



The Influence Of Competence And Organizational Culture On Organizational Commitment And Organizational Citizenship Behavior And Their Implications On Lecturer Performance

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ABSTRACT

Lecturer performance is a critical determinant of higher education quality, yet many private universities in Indonesia face suboptimal lecturer performance, particularly in research publication and community service. This study investigated how competence and organizational culture influence organizational commitment and organizational citizenship behavior (OCB) as mediating variables, and their subsequent effects on lecturer performance. This study employed a descriptive - verificative survey method with a cross-sectional design. The research population comprised 1,569 permanent lecturers from 13 accredited private universities in Serang City and Serang Regency, Banten Province. Using Slovin's formula, 319 respondents were selected through proportional cluster sampling. Data were collected via structured Likert-scale questionnaires and analyzed using path analysis (analisis jalur). Competence and organizational culture exerted significant effects on organizational commitment ($R^2 = 72.96\%$) and OCB ($R^2 = 71.10\%$). Organizational culture emerged as the dominant predictor in both models. Organizational commitment and OCB jointly explained 80.91% of the variance in lecturer performance. Competence had a total effect of 31.65% on organizational commitment and 29.02% on OCB; organizational culture had a total effect of 41.31% on organizational commitment and 40.98% on OCB. Organizational commitment contributed 47.89% to lecturer performance, while OCB contributed 33.02%. Organizational culture is the most influential factor in shaping lecturer commitment and prosocial behavior, which in turn drive performance. Institutions should prioritize cultural strengthening alongside competence development to enhance lecturer performance holistically.

INTRODUCTION

Higher education institutions serve as engines of national human capital development, and lecturers occupy a central strategic role within these institutions. In Indonesia, the quality of higher education—particularly in the private sector—has become a focus of increasing policy attention. Indonesian Law No. 12 of 2012 on Higher Education mandates that institutions contribute to national intellectual capacity through balanced implementation of the tri-dharma, encompassing education, research, and community service. Law No. 14 of 2005 on Teachers and Lecturers further specifies that lecturers must demonstrate pedagogical, professional, personal, and social competencies as prerequisites for professional certification.¹

Despite these regulatory frameworks, evidence from private universities in Serang City and Serang Regency, Banten Province, reveals persistent gaps in lecturer performance. A preliminary survey of 50 respondents from 13 private universities indicated that the lowest performance dimension was research and scientific publication, with a mean index score of only 2.42 out of 5.0, falling in the "low" category. Educational and teaching activities achieved scores of 3.10–3.14, reflecting moderate adequacy. These findings suggest a structural imbalance in the execution of the tri-dharma mandate.²

Pre-survey data likewise revealed suboptimal levels across all study variables. Competence scored between 2.24 (professional competence, the weakest dimension) and 3.10. Organizational culture ranged from 2.60 (innovation, the weakest) to 3.48. Organizational commitment spanned 2.62 (continuance commitment) to 3.16. OCB scores ranged from 2.60 (positive attitude, the weakest) to 3.20. Key Performance Indicator (IKU) achievement rates across the 13 universities fluctuated between 67% and 93% over 2020–2024, none yet reaching the 100% target.²

Prior research has established theoretical links between these variables. Human capital theory posits that investments in competence development yield productivity gains at both individual and organizational levels.³ Organizational culture, as conceptualised by Schein, functions through three levels—artifacts, espoused values, and basic assumptions—shaping collective behavior, commitment, and extra-role contributions.⁴ Organizational commitment, operationalized through Meyer and Allen's three-component model of affective, continuance, and normative commitment, is recognized as a key antecedent of both OCB and performance.⁵ OCB encompasses voluntary behaviors beyond formal role requirements—including altruism, courtesy, sportsmanship, conscientiousness, and civic virtue—that collectively enhance organizational effectiveness.⁶

Several studies have examined these relationships in isolation. Budaya organisasi has been shown to significantly influence OCB⁷ and organizational commitment.⁸ Competence has been associated with improved commitment⁹ and performance.¹⁰ Organizational commitment and OCB have been identified as mediating variables linking organizational antecedents to performance outcomes in educational settings.¹¹ However, an integrated model testing the simultaneous effects of competence and organizational culture on both

commitment and OCB, and their combined implications for lecturer performance, remains underexplored in Indonesian private higher education.¹²

This study therefore aims to: (1) describe current levels of competence, organizational culture, organizational commitment, OCB, and lecturer performance; (2) examine the partial and simultaneous effects of competence and organizational culture on organizational commitment; (3) examine the partial and simultaneous effects of competence and organizational culture on OCB; and (4) examine the partial and simultaneous effects of organizational commitment and OCB on lecturer performance at private universities in Serang City and Serang Regency, Banten Province.

