environments, clear tasks and subject structures, and the provision of sufficient resources. Many higher education institutions in developing countries, however, are constrained by deficiencies in these areas, a trend prevalent throughout some Asian countries and particularly in Indonesia (Burhanuddin, 2016).

Assessing the performance of higher education management and leadership requires a comprehensive knowledge of worldwide issues that have influenced the development of universities across countries, and specifically in Asia (Cuiming, Feng, & Henderson, 2012; Magnier-Watanabe et al., 2017). Traditional assumptions about education constructed by national systems are no longer deemed relevant to be used as appropriate methods of comparison between higher education institutions internationally (Ahmad, 2015; Bygrave et al., 2014; Lyz & Opryshko, 2016). Universities are currently challenged by the effects of information technology development and data transformations among individuals and nations worldwide (Ahmad, 2015; Wolfe & Andrews, 2014). In order to cope with this rapidly changing and dynamic global environment, university organisations must extend themselves beyond the territorial limits of their country's government. Improvements must also be made to management, teaching and learning systems which should address the increasing global demands of world class higher education models (Bygrave et al., 2014; Cuiming et al., 2012; Magnier-Watanabe et al., 2017; Yang et al., 2016). Universities have been regarded as global agents (Ahmad, 2015; Marginson, 2006; Marginson & Sawir, 2006), exceeding national borders while relating to the world both as institutions and as inter-disciplinary networking systems. Various agencies of such connectivity have been established in many institutions, including alumni networks, specific discipline communities and marketing for foreign student recruitments.

While responses to globalisation vary greatly between regions, most universities are becoming more open to global pressures and trends such as the facilitation of skilled migration (Lyz & Opryshko, 2016; Zinser, 2012), pressures on public taxation and spending, and emphases on international competitiveness. While a convergence exists within many universities surrounding these matters, the resultant global effects are unstable, uneven and locally and nationally detrimental. The context of a global environment is framed by three dimensions, including global, national and local, all of which should be considered in building higher performing universities (Marginson & Sawir, 2006; Zinser, 2012). The success of university leadership largely depends on how leaders understand the relationships between these three dimensions and their abilities to influence other institutional members of this changing situation.

### **The need to improve higher education performance in Indonesia**

Current university management is largely determined by higher education institutions' internal capacities and state boundaries. Capacities of current national universities are products of local governments, which are assumed to be impacted by strategies proposed in related countries. Universities can also function as sites for international networking, research centres for technology development, and as catalysts for providing students with the high skills required by professional markets (Bridgstock & Jackson, 2019; Yang et al., 2016; Zinser, 2012). Lastly, the power variations owned by a state facilitates the establishment of high performing universities. This inevitably results in the domination of such institutions' leadership performances in many countries.

The development of higher education systems in Asia has provided an important phenomenon for researchers and the public. This sector has shown significant growth in increasing access for students to obtain higher degree programs, particularly within Indonesian universities (Ahmad, 2015; Cuiming et al., 2012; Welch, 2007). Despite these improved opportunities, however, the quality of Indonesian universities and student life require further and faster developments. The Human Development Index and university rankings have provided significant support to this claim, indicating that Asian countries and their universities' profiles have not shown a significant progress. From 187 countries indexed in 2019 HDI, only two Asian countries were listed in the top 10. These included Hong Kong and Singapore, taking out the 8<sup>th</sup> and 9<sup>th</sup> rankings respectively, while Indonesia and other countries are ranked in far lower positions. As shown in Table 1 below, Norway is ranked first with a score of 0.953, followed by Switzerland in second place with a score of 0.944, and Australia in third place with a score of 0.939. Human development expands availability of choice and focuses on enriching citizens' quality of life rather than simply on national economies (Jahan & Jespersen, 2015). As shown in Figure 1, the performance measures of HDI rely on individual and country contribution to human development achievements and are based on seven dimensions: standard of living; knowledge; equality and social justice; human rights and security; environmental sustainability; participation in political and community life, and long and healthy living.

