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PERCEIVED LEADERSHIP STYLES AND ACADEMICIANS' JOB PERFORMANCE: TEACHING, RESEARCH, AND COMMUNITY SERVICES IN INDONESIA

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ABSTRACT

The purpose of this study was to investigate the relationship between the perceived leadership style and academicians' job performance. Participation consisted of 244 lecturers of public universities (n = 188) and private universities (n = 56) who responded to a questionnaire survey on the perception of indigenous leadership styles in Indonesia and academicians' job performance, namely teaching performance, research performance, and community services. The study adhered to a correlation research design by employing path analysis to investigate and assess the relationship degree amongst perceived leadership styles, teaching performance, research performance, and community services. This research identified a significant relationship between perceived leadership styles and three kinds of education performance. Meanwhile, this study also demonstrated that both research performance and community services mediated the relationship between perceived leadership styles and teaching performance.

Keyword: *Teaching, Research, Community Services, Perceived Leadership Styles, Correlation*

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INTRODUCTION

Performance evaluation and monitoring of academicians are supposed to be comprehensive, regular, and systematic, since they reflect the primary means of administering the subsequent development of subjects' quality (Carlucci, Renna, Izzo, & Schiuma, 2018). Besides, the source data applied to measure performance should not be derived from a single source (Hammond, Beardsley, Haertel, & Rothstein, 2012; Tucker & Stronge, 2005). Academicians' performance, especially teaching performance, can be conducted through self-evaluation (Airasian & Gullickson, 2006; Akram & Zepeda, 2015) and Student Evaluation of Teaching (SET). Self-evaluation, nevertheless, is beneficial to increase internal understanding and consensus in an organization when it is associated with direct managerial appraisal (Baruch, 1996). Consequently, teaching performance assessment in the form of self-evaluation should be developed to improve the overall performance of the educational institution. Through self-evaluation, academicians can realize their personal and professional evolvement. When formulating a measurement tool for self-evaluation, academicians acknowledge their potentials, demands, and development trends in the society (Ross & Bruce, 2007).

Academicians' job performance emphasizes more on the aspect of teaching performance (Graham, 2015; Kim & MacCann, 2018; Tamban & Banasihan, 2017). Academicians should facilitate students' learning experience to ensure curriculum comprehension, lesson substance, and student development demands. Hence, a more effective performance among academicians can be achieved (Stronge, 2012). At higher education institutions, academicians' performance can be divided into two, namely teaching performance and research performance (Burke-Smalley, Rau, Neely, & Evans, 2017; Cadez, Dimovski, & Age of Groff, 2017; El Ouardighi, Kogan, & Vranceanu, 2013; Rodríguez & Rubio, 2016; Vugt et al., 2007).

However, debate is still ongoing on whether the teaching performance or research performance is considered more dominant in determining academicians' efficiency. Meanwhile, in certain higher education institutions, there has been an additional variable of community services to gauge performance (Ghannam, 2007). In Indonesia, for instance, lecturers' performance in higher education comprises a triple mission, known as Tri Dharma of Higher Education of Indonesia (Fahma, Damayanti, & Lestari, 2011; Hamzah, Suyoto, & Mudjihartono, 2010; Suryaman, 2018; Tutik, Sari, & Prabowo, 2006). This present study refers to the Tri Dharma to describe academicians' performance aspects, among others, in teaching, research, and community services. In previous studies, several different measurement methods have been presented to identify academicians' performance. Nevertheless, the respondents were selected from limited scopes (Fahma et al., 2011; Tutik et al., 2006). Hence, the effort of developing a research instrument based on the Tri Dharma in Indonesian universities requires a more effective methodology.

Academicians' performance is closely related to leadership performance in higher education institutions. As a matter of fact, effective leadership can determine optimal performance (Asrar-ul-Haq & Kuchinke, 2016; Danladi Mohammed et al., 2014; Kelly, Zuroff, Leybman, & Martin, 2011; Kirkpatrick & Locke, 1996; Wren, 2018). Leadership performance can be perceived from two viewpoints: the leader's perspective and the follower's perspective. Leadership performance from the follower's perspective is crucial due to its impact on the follower's performance. The leadership perspective theory was initially proposed by Lord, Vader, and Alliger (1986) and was further developed by Gerstner & Day (1994) upon discovering that effective leadership depends on followers' perception. Followers accept their respective leaders by constructing favourable comparisons based on prototypes in their subconscious notions (Shaw, 1990).