LITERATURE REVIEW

The study is grounded in the critical role of lecturer performance as a determinant of higher education quality, particularly in private universities in Indonesia. Despite regulatory frameworks such as Law No. 14 of 2005 and Law No. 12 of 2012, which define lecturer competencies and responsibilities, empirical evidence indicates persistent gaps in performance—especially in research and community service. As noted in the findings (see page 2), research publication scores were significantly lower compared to teaching activities, highlighting an imbalance in the implementation of the tri dharma of higher education.

The literature underpinning this study draws on several key theoretical frameworks in organizational behavior. Human capital theory emphasizes that competence enhances individual productivity and organizational outcomes. Meanwhile, Schein's organizational culture theory explains how shared values, norms, and assumptions shape behavior within institutions. In addition, Meyer and Allen's three-component model of organizational commitment and Organ's concept of Organizational Citizenship Behavior (OCB) are positioned as mediating variables. Previous studies have established relationships among these constructs, but most have examined them separately rather than within an integrated framework.

Prior empirical research reviewed in the study indicates that organizational culture often exerts a more dominant influence than competence in shaping both organizational commitment and OCB. A supportive and collaborative work environment encourages employees to develop emotional attachment and engage in extra-role behaviors. In the context of higher education, organizational culture not only directly influences commitment but also strengthens the effect of competence, suggesting a synergistic relationship between individual capabilities and institutional environment.

Furthermore, the literature consistently identifies organizational commitment and OCB as key predictors of lecturer performance. Organizational commitment—particularly affective and normative components—drives lecturers to invest more effort in teaching, research, and community engagement. OCB, on the other hand, reflects voluntary behaviors beyond formal job requirements that enhance organizational effectiveness. As discussed in the findings (pages 8–10), these two variables jointly explain a

substantial proportion of performance outcomes, reinforcing their importance as proximal determinants.

Overall, the literature review highlights that improving lecturer performance requires a multidimensional approach involving competence development, strengthening organizational culture, and fostering commitment and OCB. The key research gap identified is the lack of comprehensive models that simultaneously examine these variables, particularly in the context of private higher education in Indonesia. Therefore, this study contributes to the literature by proposing and empirically testing an integrated model that links competence and organizational culture to performance through organizational commitment and OCB.

METHODOLOGY

Research Design

This study adopted an explanatory survey design with a descriptive-verification approach. The descriptive component characterized each variable, while the verification component tested hypothesized causal relationships through path analysis. A cross-sectional survey was conducted between January and March 2025. Ethical approval was obtained from the institutional review board of Universitas Pasundan (Reference No. 2024/UNP-PPs/01).¹³

Population and Sample

The study population comprised 1,569 permanent lecturers holding academic positions (jabatan akademik) at 13 private universities in Serang City and Serang Regency, Banten Province, all holding at minimum a "Good" (B) institutional accreditation from the National Accreditation Board for Higher Education (BAN-PT). Participating institutions included Universitas Primagraha, Universitas Serang Raya, Universitas Banten Jaya, Universitas Bina Bangsa, Universitas Faletahan, Universitas Banten, Universitas Muhammadiyah Banten, Politeknik Piksi Input Serang, STIE Dwimulya, Politeknik Kesehatan Aisyiyah Banten, Politeknik PGRI Banten, STIKES Salsabila, and Institut Teknologi dan Bisnis Banten.

Sample size was determined using Slovin's formula with a 5% margin of error, yielding $n = 1,569 / [1 + 1,569 \times (0.05)^2] = 319$ respondents.¹⁴ Proportional cluster sampling was then applied, allocating samples across institutions in proportion to their lecturer populations. The largest sub-samples were drawn from Universitas Bina Bangsa ($n = 77$), Universitas Primagraha ($n = 57$), and Universitas Muhammadiyah Banten ($n = 56$).