Further, current reports on international educational performance indicate that Indonesia holds an unsatisfactory position compared to other, more successful Asian countries, even to its neighbouring countries such as Malaysia, Thailand and Singapore. Indonesian universities have not risen in international rankings like the Top 100 Universities published by the Times Higher Education (2019), as presented in Table 1. Within the 500 University Ranking, however, no single Asian university is listed. Of more concern, Indonesian institutions are not listed in the top 10 level of the Asia University Ranking. Such low performances are detrimental to the capacity of the nation's competitiveness within the higher education sector, which raises a critical issue for the current leadership of Indonesian universities.

*Table 1. Human Development Index (HDI) by country in 2019.*

<b>Country</b>	<b>Human Development Index</b>
Norway	0.953
Switzerland	0.944
Australia	0.939
Ireland	0.938
Germany	0.936
Iceland	0.935

Country	Human Development Index
Sweden	0.933
Hong Kong	0.933
Singapore	0.932
Netherlands	0.931

Source: (<http://worldpopulationreview.com/countries/hdi-by-country/#dataTable>)



Figure 1. Dimensions of human development.

Source: (Jahan & Jespersen, 2015)

### Organisational culture

Organisational culture is derived from various administrative factors and is defined as a system consisting of four components, including values, assumptions, beliefs and norms (Burhanuddin, 2019; McKee, Kemp, & Spence, 2013). These elements are introduced and adopted by individuals who subsequently unite and connect them as part of the organisation in which they live and work. This culture can be manifested on four levels: artifacts, perspectives, values and assumptions (McKee et al., 2013). The university as an organisation can be characterised by certain cultural specifications, including bureaucratic, clan, market, adhocracy, innovation and support (Burhanuddin, 2019). Culture variation within the workplace has also been found to influence leadership effectiveness (Kwantes & Boglarsky, 2007). This phenomenon affects how members and leaders work in accomplishing their organisation missions and objectives (McKee et al., 2013). University leaders must develop effective organisational cultures that address educational needs nationwide, including ecological and social issues (Bygrave et al., 2014).

### Overview of university leadership performance

The influence of the aforementioned culture variations regarding university leadership must be conceptually discussed by overviewing the core concept of leadership. Leadership as a construct can be differentiated from management (Goetsch & Davis, 2002; McKee et al., 2013), and descriptions in practical contexts can assist with clear identification of the differences between managerial and leadership roles. The manager's job is to maintain control of an organisation to ensure subordinates work effectively within the established system, its procedures and schedules. Managers might undertake routine organisational activities like coordinating, directing, guiding and facilitating staff to achieve organisational goals. Leaders, on the other hand, place great emphasis on initiating changes to enhance an organisation, such as introducing new goals, structures, procedures, initiatives or strategies (McKee et al., 2013; Yukl, 2010). Leaders must have a vision to improve their organisation, encouraging staff and stakeholders to accept this vision and to take calculated risks for greater rewards (Ruël & Lake, 2018; Stoner, Blanchard, & Zigarmi, 2007; Yukl, 2002). University executives are subject to this paradigm; In order to be effective leaders, higher education officials must possess a clear vision in leading their universities to success in the challenging and competitive global environment. The role requirements of university leaders therefore clearly differ from routine activities. In order to obtain successful university leadership, these figures must empower other institutional members to be innovative and responsive to proposed changes and should maximise the use of resources to achieve organisational objectives.

### Strategies to enhance university performance in an international environment

Executives have responsibilities to design and apply strategies aimed at maximising university performance and making effective use of resources (Marginson, 2006; Marginson & Sawir, 2006; McCaffery, 2010; Schwartzman, 2001). In line with this, a 2014 report published by UNESCO (2014) details how various world class universities have raised their ranking positions, as shown in Table 2 below.

Table 2. *Efforts of world class universities to promote their ranking position.*

Aspect	Strategies
Management	<ul style="list-style-type: none"> <li>• Modify strategic planning</li> <li>• Establish excellent centres</li> <li>• Set up international colleges</li> <li>• Illuminate performance agreements and key performance indicators</li> <li>• Regularly broadcast evaluation results</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Increase outputs, quality and citations</li> <li>• Reward faculty for publications in top-tier journals</li> <li>• Require doctoral students to publish before graduation</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Modify the ratio of undergraduates to graduates</li> <li>• Proactively recruit international students</li> <li>• Increase exchange or study abroad activities</li> </ul>