This study would discuss the effect of perceived leadership styles toward teaching performance, research performance, and community services performance. It would also examine the direct-indirect relationships that occur among the three educational performances above. Over time, research performance among academicians has intensified increasingly, even shifting from the core role of teaching (El Ouardighi et al., 2013; Galbraith & Merrill, 2012; Rodríguez & Rubio, 2016). However, teaching performance remains the core responsibility of higher education in Indonesia. This present study refers to the Republic of Indonesia's higher education law, where education and teaching roles are fundamental in stimulating students to become religious, self-controlled, kind-hearted, knowledgeable, well-mannered, and skilful. Students are expected to be capable of contributing to the development of their personality, community, nation, and country. Thus, teaching performance should be considered the highest priority in Indonesia's education administration, before the other two performances.

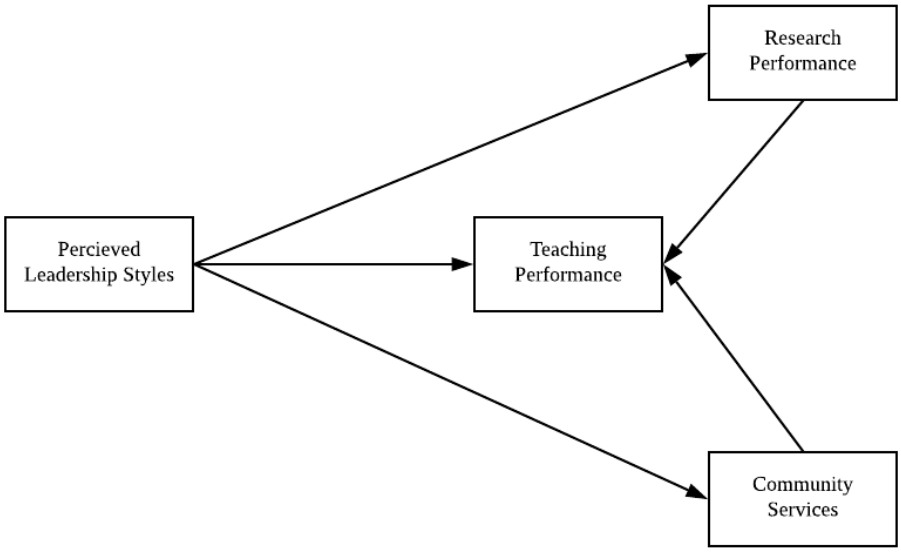

Figure 1: Conceptual Framework

Summary of hypotheses:

H1: Perceived Leadership Styles and Teaching performance are not significantly correlated.
H2: Perceived Leadership Styles and Research performance are not significantly correlated.
H3: Perceived Leadership Styles and Community Services are not significantly correlated.
H4: Research performance and Teaching Performance are not significantly correlated.
H5: Community service and Teaching Performance are not significantly correlated.
H6: Moderating role of research performance is not found on the correlation of perceived leadership styles and teaching performance.
H7: Moderating role of community services is not found on the association between perceived leadership styles and teaching performance.

METHOD

Participants and procedure

In this study, academicians refer to all lecturers in Indonesia's higher education. Participation in this research involved 244 lecturers. First, they were required to fill out a modified questionnaire on the Asta Brata leadership style. The questionnaire attached an explanation of the perceived leader in this style. Leaders refer to the direct supervisors in the department where the lecturers work. The distributed questionnaire mentioned that the leaders to be rated were those who are directly related to educational issues in the department and those who directly manage the academic performance of a subject. The next stage required the lecturers to fill out the questionnaire on self-performance evaluation based on the triple mission indicators of Indonesia's higher education. In accordance with design of the present study, a group of academic leaders from selected public and private universities constituted the sample respondents.

