

Research Article

The Role of Organizational Culture in Enhancing Lecturer Performance: Mediating Effects of Work-Life Balance in LLDIKTI Region 2

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Abstract.

This study explores the relationship between work-life balance (WLB), organizational culture (OC), and lecturer performance (LP) in higher education institutions under LLDIKTI Region 2. The research specifically investigates how organizational culture mediates the impact of work-life balance on lecturer performance. Using a sample of 220 lecturers, the data were analyzed via path analysis to assess both direct and indirect effects. The results show that work-life balance positively influences organizational culture, which in turn enhances lecturer performance. However, the direct effect of work-life balance on performance was found to be non-significant, suggesting that organizational culture plays a crucial mediating role. This research provides novel insight into how institutional culture mediates the effects of personal well-being on professional outcomes, offering significant implications for policy development in higher education. A strong focus on organizational culture can maximize the benefits of work-life balance initiatives to boost lecturer performance in Indonesian higher education institutions.

Keywords: work-life balance, organizational culture, lecturer performance, higher education

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1. Introduction

Lecturer performance is a key determinant of the success and reputation of higher education institutions [1], particularly in regions like LLDIKTI Region 2, which includes South Sumatra, Lampung, Bengkulu, and Bangka Belitung [2]. Lecturers in these regions often juggle multiple responsibilities such as teaching, research, community service, and administrative tasks [3]. As demands on lecturers continue to grow, maintaining a balance between professional obligations and personal life, commonly known as work-life balance (WLB), becomes increasingly critical [4].



Work-life balance is defined as the equilibrium an individual maintains between work-related responsibilities and personal life [5]. In the context of higher education, achieving this balance is essential for lecturers to avoid burnout, improve job satisfaction, and ultimately, enhance their performance [6]. However, the relationship between work-life balance and performance is complex and may be influenced by several other factors within the institutional environment. Among these factors, organizational culture (OC)—defined as the collective norms, values, and practices within an institution—plays a pivotal role in shaping how lecturers experience their work environment and, by extension, how effectively they perform their roles [7].

Previous studies have established that a positive organizational culture fosters collaboration, innovation, and a sense of belonging, all of which contribute to improved performance. For instance, institutions with supportive and innovative cultures are more likely to witness higher productivity and job satisfaction among their employees [8]. Work-life balance positively impacts employee well-being, its effects on performance are likely mediated by the nature of the work environment [9]. However, limited research has been conducted in the context of Indonesian higher education, particularly in LLDIKTI Region 2. This study seeks to fill this gap by examining how organizational culture mediates the relationship between work-life balance and lecturer performance. The central question of this study is whether work-life balance directly improves lecturer performance or whether the relationship is mediated by the institutional culture.

The performance of lecturers in higher education institutions is a critical factor in determining the overall success and quality of educational outcomes [10]. Particularly in the context of LLDIKTI Region 2—comprising institutions in South Sumatra, Lampung, Bengkulu, and Bangka Belitung—lecturers face significant professional demands. These demands include teaching, research, and community service, which must be balanced with personal and family responsibilities. However, managing these responsibilities while maintaining high performance has become increasingly challenging in today's dynamic academic environment, especially in regions with varying levels of institutional support and resources [11]. The core issue that this research addresses is the challenge of how to optimize lecturer performance given these competing demands.

Existing research has identified work-life balance (WLB) as a critical factor influencing lecturer performance [12]. Numerous studies suggest that a well-managed balance between professional and personal responsibilities can prevent burnout, enhance job satisfaction, and improve performance outcomes [9, 13, 14]. In parallel, organizational

culture (OC) has been found to play an essential role in shaping the work environment and influencing how individuals perform their tasks [8]. Institutions with strong, supportive cultures are more likely to foster environments that enable employees to succeed in balancing work and life responsibilities, which in turn enhances their overall performance [15].

Despite these findings, there remains a gap in the literature regarding the interaction between work-life balance and organizational culture, particularly in the context of higher education institutions in developing regions. While work-life balance has been extensively studied as an independent variable affecting performance, the role of organizational culture as a mediating variable in this relationship has not been adequately explored. Specifically, the mediating effect of organizational culture in transforming work-life balance into tangible performance outcomes for lecturers in LLDIKTI Region 2 remains underexplored. This study offers a novel approach to addressing this gap by investigating the mediating role of organizational culture in the relationship between work-life balance and lecturer performance. The novelty of this research lies in its focus on how organizational culture can amplify or diminish the effects of work-life balance on performance outcomes. While previous studies have often treated these variables in isolation, this study integrates them into a cohesive model that better reflects the complex dynamics at play in academic environments.