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Faculty	<ul style="list-style-type: none"><li>• Recruit high-achieving scholars</li><li>• Create new contract types for employees</li><li>• Identify weak performers</li><li>• Recruit international academic staff</li></ul>
External relations	<ul style="list-style-type: none"><li>• Inform ranking results to the public through website and newspaper</li></ul>

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Source: (UNESCO, 2014. Unesco education strategy 2014-2021.France: diakses dari <https://unesdoc.unesco.org/ark:/48223/pf0000231288>)

Innovative and comprehensive approaches are required to improve the positions of universities within the global market. Unlimited financial and technical support can enable smooth and effective management operation in potentially turbulent situations. However, the utilisation of these two elements must be proportionally directed to enhance both organisational and individual capacities of university members. Management and leadership must be appropriately directed to facilitate and encourage team work, to build initiatives and to increase autonomy in the implementation of research and publication development programs (Inayatullah & Milojevic, 2016). Such an approach enables the provision of maximum contributions to increase organisational performance at regional and international levels. University leaders must design jobs and working environments in which staff are committed and motivated to perform to high standards for the sustainability of their organisation (Bush & Middlewood, 2005; Deus, Battistelle, & Silva, 2016; Lyz & Opryshko, 2016). This strategy is argued to promote staff morale at work and to ensure institutional sustainability in a competitive environment.

Leaders must also explore which leadership styles are most beneficial to specific organisational situations. Some models of leadership, like participative or democratic, consultative and directive, can be used to increase staff productivity. While any of these styles could be appropriate for leadership implementation for a range of different situations, effective university management is not a simple job. Damme (2001) suggests that the university as an organisation should be compatible with the current market demands, including new policies, regulations, economic change and particularly organisational culture. University leadership in Asian countries is predominantly influenced by a centralised system produced by the colonised climate. Limited financial support is also hampered by domestic economic reconstructions and a global monetary crisis. Such conditions have negatively influenced university management, particularly the effectiveness of applied leadership styles (Bryman, 2007). In order to improve organisational performance, executives therefore need to instigate reform to a culture that may not be relevant to the current situation (Schwartzman, 2001). These leaders must create a supportive culture in which individuals and the educational community are able to work collaboratively to ensure successful university leadership (Deus et al., 2016; Inayatullah & Milojevic, 2016). This type of organisational culture emphasises collective collaboration and team work rather than individual power and control. Innovation is also needed to foster and lead creativity in response to competitive situations. Creative strategies of innovation are

particularly relevant to university organisation (Jones, Lefoe, Harvey, & Ryland, 2012) in which academics, executives, professional staff, students and other stakeholders are directly involved in key activities like teaching and learning, human development and research projects. Universities possess unique organisational characteristics compared to other public institutions, and running this sector therefore requires a successful leadership model that fosters morale and team strength. The creation of an innovative and supportive environment for university members can therefore build sustainable and effective university leadership to properly deal with the future challenges.

### **Role of the government**

University organisations must increase focus on supporting and empowering their staff, whose capabilities can thus be better realised to maximise the use of university resources (UNESCO, 2006). Governments have responsibilities to establish conducive environments in which staff can work with maximum effort. Universities are similarly encouraged to improve their systems through compiling positive vision and social values (Anderson, 2014). The important role of a university organisation for its country suggests that financial support must be granted on a long-term basis. Budgeting systems are consistently designed and structured in order to assist universities in developing more realistic programs and to use financial resources proportionally.

### **Efforts to enhance university organisational performance**

This section highlights several behaviours implemented by universities to improve their capacities to participate in the current competitive market. Research findings reported by Bryman (2007) highlight various actions taken by successful university leaders, including (1) compiling a strong vision; (2) organising departments to facilitate effective directions; (3) being considerate; (4) treating members with high integrity and fairness; (5) maintaining personal integrity; (6) encouraging open communication and participation; (7) implementing effective communications in delivering directions; (8) acting as a credible and reliable role model; (9) creating a collegial working atmosphere; (10) proactively representing group concerns to the university; (11) providing feedbacks on work performance; (12) providing facilities, resources and modified staff workloads to stimulate research and quality scholarship, and (13) arranging academic appointments to enhance department reputation. Literature shows that heads of department and executives who implemented such behaviours were found to be successful in fostering higher levels of academic performance (Campbell, Cooper, Rueckert, & Smith, 2019). Jobs that are successfully accomplished by university leaders are directed by a clear vision, a strategy that allows universities to pursue high levels of achievement when dealing with dynamic situations. The presence of a clear organisational vision allows for the development of effective strategies to establish university academic cultures that address student needs (Alcaraz-Rodriguez, Alvarez, & Villasana, 2014; Campbell et al., 2019; Hines & Suarez, 2017). Effective higher education systems are determined by the establishment and sustainability of such a condition. This is a necessity for university leadership in facilitating