Measures

The Asta Brata Leadership Style scales

The leadership style employed was an indigenous style commonly practiced in Indonesia. As a matter of fact, the Asta Brata style has been developed by a number of researchers (As'ad, Anggoro, & Virdanianty, 2011; Bagus, Dharmanegara, & Sudarma, 2013; Hidayat & Setiyowati, 2017; Sapta, Supartha, Riana, & Subudi, 2016; Selvarajah & Meyer, 2017; Selvarajah, Meyer, Roostika, & Sukunesan, 2017; Setiyowati, 2015; Setiyowati & Zabidi, 2018). However, the present study only applied definitions which have been deeply explored and implemented in the educational contexts of both students and academicians (As'ad et al., 2011; Setiyowati & Zabidi, 2018). This study's questionnaire was simplified from the two previous studies mentioned above.

Table 1
Example Items of the Asta Brata Leadership Style

Variable	Item
Asta Brata	My leader guides and encourages me to accomplish a mutual goal.
	My leader enjoys direct interaction with subordinates, in both personal and professional matters.

Academicians' job Performance

The instrument for measuring academicians' job performance in Indonesia upholds the Tri Dharma of Higher Education. The present study utilized three definitions from the Ministry of Higher Education of Indonesia. Nonetheless, no measurement instrument had been validated before under the research methodology principle. Owing to that matter, this study developed its own measurement instrument.

In the formulation of the scales, the researchers created a focus group discussion among academicians from one of the education-based universities in East Java, Indonesia. Thirty lecturers with various levels of position were asked to formulate aspects of the Tri Dharma of Higher Education, which are expected from all academicians. This principle was based on the lecturers'

workload and evaluation guidelines of the higher education implementation, and the Directorate General of Higher Education of the 2010 national education department. Through this process, five teaching and education items, five research and development items, and five community services items were identified. Subsequently, these items were employed as the measurement instruments distributed to the selected sample. The chosen sample in this study consisted of all academicians from both public and private universities in Indonesia. By way of online survey, 244 respondents filled out the questionnaire entirely without missing any value.

Table 2
Example Items of academicians' job performance

Variable	Item
Teaching	Teaching is based on the expertise with up-to-date learning media
Research	Having a tangible and measurable research road map and a publication target
Community services	Having a clear and scheduled community services target.

Table 3
Participants' Demographic Information

	Frequency	Percentage
Gender		
Male	99	40.57%
Female	145	59.43%
Age group		
≤ 35	67	27.46%
36-45	98	40.17%
46-55	59	24.18%
>55	20	8.19%
Length of work		
<5 years	40	16.39%
5-10 years	129	52.87%
>10 years	75	30.74%
University Status		
Public Focused	188	77.05%
Private Focused	56	22.95%
Employment status		
Government employee lecturer	100	40.98%
Permanent lecturer non-Government Employee	85	34.84%
Contract lecturer	59	24.18%
Field of study		
Science	53	21.72%
Social	191	78.28%

DATA ANALYSIS

Analysis stage 1

The establishment process of the Tri Dharma instrument for higher education was conducted through the stages of the focus group discussion among higher education academicians in Indonesia. They were required to examine the key performance indicators of the Tri Dharma of Higher Education, in accordance with the Guidelines for Lecturers' Workloads and Tri Dharma Implementation Evaluation of Higher Education, Directorate General of Higher Education, and Ministry of National Education of 2010. Guided by the researchers, each indicator was reviewed and formulated into a scale. In the process, some key performance indicators were integrated into one scale. For instance, "developing lecture programmes" and "developing teaching materials" were classed into "having a clear and measurable teaching design in line with the curriculum."

The elements became as a reference for creating a scale which comprises the challenges of higher education performance based on international standards and the fulfilment of the cognitive, affective, and behavioural aspects. Discussions on key performance indicators and scale formulations were carried out in one study and consensus was reached on five teaching performance items, five research performance items, and five community services items. Supporting the Tri Dharma of Higher Education was not included in this performance formula since all the elements had been integrated into the 15 items.

Analysis stage 2

Upon formulating the performance scale based on the Tri Dharma of Higher Education, this study employed a path analysis with the assistance of smart PLS 3. The result of the Partial Least Squares analysis would determine the validity and reliability of the items. These modelling stages would concern the outer model and inner model in recognizing the reliability and validity.
The first stage of the outer model in this study was to calculate Convergent Validity.

Based on the Convergent Validity Principle, two items with outer loading values below 0.7 would be deleted. The result of the subsequent analysis described that all items had an outer loading above 0.7

In calculating the fit model, the SRMR value on the estimated model was 0.125. Hence, the model submitted based on the hypothesis was not considered suitable. The researchers found that research performance and community services did not correspond with each other in this model, because the community construct was less examined from academicians' performance. Besides, no research had been done before to discuss the potential of a mutually influential relationship between community services and lecturers' research performance. Consequently, the researchers would then carry out a model by connecting the two variables.