Instruments and Measurement

Data were collected using a structured self-administered questionnaire with a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The instrument encompassed five latent variables:

1. Competence (X_1): 20 items across four dimensions—pedagogical (5 items), personality (5 items), social (5 items), and professional (5 items) competence, based on Law No. 14 of 2005 and operationalized following Lazuardi et al.¹⁵
2. Organizational Culture (X_2): 15 items across five dimensions—innovation, attention to detail, outcome orientation, people orientation,

and team orientation—adapted from Robbins and Judge's seven-characteristic framework.¹⁶

3. Organizational Commitment (Z_1): 19 items measuring affective commitment (5 items), continuance commitment (7 items), and normative commitment (7 items), based on Meyer and Allen's three-component model.⁵
4. Organizational Citizenship Behavior (Z_2): 15 items across five dimensions—altruism, courtesy, sportsmanship, conscientiousness, and civic virtue—adapted from Organ's OCB taxonomy.⁶
5. Lecturer Performance (Y): 16 items covering education and teaching (4 items), published research (5 items), community service (3 items), and supporting activities (4 items), aligned with the BKD (Lecturer Workload) framework.¹⁷

Instrument validity was assessed using Rank Spearman correlation, with items retained at $r \geq 0.30$. Reliability was evaluated using Cronbach's alpha coefficient; all subscales exceeded $\alpha = 0.70$, confirming acceptable internal consistency.¹⁸

Data Analysis

Descriptive statistics (means and frequency index scores) characterized each variable. Path analysis (analisis jalur) was employed for verificative testing, which enables estimation of both direct and indirect effects within a causal model.¹⁹ The structural model was specified with competence (X_1) and organizational culture (X_2) as exogenous variables; organizational commitment (Z_1) and OCB (Z_2) as intervening variables; and lecturer performance (Y) as the endogenous variable. The model yielded path coefficients (β), direct effects (β^2), indirect effects, and total effects for each hypothesized pathway. Partial effects were tested via t-tests, and simultaneous effects via F-tests, at $\alpha = 0.05$. Multivariate normality was confirmed via PRELIS analysis prior to model estimation.²⁰

RESEARCH RESULT

Descriptive Findings

Table 1 summarizes the mean index frequency scores for each study variable. Overall, all five variables fell in the "adequate" (cukup) to "good" range (mean scores 2.60–3.82), with room for improvement.

Table 1. Descriptive Summary of Study Variables

Variable	Dimension	Min. Score	Max. Score	Category	Note
(Latent)	(Observed)	(Mean Index)	(Mean Index)	(Scale 1-5)	(* = Weakest)
Competence (X_1)	Pedagogical Competence	2.40	3.00	Moderate-Low	*
	Personality Competence	3.00	3.40	Moderate	
	Social Competence	3.04	3.10	Moderate	

	Professional Competence	2.24	3.10	Low	*
Organizational Culture (X₂)	Innovation	2.60	3.10	Moderate-Low	*
	Attention to Detail	2.88	3.20	Moderate	
	Outcome Orientation	3.06	3.40	Moderate	
	People Orientation	3.40	3.48	Good	
	Team Orientation	2.98	3.30	Moderate	
Organizational Commitment (Z₁)	Affective Commitment	3.04	3.16	Moderate	
	Continuance Commitment	2.62	3.10	Low	*
	Normative Commitment	3.00	3.16	Moderate	
OCB (Z₂)	Altruism (Kepedulian)	3.10	3.20	Moderate	
	Courtesy (Kesopanan)	3.00	3.04	Moderate	
	Sportsmanship (Sikap Positif)	2.60	3.10	Moderate-Low	*
	Conscientiousness (Hati Nurani)	2.98	3.10	Moderate	
	Civic Virtue (Kebijaksanaan)	3.06	3.10	Moderate	
Lecturer Performance (Y)	Education & Teaching	3.00	3.14	Moderate	
	Published Research	2.42	3.00	Low	*
	Community Service	3.00	3.12	Moderate	
	Supporting Activities	3.10	3.14	Moderate	
Score Legend: < 2.50 = Low 2.50-2.99 = Moderate-Low 3.00-3.49 = Moderate ≥ 3.50 = Good * = Weakest dimension within variable <i>Source: Pre-survey & Research Data (2025), n = 319</i>					

Mean Index Frequency Scores by Variable and Dimension

Competence: The overall mean ranged from 2.24 (professional competence) to 3.10 (social competence), indicating the lowest performance in professional competence—reflecting gaps in subject-matter mastery and application of research findings in teaching. Personality competence (3.04) and pedagogical competence (2.40) also showed moderate to low performance, signaling inadequate preparation and classroom management practices.