2. Method

This study employed a quantitative research design to investigate the relationships between work-life balance (WLB), organizational culture (OC), and lecturer performance (LP) in higher education institutions within LLDIKTI Region 2. A cross-sectional survey method was used to collect data from lecturers, allowing the researchers to assess the perceptions of these individuals at a specific point in time. The survey method was selected because it is well-suited to capturing the views of a large population and is effective for testing relationships between multiple variables.

The population for this study consisted of lecturers employed in various higher education institutions across South Sumatra, Lampung, Bengkulu, and Bangka Belitung, which fall under the jurisdiction of LLDIKTI Region 2. These lecturers were actively engaged in teaching, research, and community service during the data collection period. A sample of 220 lecturers was chosen using stratified random sampling to ensure a diverse representation of respondents across institutions. Stratified random sampling

was selected to account for variations in institutional size, academic rank, and other demographic factors, ensuring that the sample accurately reflected the larger population of lecturers in LLDIKTI Region 2. The sample size of 220 was determined through power analysis, ensuring sufficient statistical power for the path analysis employed in this study.

Data were collected via a self-administered questionnaire, which was distributed to lecturers both in person and electronically. The questionnaire was divided into three sections corresponding to the variables being measured: work-life balance, organizational culture, and lecturer performance. The work-life balance section included nine items adapted from the scale developed by Greenhaus and Allen (2011) [9], designed to measure the extent to which lecturers perceived balance between their professional responsibilities and personal life. For example, one of the items asked, "I am able to balance my professional duties with my personal life." Responses were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The organizational culture section of the questionnaire was based on the model developed by Cameron and Quinn (1999) [16, 17] and consisted of nine items aimed at assessing lecturers' perceptions of the institutional culture, specifically regarding support, collaboration, and innovation. An example of an item from this section is, "This institution promotes collaboration among lecturers." Similarly, the lecturer performance section used items adapted from Spencer and Spencer's [18, 19] performance model, consisting of nine items that measured self-reported effectiveness in teaching, research, and community service [20]. Lecturers were asked to rate statements such as, "I consistently meet the performance standards set by my institution."

Given the importance of ensuring valid and reliable measurement tools in research, the questionnaire used in this study was rigorously tested for validity and reliability using SmartPLS before proceeding with further analyses. This process was essential to confirm that the constructs were accurately measured, ensuring the robustness of the data for subsequent structural model evaluations. In exploratory research, slightly lower thresholds may be accepted. For exploratory purposes, composite reliability values of 0.6 to 0.7 are considered acceptable, while AVE values between 0.4 and 0.5 might be considered tolerable under some conditions, particularly if other indicators of model fit and validity are strong [21]. The data were analyzed using structural equation modeling (SEM), which allows for the simultaneous testing of multiple relationships between variables. Path analysis was used to examine the direct and indirect effects of work-life balance on organizational culture and lecturer performance, as well as the mediating role of organizational culture in the relationship between work-life balance

and lecturer performance. The analysis was conducted using SmartPLS 3.0, which is particularly suitable for models that involve latent variables and complex relationships. Additionally, bootstrapping was employed to test the significance of the indirect effects. Bootstrapping is a robust, non-parametric method that generates confidence intervals for the mediation effects by resampling the data multiple times [21, 22]. In this study, 5,000 bootstrap samples were used to calculate the bias-corrected confidence intervals for the indirect effects, ensuring the robustness of the findings [23].

Ethical considerations were carefully addressed throughout the study. All participants were provided with information regarding the purpose of the research, and informed consent was obtained prior to data collection [22]. Participants were assured of their anonymity and the confidentiality of their responses. No identifying information was collected, and all data were securely stored to protect the privacy of the respondents. The research protocol was reviewed and approved by the institutional review board (IRB) of the lead university overseeing the study, ensuring that the study complied with ethical guidelines for research involving human subjects [22].