Next, to examine item validity and reliability, the analysis was re-conducted but with the eliminated items being included.

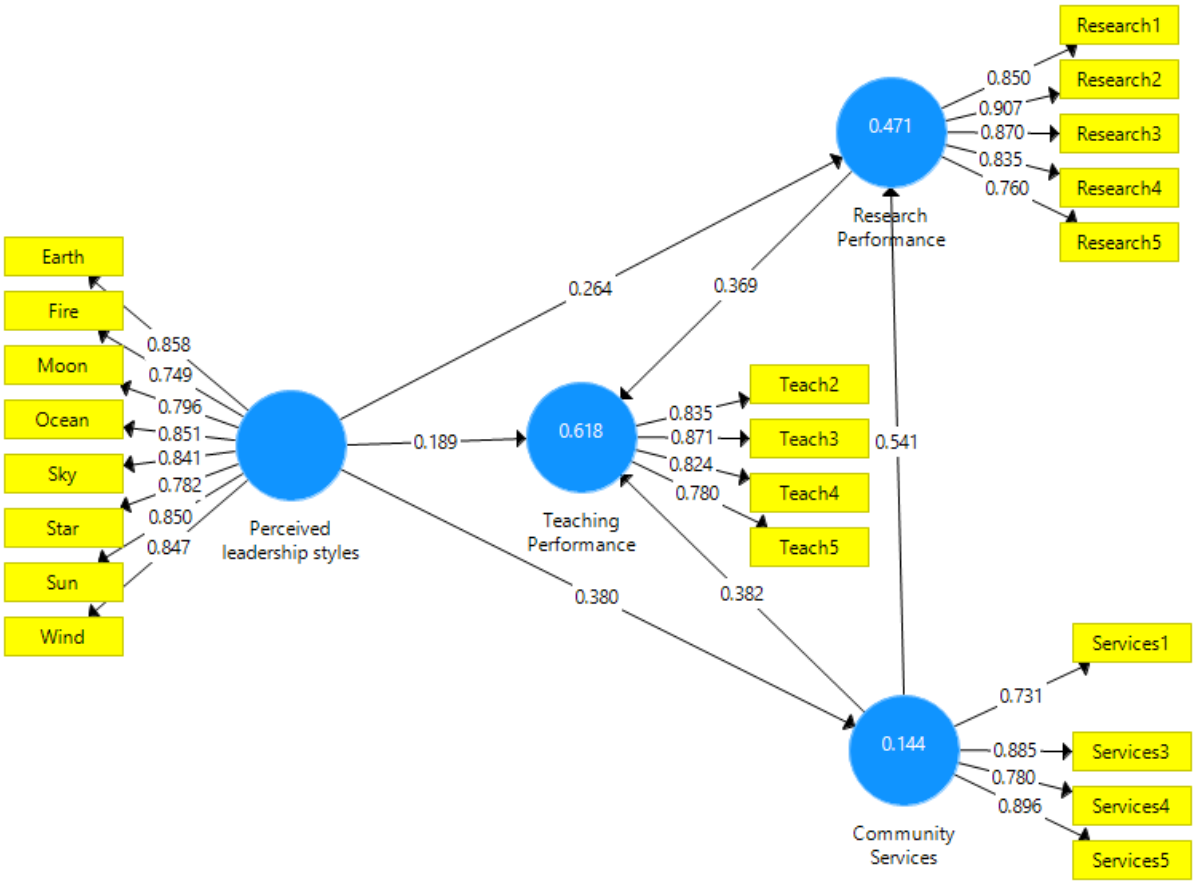

Figure 2: Partial Least Squares

Table 4
Cronbach's Alpha, Composite Reliability, and Convergent Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Community Services	0.841	0.850	0.895	0.682
Perceived leadership styles	0.931	0.936	0.944	0.677
Research Performance	0.900	0.902	0.926	0.715
Teaching Performance	0.846	0.847	0.897	0.686

The repaired model illustrated the total value of Composite Reliability > 0.8, Average Variance Extracted (AVE) > 0.5, and Cronbach's Alpha > 0.6 for all constructs. It can be inferred that the instruments of the perceived leadership styles, research performance, community services performance, and teaching performance have higher reliability.