Organizational Culture: Innovation scored the lowest (2.60), while people orientation scored the highest (3.48). The overall distribution suggested

that while interpersonal relationships within institutions were relatively positive, institutional support for creative risk-taking and research-oriented innovation remained insufficient.

Organizational Commitment: Continuance commitment recorded the lowest score (2.62), while affective commitment was the highest (3.16). This pattern indicates that lecturers' attachment to their institutions is more normative and affective than driven by perceived cost of leaving – suggesting relatively fragile organizational loyalty.

OCB: Positive attitude (sportsmanship) scored the lowest (2.60), while altruism (kepedulian) scored the highest (3.20). These results imply that lecturers are generally willing to assist colleagues but are less inclined to exhibit positive dispositional responses in organizational challenges.

Lecturer Performance: Research publication scored the lowest (2.42), while supporting activities scored the highest (3.14). The teaching and learning dimension (3.10) showed adequate performance, whereas research productivity and community service lagged substantially, revealing a structural tri-dharma imbalance.

Hypothesis Testing: Competence and Organizational Culture on Organizational Commitment

Path analysis results (Table 2) demonstrated that both competence (X_1) and organizational culture (X_2) had statistically significant effects on organizational commitment (Z_1). The partial effect of competence on organizational commitment was a direct effect of 23.52% plus an indirect effect through organizational culture of 8.13%, yielding a total effect of 31.65%. The partial effect of organizational culture on organizational commitment comprised a direct effect of 33.18% and an indirect effect through competence of 8.13%, for a total effect of 41.31%. Simultaneously, the two exogenous variables explained 72.96% of the variance in organizational commitment ($R^2 = 0.7296$), with the remaining 27.04% attributable to variables outside the model (ϵ_1).

Table 2. Path Analysis Results: Effects on Organizational Commitment
 Dependent Variable: Organizational Commitment (Z_1) | Predictors: Competence (X_1),
 Organizational Culture (X_2) | Method: Path Analysis | $n = 319$

Hypothesis	Pathway	Path Coeff. (β)	Direct Effect (%)	Indirect Effect (%)	Total Effect (%)	Sig.	Decision
H#	$X \rightarrow Z_1$	$\beta = \sqrt{DE}$	(β^2)	(through corr.)	DE + IE	$\alpha = 0.05$	H_0
A. Partial Effects (Individual Predictors → Organizational Commitment)							
H ₁	Competence (X_1) → Org. Commitment (Z_1)	0.485	23.52%	8.13%	31.65%	Sig.	Accepted
H ₂	Org. Culture (X_2) → Org. Commitment (Z_1)	0.576	33.18%	8.13%	41.31%	Sig.	Accepted

	Commitment (Z ₁)						
B. Simultaneous Effect (X₁ + X₂ → Organizational Commitment)							
H₃	Competence (X ₁) + Org. Culture (X ₂) → Org. Commitment (Z ₁)	–	–	–		Sig.	Accepted
<i>Residual Variance (ε₁) – Explained by external variables:</i>					27.04%		

Note: Direct Effect (%) = $\beta^2 \times 100$; Indirect Effect (%) = $2 \times \beta_{X_1} \times \beta_{X_2} \times r_{X_1X_2} \times 100$; Total Effect = Direct + Indirect; R² = Total explained variance; ε₁ = unexplained variance; Sig. at α = 0.05.

Dominant predictor: Organizational Culture (X₂) with total effect 41.31% > Competence (X₁) 31.65%. Combined R² = 72.96%.

	< 10% Very Weak	10-19% Weak	20-29% Moderate
30-39% Strong	≥ 40% Very Strong	<i>Sig. = p < 0.05 (t-test / F-test)</i>	

Organizational culture emerged as the dominant determinant of organizational commitment, reflecting the critical role of shared values, norms, and institutional practices in fostering lecturer loyalty and psychological attachment. These findings were consistent across both partial and simultaneous analyses, supporting all stated hypotheses regarding organizational commitment.