The novelty of this study lies in its methodological approach to investigating the mediating role of organizational culture in the relationship between work-life balance and lecturer performance. While previous research has often examined work-life balance and organizational culture as separate factors influencing performance, this study integrates these variables into a cohesive model that provides a more nuanced understanding of their interaction. By employing path analysis and bootstrapping to assess the mediation effects, this study offers new insights into how institutional culture can enhance or diminish the effects of work-life balance on performance outcomes. This methodological contribution not only advances theoretical understanding but also provides practical implications for higher education institutions seeking to improve lecturer performance.

3. Result and Discussion

3.1. Results

3.1.1. Respondent Demographics

The demographics of the 220 respondents from higher education institutions in LLDIKTI Region 2 are presented in Table 1.

TABLE 1: Respondent Demographics.

Category	Count	Percentage (%)
Gender		
Male	127	57.7
Female	93	42.3
Institution Region		
South Sumatra	100	45.5
Lampung	61	27.7
Bengkulu	34	15.5
Kepulauan Bangka Belitung	25	11.4
Length of Service		
< 5 years	57	25.9
5-10 years	87	39.5
11-20 years	47	21.4
> 20 years	29	13.2
Type of Institution		
University	173	78.6
School of Higher Education	47	21.4
Employment Status		
Permanent Lecturer	167	75.9
Contract Lecturer	42	19.1
Non-permanent Lecturer	8	3.6
Academic Rank		
Lecturer	76	34.5
Assistant Expert	60	27.3
Associate Professor	32	14.5
Professor	52	23.6

Source: Processed Data from Survey/Research (2024)

3.1.2. Outer Loadings for Latent Variables

The outer loadings for the indicators of the three latent variables—Work-Life Balance (WLB), Organizational Culture (OC), and Lecturer Performance (LP)—are summarized in Table 2. All loadings exceed the minimum acceptable threshold of 0.70, indicating that the indicators are valid measures of their respective constructs.

TABLE 2: Outer Loadings for Latent Variables.

Indicator	Latent Variable	Outer Loading
WLB1	Work-Life Balance (WLB)	0.845
WLB2	Work-Life Balance (WLB)	0.901
WLB3	Work-Life Balance (WLB)	0.891
WLB4	Work-Life Balance (WLB)	0.840
WLB5	Work-Life Balance (WLB)	0.910
WLB6	Work-Life Balance (WLB)	0.840
WLB7	Work-Life Balance (WLB)	0.874
WLB8	Work-Life Balance (WLB)	0.896
WLB9	Work-Life Balance (WLB)	0.908
OC1	Organizational Culture (OC)	0.865
OC2	Organizational Culture (OC)	0.916
OC3	Organizational Culture (OC)	0.895
OC4	Organizational Culture (OC)	0.896
OC5	Organizational Culture (OC)	0.846
OC6	Organizational Culture (OC)	0.859
OC7	Organizational Culture (OC)	0.833
OC8	Organizational Culture (OC)	0.769
OC9	Organizational Culture (OC)	0.854
PERF1	Lecturer Performance (LP)	0.886
PERF2	Lecturer Performance (LP)	0.873
PERF3	Lecturer Performance (LP)	0.863
PERF4	Lecturer Performance (LP)	0.901
PERF5	Lecturer Performance (LP)	0.715
PERF6	Lecturer Performance (LP)	0.656
PERF7	Lecturer Performance (LP)	0.646
PERF8	Lecturer Performance (LP)	0.642
PERF9	Lecturer Performance (LP)	0.654

3.1.3. Structural Model: Direct and Indirect Effects

The structural model was analyzed to examine both direct and indirect effects between the variables. Work-Life Balance (WLB) was hypothesized to have both direct and indirect effects on Lecturer Performance (LP), with Organizational Culture (OC) serving as the mediating variable. The results of the path analysis are presented in Table 4.

TABLE 3: Result of Validity and Reliability Testing.

Construct	Cronbach's Alpha	rho_A	Composite Reliability (CR)	Average Variance Extracted (AVE)
Organizational Culture (OC)	0.971	0.972	0.974	0.744
Lecturer Performance (PERF)	0.921	0.958	0.927	0.589
Work-Life Balance (WLB)	0.963	0.965	0.968	0.772

TABLE 4: Direct and Indirect Effects.