successful ventures, innovations and initiatives (Bridgstock & Jackson, 2019; Viacava & Pedrozo, 2010).

Through researching traditions, however, effective developments of academic culture are heavily dependent upon well-established organisational cultures. Leaders are challenged to recognise particular types of organisational culture and to employ effective leadership strategies and behaviours to increase staff and student commitment. Previous studies found that organisational culture directly influences leadership effectiveness and can predict positive student academic culture in universities (Hines & Suarez, 2017; Viacava & Pedrozo, 2010). These arguments have led the current study to propose the following hypotheses: *(Ho1)* Organisational culture does not influence university leadership performance, leadership orientations or student academic culture; *(Ho2)* Organisational situations do not produce effects on a typical organisational culture adopted in the workplace; *(Ho3)* Human-oriented leadership does not influence university leadership performance, and *(Ho4)* Task-oriented leadership does not influence university leadership performance.

To test these hypotheses, Figure 2 below outlines the relationships and effects of the variables to be examined.

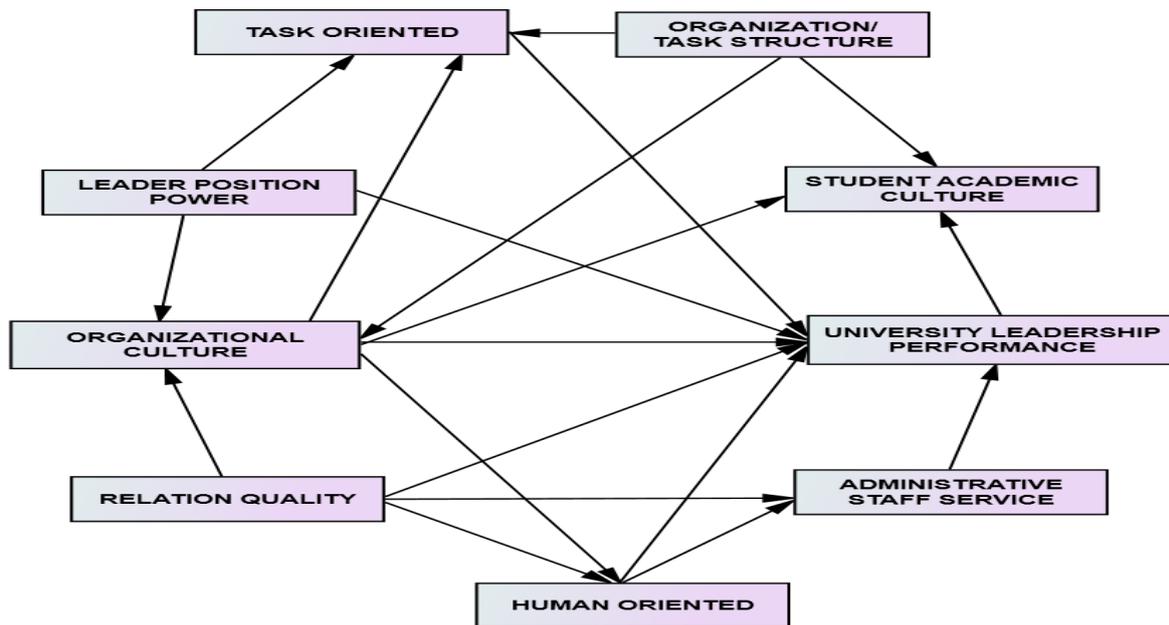


Figure 2. Hypothesised structure of relationships and effects of latent variables.

As depicted in Figure 2, organisational culture is predicted to influence university leadership performance, students' academic culture, staff service and future leadership orientations. Conversely, situational organisation components like leader position, relation quality and organisation task structures can also influence how the culture is developed.