Hypothesis Testing: Competence and Organizational Culture on OCB

Both competence (X₁) and organizational culture (X₂) significantly influenced OCB (Z₂). Competence had a direct effect of 21.13% on OCB, with an indirect effect via organizational culture of 7.89%, producing a total effect of 29.02%. Organizational culture exerted a direct effect of 33.09% on OCB, with an indirect effect via competence of 7.89%, yielding a total effect of 40.98%. The simultaneous contribution of the two predictors explained 71.10% of the variance in OCB (R² = 0.7110), leaving 28.90% explained by extraneous variables (ε₂).

Table 3. Path Analysis Results: Effects on Organizational Citizenship Behavior (Z₂)

Dependent Variable: OCB (Z₂) | Predictors: Competence (X₁), Organizational Culture (X₂) | Method: Path Analysis | n = 319

Hypothesis	Pathway	Path Coeff. (β)	Direct Effect (%)	Indirect Effect (%)	Total Effect (%)	Sig.	Decision
H#	X → Z ₂	β = √(DE)	(β ²)	(through corr.)	DE + IE	α = 0.05	H ₀
A. Partial Effects (Individual Predictors → Organizational Citizenship Behavior)							

H₄	Competence (X ₁) → OCB (Z ₂)	0.460	21.13 %	7.89%	29.02 %	Sig .	Accepted
H₅	Org. Culture (X ₂) → OCB (Z ₂)	0.575	33.09 %	7.89%	40.98 %	Sig .	Accepted
B. Simultaneous Effect (X₁ + X₂ → Organizational Citizenship Behavior)							
H₆	Competence (X ₁) + Org. Culture (X ₂) → OCB (Z ₂)	–	–	–		Sig .	Accepted
<i>Residual Variance (ε₂) – Explained by external variables:</i>					28.90 %		

Note: Direct Effect (%) = $\beta^2 \times 100$; Indirect Effect (%) = $2 \times \beta_{X_1} \times \beta_{X_2} \times r_{X_1X_2} \times 100$; Total Effect = Direct + Indirect; R² = Total explained variance; ε₂ = unexplained variance; Sig. at $\alpha = 0.05$.

Dominant predictor: Organizational Culture (X₂) with total effect 40.98% > Competence (X₁) 29.02%. Combined R² = 71.10%.

Effect Size Guide	< 10% Very Weak	10-19% Weak	20-29% Moderate
30-39% Strong	≥ 40% Very Strong	<i>Sig. = p < 0.05 (t-test / F-test)</i>	

Again, organizational culture dominated over competence in explaining OCB. This finding aligns with social exchange theory: when institutions provide a supportive, collaborative, and fair environment, lecturers reciprocate with voluntary prosocial behaviors beyond formal job requirements.²¹

Hypothesis Testing: Organizational Commitment and OCB on Lecturer Performance

Both organizational commitment (Z₁) and OCB (Z₂) significantly influenced lecturer performance (Y). Organizational commitment exerted a direct effect of 31.02% on lecturer performance, plus an indirect effect through OCB of 16.86%, giving a total effect of 47.89%. OCB contributed a direct effect of 16.16%, with an indirect effect via organizational commitment of 16.86%, for a total effect of 33.02%. Together, organizational commitment and OCB explained 80.91% of the variance in lecturer performance (R² = 0.8091), with 19.09% attributable to other factors (ε₃).

Table 4. Path Analysis Results: Effects on Lecturer Performance (Y)
Dependent Variable: Lecturer Performance (Y) | Predictors: Org. Commitment (Z₁), OCB (Z₂) | Method: Path Analysis | n = 319

Hypothesis	Pathway	Path Coeff. (β)	Direct Effect (%)	Indirect Effect (%)	Total Effect (%)	Sig.	Decision
H#	Z → Y	β = √(DE)	(β ²)	(through corr.)	DE + IE	α = 0.05	H ₀

A. Partial Effects (Individual Intervening Variables → Lecturer Performance)							
H₇	Org. Commitment (Z ₁) → Lecturer Performance (Y)	0.557	31.02%	16.86%	47.89%	Sig.	Accepted
H₈	OCB (Z ₂) → Lecturer Performance (Y)	0.402	16.16%	16.86%	33.02%	Sig.	Accepted
B. Simultaneous Effect (Z₁ + Z₂ → Lecturer Performance)							
H₉	Org. Commitment (Z ₁) + OCB (Z ₂) → Lecturer Performance (Y)	—	—	—		Sig.	Accepted
<i>Residual Variance (ε₃) – Explained by external variables:</i>					19.09%		

Note: Direct Effect (%) = $\beta^2 \times 100$; Indirect Effect via reciprocal path $\times 100$; Total Effect = Direct + Indirect; R² = Total explained variance; ε₃ = unexplained variance; Sig. at $\alpha = 0.05$.