Path	Coefficient (β)	T-Value	P-Value
Direct Effects			
WLB → OC	0.921	39.465	0.000
WLB → LP	0.041	0.165	0.869
OC → LP	0.748	3.117	0.002
Indirect Effects			
WLB → OC → LP	0.690	2.874	0.004

The direct effect of Work-Life Balance on Organizational Culture is highly significant ($\beta = 0.921$, $p < 0.001$), indicating that lecturers who experience a better balance between work and life perceive a more positive organizational culture. However, the direct effect of Work-Life Balance on Lecturer Performance is not significant ($\beta = 0.041$, $p = 0.869$), suggesting that work-life balance alone does not directly enhance performance.

The indirect effect, mediated by Organizational Culture, is significant ($\beta = 0.690$, $p = 0.004$). This confirms that Organizational Culture plays a crucial mediating role, amplifying the effects of Work-Life Balance on Lecturer Performance.

3.1.4. Model Diagram

The structural model, including the direct and indirect paths, is illustrated in Figure 1. This diagram visually represents the relationships between Work-Life Balance, Organizational Culture, and Lecturer Performance.

3.2. Discussion

The demographic analysis of the 220 respondents from higher education institutions in LLDIKTI Region 2 revealed notable patterns that could have implications for the

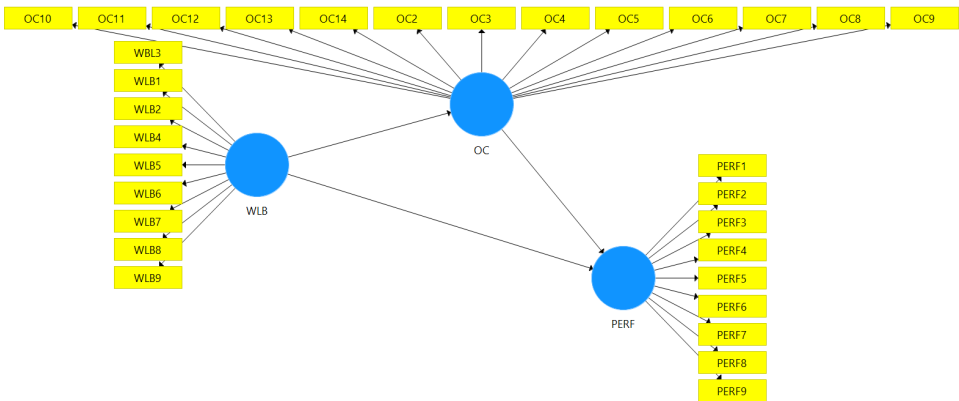


Figure 1: Model Diagram.

study’s findings. A majority of the respondents were male (57.7%) and had 5-10 years of service (39.5%), indicating that most participants were in their mid-career stage. This is significant because mid-career lecturers are often balancing increasing responsibilities in teaching, research, and administrative tasks, which could affect their perceptions of work-life balance and organizational culture [24]. Moreover, the fact that 78.6% of the respondents were from universities rather than schools of higher education suggests that they might have access to more substantial resources and support systems. This could influence their ability to maintain a healthy work-life balance and thrive in a positive organizational culture, potentially leading to better performance outcomes [25]. These demographic characteristics suggest that future initiatives aimed at improving lecturer performance should be tailored to address the specific needs of mid-career faculty members, especially in terms of providing adequate institutional support and promoting work-life balance strategies that are sensitive to gender and institutional type [26].

The results of this study provide important insights into the relationships between Work-Life Balance (WLB), Organizational Culture (OC), and Lecturer Performance (LP) in the context of higher education institutions in LLDIKTI Region 2. The findings reveal that while Work-Life Balance does not directly influence Lecturer Performance, it exerts a significant indirect effect through Organizational Culture, suggesting that Organizational Culture plays a pivotal role in transforming personal well-being into professional performance outcomes.

This study confirms that Work-Life Balance has a significant positive impact on Organizational Culture ($\beta = 0.921, p < 0.001$). This finding is consistent with previous research by Cameron and Quinn, who argued that institutions with a supportive and collaborative culture tend to foster a more positive work environment, where employees feel valued

and supported [27]. In the context of higher education, where lecturers are often required to juggle multiple roles (teaching, research, and community service), a well-balanced work-life system contributes to a more harmonious institutional culture. This finding also aligns with Greenhaus and Allen [9], who suggested that Work-Life Balance not only enhances individual well-being but also promotes a healthier, more productive work environment.