## METHOD

This research used a quantitative approach with a regression design. The main purpose of the study was to investigate impacts of organisational culture on universities' leadership performances. Sample participants comprised of 332 members from five universities across five Indonesian cities, consisting of 98 employees, 58 lecturers and 176 students. This sample was selected purposively and was determined in reference to the table of sample size category (Cohen, Manion, & Morrison, 2018, p. 207). The error margin for this continuous data is 0.3% with an alpha coefficient of  $\alpha = 0.01$ . Data was collected through two sets of questionnaires, the first with 80 items for students and the second with 115 items for employees and lecturers. The measurement model was developed with six scales constructed in the questionnaire, including organisational culture (OC); university leadership performance (ULP); leadership orientation (LO); organisational situation (OS); administrative staff service (ASS), and student academic culture (SAC). The developed questionnaire employed a five-point Likert scale with the following scoring system: Strongly Disagree, Not Agree, Somewhat Disagree, Agree and Strongly Agree. Some questions pose a variation of these options, including Never, Seldom, Sometime, Often and Very Often. Sample items of the questionnaire are: (1) Tasks are carried out according to job hierarchy; (2) Encouragement of staff motivation; (3) Displays of empathy while dealing with student complaints; (4) Use of spare time for learning, and (5) Preference to use the library rather than wasting spare time. The developed scales were validated using confirmatory factor analysis, which was conducted following the procedure of Structural Equation Modeling. Data was then analysed in two stages: descriptive and multivariate statistical analysis. Finally, a path analysis technique was employed to examine the relationships and effects of certain factors on their dependent variables.

## RESULTS

The findings of this study are reported to achieve three key research factors: (1) to explore the types of organisational cultures being adopted in university organisations; (2) to investigate the effects of organisational culture on university leadership performance, and (3) to examine the effects of organisational culture on student academic culture in the university.

Research found that all types of organisational cultures (OC) were successfully identified as employed in the sample universities. Based on these types of cultures, scales for the variables were developed and validated through a construct validity technique with a structural equation modeling procedure. These variables or culture types included bureaucratic, supportive, market, clan, adhocratic and innovative. These six culture types presented high factor loadings in the range of  $\lambda$  0.69-0.96. This data suggests that significant indicators characterise the typical organisational cultures measured in university organisations. Adhocracy and clan are identified as the strongest factors that dominated the organisational culture styles adopted by universities in Indonesia, the loadings for which loadings were  $\lambda$  0.96-0.91 respectively. The implementation of these cultures were also determined by the quality of certain organisational contingency factors, including organisation and task

structure, leader position and level of power, and lastly, human relations built in units. These factors were measured through the organisation situation (OS) scale. These three sub-scales also functioned as significant indicators of organisational situations in which particular cultures might be applied, and performance was indicated by their higher loading values ( $\lambda = 0.80-0.95$ ). Leadership performance (LP) was then constructed using six sub-scales, including vision, leadership, managerial, management of resources, professional development and organisational climate. These also obtained higher loadings ( $\lambda = 0.79-0.99$ ) which indicate the ability to reflect their observed variables or indicators. Loadings for the other scales, including leadership orientation (LO), administrative staff service (ASS) and student academic culture (SAC), also provided higher loadings within the range of  $\lambda = 0.84-1.00$ . All those scales produced alpha coefficients  $> 0.70$  which identified them as reliable and acceptable. The aforementioned data and analysis therefore demonstrate that the scales are statistically supported and reliable for use in the study.

Examining the fit statistics of the developed scales, the organisational culture (OC) scale was found to produce values of  $\chi^2 / DF = 1.85$  or less than 5 ( $< 5$ ), TLI = 0.89, CFI = 0.90, and RMSEA = 0.051 which is very close to zero. This data indicates that the OC scale provided the best data approximation, followed by organisational situation (OS) which had  $\chi^2 / DF = 2.756$ , or less than 5 ( $< 5$ ). This scale also obtained other higher indices of TLI (0.88), CFI (0.91) and RMSEA = 0.073, also close to zero. The third was the leadership performance (LP) scale which also produced good fit values of TLI = 0.83, CFI = 0.85,  $\chi^2 / DF = 2.18$  or less than 5 ( $< 5$ ) and RMSEA = 0.060. The last remaining scales of leadership orientation (LO), administrative staff service (ASS) and student academic culture (SAC) also obtained better fit indices, demonstrating their ability to confirm best data approximation. To conclude, all scales outlined in the study were supported by the data.