Dominant predictor: Organizational Commitment (Z₁) with total effect 47.89% > OCB (Z₂) 33.02%. Combined R² = 80.91% – very high model fit.

Effect Size Guide	< 10% Very Weak	10-19% Weak	20-29% Moderate
30-39% Strong	≥ 40% Very Strong	<i>Sig. = p < 0.05 (t-test / F-test)</i>	

Organizational commitment was the stronger predictor of lecturer performance, while OCB functioned as a significant mediating variable. The very high combined R² of 80.91% demonstrates the model's strong empirical relevance in explaining lecturer performance variation in the private higher education context.

DISCUSSION

Competence and Organizational Commitment

The finding that competence significantly influences organizational commitment (total effect: 31.65%) aligns with human capital theory, which posits that higher competence enhances self-efficacy, professional identity, and willingness to invest in organizational goals.³ Competent lecturers are more likely to feel confident in their roles, perceive their contribution as meaningful, and develop emotional and normative ties with their institutions.⁹ The relatively lower direct effect of competence compared to organizational culture (23.52% vs. 33.18%) suggests that, while individual capability is a necessary

foundation, structural and cultural factors ultimately exert stronger influence on psychological attachment.²²

These results are consistent with Prasetyo et al., who found that organizational culture had a greater effect on commitment than individual competence in educational settings.²³ Similarly, Hidayat and Santoso demonstrated that while competence positively predicts commitment, its effect is amplified when institutional culture is supportive.²⁴ The indirect effect of competence through organizational culture (8.13%) confirms that the two variables are not independent: a competence-rich environment tends to reinforce cultural norms of excellence that further strengthen commitment. This interaction underscores the importance of aligning competence development programs with broader cultural strategies.

Organizational Culture and Organizational Commitment

Organizational culture emerged as the dominant predictor of organizational commitment (total effect: 41.31%), consistent with Meyer and Allen's framework, which acknowledges the role of organizational context in shaping all three commitment dimensions.⁵ A culture characterized by strong shared values, collaborative norms, and institutional support creates conditions in which lecturers experience justice, recognition, and belonging—the psychosocial antecedents of affective commitment. Conversely, cultures that are weak in innovation and research orientation, as observed in this study (innovation score: 2.60), limit lecturers' sense of professional growth and continuance commitment.

The simultaneous effect of 72.96% indicates that nearly three-quarters of variation in organizational commitment can be attributed to the combination of institutional culture and individual competence. Lestari et al. similarly found that organizational culture mediates the relationship between competence and commitment, suggesting that cultural environment translates individual capability into organizational loyalty.²⁵ Institutions seeking to raise commitment levels should prioritize cultural interventions—including leadership modeling, value internalization programs, and reward systems—alongside targeted competence development.

Competence, Organizational Culture, and OCB

OCB, as voluntary extra-role behavior, is particularly sensitive to organizational context. The dominance of organizational culture (total effect: 40.98%) over competence (29.02%) in explaining OCB reflects the social-exchange dynamics identified by Organ: when lecturers perceive organizational support and fairness, they reciprocate through prosocial behaviors.⁶ Cultures that promote team orientation, information sharing, and participatory decision-making lower the psychological cost of extra-role contributions, creating conditions in which OCB flourishes. The low innovation dimension score (2.60) in this study suggests that institutional cultures have not yet cultivated the discretionary motivation required for sustained OCB.

The combined R^2 of 71.10% for the OCB model indicates strong model explanatory power. The indirect effects of competence through organizational culture (7.89%) and vice versa confirm synergistic dynamics: competence

development within a supportive culture accelerates the emergence of prosocial behavior. Setiawan et al. similarly observed that competence-training initiatives yielded stronger OCB gains when accompanied by cultural reinforcement.²⁶ Practically, this implies that competence programs must be embedded within a cultural framework that values and rewards altruism, civic virtue, and collaborative effort.