However, what this study uniquely contributes is the evidence that Organizational Culture serves as a bridge that connects Work-Life Balance to Lecturer Performance. While previous studies have explored the direct impact of Work-Life Balance on job satisfaction and performance, few have considered the mediating role of Organizational Culture in this relationship. This research provides a clearer understanding of how a supportive institutional culture is instrumental in converting Work-Life Balance into tangible improvements in performance [28].

One of the key contributions of this study is the identification of Organizational Culture as a full mediator between Work-Life Balance and Lecturer Performance. The direct path between Work-Life Balance and Lecturer Performance was found to be non-significant ($\beta = 0.041$, $p = 0.869$), but the indirect effect through Organizational Culture was significant ($\beta = 0.690$, $p = 0.004$). This indicates that while Work-Life Balance alone does not directly improve performance, it positively influences performance when the organizational environment is supportive, collaborative, and conducive to professional growth [29].

This finding challenges the assumption made by previous studies that Work-Life Balance directly correlates with performance in all contexts [12]. Instead, it suggests that the organizational environment plays a crucial role in translating personal well-being into professional success [30]. Lecturers who perceive their institutions as having a strong, positive culture are more likely to channel the benefits of Work-Life Balance into higher performance, particularly in areas like teaching and research, which require sustained focus and commitment. The results of this study both align with and extend previous research. For example, Cameron and Quinn's [16] work on Organizational Culture highlights the role of culture in enhancing employee engagement and performance. However, the novel contribution of this study is its focus on the higher education sector in Indonesia, specifically in LLDIKTI Region 2, and its demonstration of how Work-Life Balance interacts with Organizational Culture to impact Lecturer Performance.

In contrast to studies that have found a direct relationship between Work-Life Balance and performance Greenhaus & Allen [9, 29], this study provides evidence that the relationship is more complex and mediated by organizational factors. This finding underscores the importance of context when examining these relationships. In highly structured environments like higher education, where performance is often influenced by institutional support and collaboration, Organizational Culture becomes a critical intermediary [31].

The non-significant direct effect of Work-Life Balance on Lecturer Performance was unexpected, particularly given the emphasis in much of the literature on the positive effects of Work-Life Balance on job performance. However, this finding suggests that in the context of higher education in Indonesia, Work-Life Balance alone is insufficient to drive performance improvements without the presence of a supportive organizational culture. This result has significant practical implications for higher education institutions. Administrators seeking to improve lecturer performance should not focus solely on Work-Life Balance policies [32]. Instead, they should prioritize cultivating a strong Organizational Culture that reinforces collaboration, innovation, and mutual support. By doing so, institutions can create environments where the benefits of Work-Life Balance are fully realized in improved performance outcomes [31].

This study presents a new perspective on the relationship between Work-Life Balance, Organizational Culture, and Lecturer Performance by emphasizing the mediating role of Organizational Culture. Institutions that foster a positive culture may see greater benefits from Work-Life Balance initiatives, as the culture helps lecturers translate personal well-being into professional success [33]. Future research should explore additional mediating variables, such as job satisfaction or emotional commitment, which may also play a role in this relationship. Moreover, longitudinal studies would provide further insight into how these relationships evolve over time. Such research could examine how changes in institutional culture or shifts in work-life balance policies affect lecturer performance in the long term.

However, this study is not without limitations. The cross-sectional nature of the research means that causal relationships cannot be definitively established. Additionally, the reliance on self-reported measures may introduce bias, as respondents could overestimate or underestimate their work-life balance or performance. Future studies could address these limitations by using objective performance data and employing longitudinal designs to explore causal relationships.

4. Conclusion

In conclusion, this study contributes to the growing body of literature on Work-Life Balance, Organizational Culture, and Lecturer Performance by highlighting the full mediating role of Organizational Culture. These findings suggest that institutions seeking to enhance lecturer performance should not only promote Work-Life Balance policies but also actively work to cultivate a positive and supportive Organizational Culture. This research offers a nuanced understanding of how personal and organizational factors interact to influence performance and provides a foundation for future research in this area.

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