Further analysis was then conducted to examine the effects of organisational culture (OC) on both staff administrative service and student academic culture (SAC) using the path analysis model. Results of this procedure are presented to test the hypotheses of this study. This step is performed by addressing the hypothesised or theoretical model as depicted in Figure 2, as well as the final model to be tested in Figure 3. The interpretation of path coefficients is based on the effect sizes classification suggested by Cohen (1988), including small (0.02), medium (0.15) and large (0.35).

Results suggest that organisational culture (OC) has significant effects on the following dependent variables: leadership performance with the value of  $\beta = 0.15$ ,  $p < 0.01$ ; student academic culture ( $\beta = 0.25$ ,  $p < 0.01$ ); human-oriented leadership style ( $\beta = 0.14$ ), and task-oriented leadership ( $\beta = 0.28$ ,  $p < .01$ ). These coefficients indicate that when the effect of organisational culture on student academic culture increases by 1 Standard Deviation, this criterion variable also increases 0.25 SD.

Figure 3 below also demonstrates, however, that this OC variable is influenced by other latent factors including organisation situation ( $\beta = 0.44$ ,  $p < .01$ ), relation quality ( $\beta = 0.39$ ,  $p < .01$ ) and leader position and level of power ( $\beta = 0.17$ ,  $p < .01$ ).

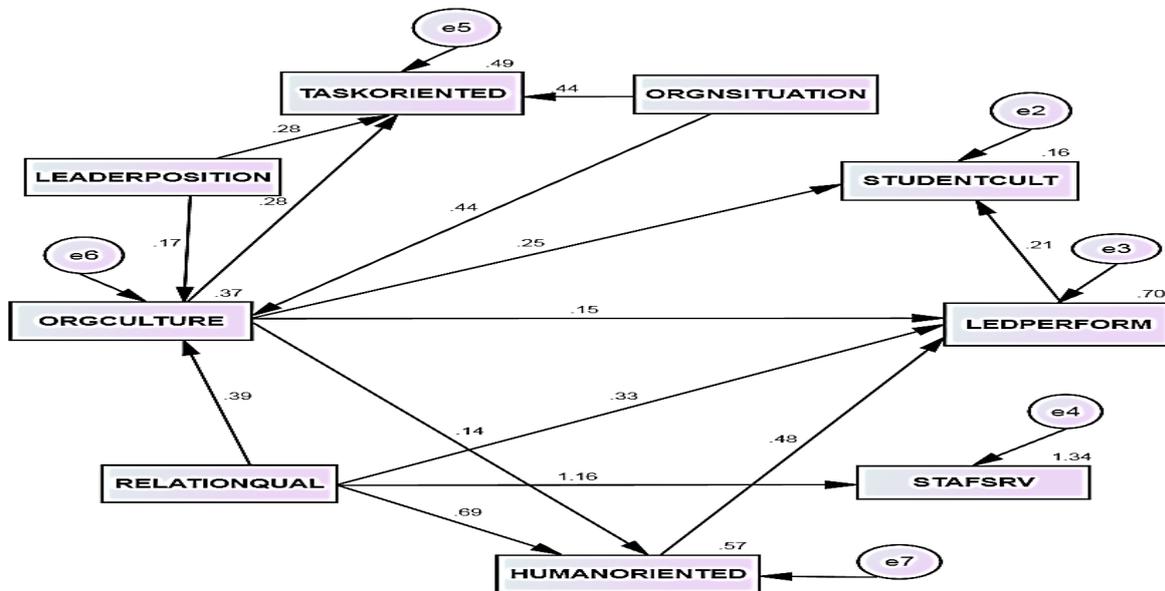


Figure 3. *The tested path model of organisational culture and its effects on leadership performance and student academic culture.*