Organizational Commitment, OCB, and Lecturer Performance

The exceptionally high R^2 of 80.91% for the performance model positions organizational commitment and OCB as the primary drivers of lecturer performance. Organizational commitment's total effect of 47.89% is consistent with the extensive literature documenting commitment as a predictor of work outcomes.¹¹ Lecturers with high affective and normative commitment demonstrate greater dedication to teaching preparation, research productivity, and community engagement – all dimensions of the tri-dharma. The mediation of OCB (indirect effect: 16.86%) indicates that commitment does not operate solely through attitudinal channels; it also works by stimulating prosocial behaviors that collectively enhance organizational effectiveness.

OCB's total contribution of 33.02% highlights the practical significance of extra-role behaviors in educational settings. Lecturers who assist peers in curriculum development, voluntarily participate in institutional improvement initiatives, and proactively engage with students beyond formal class hours create a collaborative ecosystem that elevates institutional performance. Prasetyo et al. and Hidayat and Santoso both confirmed these mediating pathways in similar Indonesian higher education contexts.^{23,24} The present study extends these findings by quantifying the combined explanatory power of commitment and OCB within a single integrated path model, demonstrating that 80.91% of performance variance is accounted for by these two proximal antecedents.

The relatively low performance scores in research publication (2.42) and community service dimensions, despite adequate teaching scores (3.10–3.14), suggest that commitment and OCB, while powerful, have not yet been sufficiently translated into the research-oriented and community-focused dimensions of the tri-dharma. This may reflect the presence of institutional barriers – limited research funding, inadequate publication infrastructure, and heavy teaching loads – that constrain even committed lecturers from achieving research output targets.¹⁷ Addressing these systemic constraints is therefore a prerequisite for translating the attitudinal and behavioral strengths identified in this study into balanced tri-dharma performance.

Theoretical and Practical Implications

Theoretically, this study contributes to organizational behavior literature by demonstrating that the relationship between institutional antecedents (competence and culture) and individual outcomes (performance) is substantially mediated by commitment and OCB within an integrated path model. The finding that organizational culture exerts the dominant effect across all pathways extends Schein's cultural theory to the specific context of Indonesian private higher education, highlighting the need for contextually

sensitive cultural frameworks that account for the research-orientation gap observed.⁴

Practically, the findings call for a dual-focused institutional strategy. First, institutions should invest in cultural strengthening: building innovation-oriented norms, establishing recognition systems for research achievements, reducing bureaucratic barriers to collaboration, and embedding participatory decision-making processes. Second, competence development programs—particularly in professional and research competencies—should be systematically integrated with cultural reinforcement, so that newly acquired skills are channeled into extra-role contributions. Targeted incentive structures for research publication and community service projects should complement these cultural and competence initiatives. Taken together, these strategies would address the observed tri-dharma imbalance and elevate the capacity of private universities in the Serang region to meet national performance benchmarks.²

Limitations and Future Research

This study has several limitations. First, the cross-sectional design precludes causal inference; longitudinal designs are needed to track how changes in culture and competence dynamically affect commitment, OCB, and performance over time. Second, data were collected exclusively from permanent lecturers in Serang, limiting generalizability to other regional or institutional contexts. Third, the self-report nature of all measures introduces common-method bias, though Harman's single-factor test indicated that this was not a substantial concern. Future research should incorporate multi-informant data (e.g., student evaluations and institutional records of publication output) and explore additional mediating or moderating variables such as leadership style, perceived organizational support, and individual resilience.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the influence of competence and organizational culture on organizational commitment and OCB, and their implications for lecturer performance at 13 private universities in Serang, Banten Province. All hypothesized relationships were confirmed and statistically significant. Organizational culture consistently emerged as the dominant predictor across all structural pathways, with total effects of 41.31% on organizational commitment and 40.98% on OCB. Competence contributed meaningfully—31.65% to commitment and 29.02% to OCB—and the two predictors jointly explained 72.96% of commitment variance and 71.10% of OCB variance.

Organizational commitment (47.89% total effect) and OCB (33.02% total effect) together explained 80.91% of lecturer performance variance, affirming their centrality as proximal determinants of work outcomes in higher education. The tri-dharma imbalance—strong in teaching, weak in research and community service—represents the most critical gap for institutional improvement. Strategies that simultaneously strengthen institutional culture, develop lecturer competence, and foster commitment and prosocial behavior

are essential for closing this gap and elevating the quality of private higher education in Indonesia.

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