Table 5
Standardized Root Mean Square Residual (SRMR)$_{< 0.08}$

	Original Sample (O)	Sample Mean (M)	95%	99%
Saturated Model	0.069	0.055	0.066	0.07
Estimated Model	0.069	0.056	0.068	0.073

This model was observed to meet the SRMR standard < 0.08. Thus, the subsequent analysis entailed examining the analysis of the final path.

Testing the hypothetical structural model

Table 6
R-Squared

	R-Squared	R-Squared Adjusted
Community Services	0.144	0.137
Research Performance	0.471	0.462
Teaching Performance	0.618	0.609

*0.67 (strong), 0.33 (moderate), and 0.19 (weak)

The R-Squared value in the community services (0.144) was considered to be relatively low, but research performance and teaching performance demonstrated that the moderate values appear to be reliable.

Table 7
F-squared

	Community Services	Perceived leadership styles	Research Performance	Teaching Performance
Community Services			0.474	0.222
Perceived leadership styles	0.169		0.112	0.072
Research Performance				0.189

*0.02 (small), 0.15 (moderate), and 0.35 (big)

The F-Squared effect size analysis was employed to assess the model's benefit, and displayed result in the medium and significant categories, implying that the proposed model in this research was reasonably good.

Table 8
Q^2

	SSO	SSE	Q^2 (=1-SSE/SSO)
Perceived leadership styles	976	976	
Research Performance	610	422.678	0.307
Teaching Performance	488	299.048	0.387
Community Services	488	444.565	0.089

*$Q^2 > 0.0$

The result of prediction relevance showed that the values of research performance and teaching performance were categorized as big, while the value for community services was categorized medium. Based on the result above, the observation values for the model and parameter estimation were considered useful.

Table 9
Discriminant Validity of the Constructs Based on $HTMT_{0.9}$ and $HTMT_{inference}$ Criteria of the new model

	Community Services	Perceived leadership styles	Research Performance
Perceived leadership styles	0.423 (0.206 - 0.596)		
Research Performance	0.738 (0.585 - 0.843)	0.508 (0.325 - 0. 646)	
Teaching Performance	0.817 (0.675 - 0.912)	0.562 (0.357 - 0.713)	0.805 (0.687 - 0.884)

The discriminant validity calculation based on HTMT 0.9 and HTMT Inference Criteria showed that all HTMT values were less than 0.9. Whereas, the upper level of Bias-Corrected and Accelerated bootstrap confidence intervals were below the value of 1. It can be interpreted that the validity for all constructs is regarded as useful and fulfils the requirements.

Table 10
Collinearity Assessment Among the Constructs using VIF

	Community Services	Perceived leadership styles	Research Performance	Teaching Performance
Community Services			1.169	1.723
Perceived leadership styles	1.000		1.169	1.300
Research Performance				1.891
Teaching Performance				

*VIF = Variance Inflation Factor > 0.5

Table 10 shows that the VIF values for the latent variables constructing the inner models were below the critical value of 5, illustrating that collinearity issues were insignificant in this analysis (Hair, Hulf, Ringle, & Sarstedt, 2017)

Table 11
Hypotheses testing result

Variables	PATH COEFFICIENT (β)	T-VALUE (>1.96)	P-VALUE
Perceived leadership styles*Teaching performance	0.189	2.732	0.007
Perceived leadership styles*Research performance	0.264	3.593	0.000
Perceived leadership styles*Community services	0.380	4.653	0.000
Research performance*Teaching performance	0.369	3.964	0.000
Community services*Teaching performance	0.382	4.309	0.000
Perceived leadership styles*research performance*teaching performance	0.097	2.427	0.016
Perceived leadership styles*Community services* Teaching performance	0.145	3.284	0.007
Research performance*Community services	0.541	6.745	0.000

DISCUSSION

The present study examined the relationship between perceived leadership styles and academicians' job performance among lecturers in higher education institutions. Academicians' job performance in Indonesia covers teaching performance, research performance, and community services. Teaching performance, a component of academicians' job performance, is constituted to be dominant in Indonesia as it plays the role of transferring knowledge and building students' character. The relationship among the three job performances in this research is unique since they are associated with each other.