Other predictors with strong effects on their criterion variables are the effects of relation quality on organisational culture ( $\beta = 0.39$ ,  $p < .01$ ), leadership performance ( $\beta = 0.33$ ,  $p < .01$ ), human-oriented leadership style ( $\beta = 0.69$ ,  $p < .01$ ) and administrative staff service ( $\beta = 1.16$ ,  $p < .01$ ). These results are followed by an effect of the human-oriented leadership model on leadership performance with a coefficient of  $\beta = 0.48$ ,  $p < .01$ . Leadership variable produced a direct effect on student academic culture with a coefficient of  $\beta = 0.21$ . Leader position and power had effects on both the task-oriented leadership model ( $\beta = 0.28$ ,  $p < .01$ ) and on organisation culture ( $\beta = 0.17$ ,  $p < .01$ ).

Table 3. *Estimates of organisational culture effects on leadership performance and student academic culture.*

Criterion	Predictor	Estimate	S.E.	C.R.	Standardised Regression Weights	P
OC	<--- Relquality	0.33	0.04	8.19	0.39	***
OC	<--- Leaderpower	0.15	0.06	2.65	0.17	.008
OC	<--- Orgsituation	0.41	0.05	7.66	0.44	***
Humanorient	<--- OC	0.16	0.06	2.50	0.14	.013
Humanorient	<--- Relquality	0.67	0.06	12.14	0.69	***
LEDPERF	<--- OC	0.16	0.05	3.32	0.15	***
LEDPERF	<--- Relquality	0.30	0.06	5.05	0.33	***
LEDPERF	<--- Humanorient	0.45	0.06	7.35	0.49	***
STDACADCULT	<--- LEDPERF	0.21	0.10	2.20	0.21	.028
STAFSERVICE	<--- Relquality	1.005	0.11	9.29	1.16	***
STDACADCULT	<--- OC	0.27	0.09	2.98	0.25	.003
Taskorient	<--- Orgsituation	0.38	0.06	6.93	0.44	***
Taskorient	<--- Leaderpower	0.24	0.05	4.73	0.28	***
Taskorient	<--- OC	0.26	0.06	4.36	0.28	***

Similarly, organisational situations that had direct effects on both task-oriented style ( $\beta = 0.44$ ,  $p < .01$ ) and organisational culture ( $\beta = 0.44$ ,  $p < .01$ ). As seen in Figure 3 and Table 4, organisational culture and the three organisational situation factors produced indirect effects on leadership with respective coefficients listed below in Table 4.

Table 4. *Standardised indirect effects.*

	Orgsituation	Leaderpower	Relquality	OC	Humanorient	LEDPERF
OC	0.00	0.00	0.00	0.00	0.00	0.00
Humanorient	0.06	0.02	0.05	0.00	0.00	0.00
LEDPERF	0.10	0.04	0.42	0.07	0.00	0.00
Taskorient	0.13	0.05	0.11	0.00	0.00	0.00
STAFSERVICE	0.00	0.00	0.00	0.00	0.00	0.00
STDACADCULT	0.13	0.05	0.25	0.05	0.10	0.00

Table 5. *Standardised total effects.*

	Orgsituati on	Leaderpow er	Relqualit y	OC	Humanorie nt	LEDPER F
OC	0.44	0.17	0.39	0.00	0.00	0.00
Humanorient	0.06	0.02	0.74	0.14	0.00	0.00
LEDPERF	0.10	0.04	0.75	0.22	0.48	0.00
Taskorient	0.57	0.32	0.11	0.28	0.00	0.00
STAFSERVIC E	0.00	0.00	1.16	0.00	0.00	0.00
STDACADCU LT	0.13	0.05	0.25	0.30	0.10	0.21

Finally, an examination of the values of square multiple correlations reveals that all predictors successfully explained their own variances. As denoted in Figure 3, the combined predictors (organisational culture, oriented leadership and relation quality) explained 70% of the variation in leadership performance. Student academic culture was explained by 16% through both predictors of organisational culture and leadership performance.