Perceived leadership styles directly affect teaching performance, research performance, and community services performance

Perceived leadership styles influence teaching performance (p value = 0.007), research performance (P value = 0.000), and community services (P value = 0.000). This is in line with previous studies' analyses that there is a direct correlation between perceived leadership styles and job performance (Khairizah et al., 2014; Purwanto, 2014; Rendyka Dio Siswanto & Hamid, 2017). In the present study, it can be concluded that academicians' perception toward their respective leaders impacts teaching methods based on expertise with up-to-date learning media. Besides, those who perceive their leaders positively are likely to demonstrate clear and measurable lesson plans in line with the curriculum.

In terms of communication, academicians who perceive their leaders positively may also demonstrate better professional relationship with students in the teaching and learning process. Moreover, they may have a harmonious interpersonal relationship with their partners. It is relevant to the style of the Wind (from the Asta Brata leadership style), where one is likely to establish congenial relationships with subordinates (As'ad et al., 2011). Furthermore, such academicians also view themselves as having a learning vision in line with a World Class University standard.

Generally, to promote competitiveness among universities in Indonesia, the Ministry of Higher Education has promoted the improvement of higher education performance with a continuous evaluation system (Kustono et al., 2010). Some of the improvements include: (1) amendment and renewal of education by combining academic dominance, market demand, and community needs; (2) research prevalence, creativity, and entrepreneurial activity, as well as graduates who are globally competitive both in hard skills and soft skills; (3) collaboration and synergy with the industry, the government, professional associations, educational institutions, and testing, at home and abroad, including lecturer and student exchanges; (4) curriculum refining; and (5) accreditation system by promoting a continuous quality improvement, namely National and International accreditation towards attaining World Class University status.

From the study's perspective, positive perceptions of leaders are associated with high scores from self-evaluation, which relates to the implementation of research based on expertise. The researchers also observed that academicians claim to have clear and well-structured research road maps and publication targets, as well as research teams, that can continuously upgrade their knowledge. It may seem that leaders behave based on the subordinates' positive perspective. Leaders who guide and maintain an interaction with their subordinates are capable of stimulating positive efforts related to job performance (Widodo, 2006).

Academicians who have a positive perception of their leaders appear to be willing to reflect and discuss the challenges of future research with colleagues, compared to those who have a negative view of their leaders. Subordinates are also likely to build a research collaboration network with researchers from various countries. The relationship between perceived leadership styles and community services could also be observed from the high score of self-evaluation on target clarity and activities related to community services. Moreover, academicians also acknowledge their harmonious interpersonal relationship with the community and their working programmes for developing tolerance toward community diversity. In daily life, academicians grant high scores on the ability to socialize in the community.

From the Asta Brata leadership styles, academicians who show high-quality performance in teaching, research, and community services, are likely to perceive leaders as a guiding and encouraging energy (Sun), to enjoy direct interaction with subordinates (Wind), motivate others in a cheerful manner (Moon), to be assertive in taking position and exhibit initiative (Fire), to display generosity when helping but still be fair (Earth), to have broad knowledge and competence (Sky), to be open to aspirations and still be wise in addressing each criticism (Ocean), and to demonstrate confidence in upholding a principle (Star). Some findings proposed that perceived leadership styles are related to job performance (Khairizah et al., 2014; Nisa, 2018; Widodo, 2006; Yanuarita, 2016).

The relationship between research performance, community services, and teaching performance

Research performance and teaching performance

In the hypothetical test conducted, a correlation was detected between research performance and teaching performance (p-value = 0.000), implying that the greater the research performance score, the greater the teaching performance score. Previous studies had not discovered a correlation between research performance and teaching performance (Hattie & Marsh, 1996; Marsh & Hattie, 2002). Nonetheless, the present study identified a relatively high value (r = 0.369).

The items employed to explain research performance and teaching performance in this research were process-oriented rather than result-oriented (i.e. neither on the number of research papers produced nor the total credit hours taught). If teaching and research are viewed from the process perspective, relationship dynamics can be seen between variables (Kinchin & Hay, 2007)

Community services and teaching performance

Community services correlated with teaching performance (p-value = 0.000, r = 0.389). In this context, the integration between community services and the curriculum was significant. For example, during the learning process, the curriculum connects theory and practice. Thus, the selected convenient target is needed by the society. A well-structured and scheduled community service programme could be planned and implemented from a curriculum taught at higher education institutions.

Community services should be included in the performance calculation (Ghannam, 2007; Lising et al., 2000; Suryaman, 2018), as a direct integrative relationship exists between theoretical curriculum and field practice. Higher education institutions should map out the necessary objectives of community services based on relevant scientific fields, since each area of science has distinctive characteristics that can be implemented to develop and improve the society.

Research performance and community services

This study included a relationship between research performance and community services in the analysis model. Research on academicians' job performance had not discussed this relationship much. Nevertheless, due to certain regulations whereby results of community services could and should be published (Kustono et al., 2010), the relationship became significant.

The number of working programmes and publications is not the focus of this study. However, its correlation is reasonable. It was noticeable when academicians engaged in community services with clear objectives that are relevant to their scientific field and produced working programmes to develop tolerance for diversity in society. These programmes' results were in the form of manageable and published data.

Mediating role of research performance between perceived leadership styles and teaching performance

From the analysis result, the moderating role of research performance was discovered to be in correlation with perceived leadership styles and teaching performance (P-value = 0.016), implying that in addition to the direct correlation between the perceived leadership styles and teaching performance, the role of research performance is also essential. Nonetheless, a moderating variable can either strengthen or weaken the relationship among variables. In this study, the perceived leadership styles correlated with teaching performance, and that relationship was strengthened further by the research performance. This relationship is congruent with the finding where research performance and teaching performance have a significant correlation (Kinchin & Hay, 2007).

Mediating role of community services between perceived leadership styles and teaching performance

In this relationship, the moderating role of community services was in correlation with perceived leadership styles and teaching performance (P-value = 0.007). The correlation flow between perceived leadership styles and teaching performance can be explained by using community services performance as a moderating variable. It implies that the community services performance can increase or decrease the strength of relationship between perceived leadership styles and teaching performance. If the community services score is high, the relationship between the two other variables can be elevated. On the other hand, if it is low, the relationship between these two variables will also decrease. Nevertheless, the relationship between perceived leadership styles and teaching performance was significant during the direct analysis in this study. Even so, higher education institutions are expected to be concerned with relationship dynamics since academicians' job performance is affected comprehensively. It is congruent with previous researches that community services performance is part of academicians' performance; this should clearly be considered at some point (Ghannam, 2007; Lising et al., 2000; Suryaman, 2018)

CONCLUSION AND SUGGESTIONS

Perceived leadership styles contributed a fundamental role in determining academicians' job performance. Academicians perceived their leaders as those who master a broad knowledge, are able to guide and encourage, are able to build interaction, bring a cheerful atmosphere, and motivate, are generous and fair yet assertive in making decisions, are confident in upholding principles, are open to aspirations, remain wise in addressing each criticism, and show positive self-evaluation of their performance.

Academicians' job performance in Indonesia, called the Tri Dharma of Higher Education, interconnects different types of performance. In this research, it was evident that the three principles influenced each other. Academicians who have high research performance appeared to have high teaching performance. Likewise, academicians who have a clear community service programme will possess high teaching performance as well. Consequently, the three variables of academicians' job performance in Indonesia are unique due to their inseparable dynamics.

Due to the interrelated relationships, each dependent variable was discovered to be the moderating variable for teaching performance. Research performance and community services performance were the moderators of the relationship between perceived leadership styles and teaching performance.

Nevertheless, this study has limitations at some points. First, the definition of academicians' job performance would evolve over time; so, consistent revisions and the demand for vision and mission amendments in various organizations in each university may lead to the modification of the definition's constituents over time. As such, research gaps on academicians' job performance in Indonesia will still be wide open. Second, this study emphasized self-evaluation, because it could assist leaders to map the dynamics perceived by academicians, from which, the results could be used by leaders to understand, to adapt, and to improve job performance. Notwithstanding, since this study examined perception, the performance measurement instruments were dependent on performance calculation. Several companion evaluations were required so that job performance results were valid and reliable. Third, this study did not separate private and public higher education

institutions. Even though the number of higher education institutions could be represented, some higher education policies are distinct between private and public institutions. Hence, future research is recommended to separate the two types of institution to better observe the differences.

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