## DISCUSSION

The scales developed in this study successfully obtained good fit statistics as well as high loadings and alpha coefficients. These results identify the measures as valid and reliable instruments with which to measure the study's researched variables (Cohen et al., 2018; Hair, Black, Babin, & Anderson, 2010). Results of the final path model indicate that organisational culture (OC) produced strong effects on leadership performance, student academic culture and leadership orientations applied in the units. Significant coefficients of regression weights in Table 3 contribute to the rejection of the null hypothesis ( $H_01$ ) that "organisational culture does not have effects on any of these variables: university leadership performance, leadership orientations or student academic culture". This means that organisational culture as a predictor influenced the performance of university leadership in its related dimensions (vision, leadership, managerial, resource management, professional development and organisational climate). The positive coefficients provided by this predictor imply that the stronger university leaders develop organisational culture within their institutions, the more effective their leadership performance will be in those dimensions. It also determined how student academic culture performed at their campus, and influenced the quality of administrative services carried out by administrative staff members in serving students as their clients. The OC predictor's six dimensions of bureaucratic, supportive, market, clan, adhocratic and innovative allowed leaders to adopt and maintain their organisation culture in the workplace. These results support the findings of previous studies that also examined the

effects of organisational culture on leadership performance and student academic culture in universities (Alcaraz-Rodriguez et al., 2014; Bolden et al., 2009; Bryman, 2007). The typical cultures created in university organisations were found to influence the success of university leadership in developing organisational vision, managerial matters, leadership practices, professional development, resource management and organisational climate (Bygrave et al., 2014). Subsequently, improved leadership practices resulted in the creation of a positive academic culture, which was demonstrated by students in their use of spare time and the academic attitudes they displayed on campus.

It is evident that situational factor predictors of organisation and task structure and leader position and power were key elements in determining workplace culture. This finding therefore rejects the hypothesis (*Ho2*) that “Organisational situation does not produce effects on typical organisational culture adopted in the workplace”. The strength of a culture’s development and maintenance by its leaders will thus be determined by the conditions of the organisation (McKee et al., 2013). This means that the better an organisation’s condition is in term of the aforementioned dimensions, the stronger the effects of the organisation’s culture will be on leadership performance, student academic culture and staff service quality.

The quality of services provided by staff members to students were found to be influenced by the quality of human relations fostered by university leaders. These services were measured in term of staff attitudes and behaviours while serving student clientele, including (1) staff attitudes while interacting with students; (2) face-to-face communication with students, and (3) communication skills via telephone. These findings therefore reject hypothesis (*Ho3*) that “human-oriented leadership does not produce effects on university leadership performance”. This rejection indicates that better human relations created in organisations produce more effective administrative services, as were performed by employees in the relevant university units during the study (Burhanuddin, 2017, 2018).

Coefficient findings reported in Figure 3 and Table 3 show that the level of leadership performance is not influenced by task-oriented leadership applied in the units. This confirms that the null hypothesis (*Ho4*), “task-oriented leadership does not have effects on university leadership performance,” failed to be rejected. The task-oriented leadership model therefore did not contribute to enhanced leadership performance. Findings reveal that this style did not match with the expected efforts of university leaders to improve their leadership performance, quality staff services or positive student academic culture. In place of this task-oriented method, the style of human-oriented leadership can therefore be confirmed as an appropriate way for leaders to develop visions, lead members of their institution, implement managerial functions, manage resources, provide professional development for their members and to improve organisational climate (Burhanuddin, 2017, 2018).

## CONCLUSION

The attainment of higher university performance is potentially constrained by many factors. One of these is the organisational culture (OC) adopted in higher education institutions, the style of which can be varied and may include bureaucratic, supportive, market, clan, adhocratic or innovative. The findings of this study indicate that all of these culture types can be utilised within university organisations. OC as a predictor provided direct and indirect effects on university leadership performance, which indicates that the establishment of a strong culture will produce better leadership practiced in the institution's units. Results also suggest that in order to improve their leadership skills, leaders must create an organisational culture that properly supports their members in accomplishing tasks. This variable also influenced both student academic culture and administrative services, confirming that strong OC leads to the facilitation of a positive academic culture as practiced by students in their use of spare time and their academic attitudes on campus. Supporting culture also encouraged administrative staff members to provide quality services to students, meaning that employees work effectively when provided with a conducive working atmosphere and supportive culture by their leaders. Through the research findings of this study, it can therefore be concluded that higher ranked positions and performance levels for universities can be accomplished through enhancing their organisational culture to support management systems and individuals in achieving their organisational goals.

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