



Relationship of organisational culture and leadership towards lecturer motivation in government vocational higher education

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Abstract. *Introduction.* The era of the industrial revolution 4.0 is a challenge for administrators and lecturers in higher education. Changes and developments in technology and types of work occur quickly, forcing educational institutions to change according to these changes. Vocational higher education managed by the government has specificities in organising and managing their education. *Aim.* This research aims to determine the relationship and effect between organisational culture on leadership, between leadership on lecturer motivation, and between organisational culture on lecturer motivation in the institutions of Government Vocational Higher Education (GVHE). *Methodology and research methods.* This is explanatory research, with samples taken from lecturers of GVHEs and the information collected through the questionnaires. The partial least squares (PLS) method was used to measure relationships and effects between the variables, such as organisational culture on leadership, leadership on lecturer motivation, and organisational culture on lecturer motivation. *Results and scientific novelty.* The results showed that organisational culture and leadership had a significant relationship, and organisational culture had a moderate effect on leadership. Leadership has a significant relationship to lecturer motivation. Organisational culture has an insignificant relationship with lecturer motivation. However, organisational culture and leadership have a considerable influence on lecturer motivation. *Practical significance.* This research gives recommendations to leaders of GVHEs to adapt to the current challenge, be more flexible in their organisational culture, and have good leadership to improve the lecturer motivation, which impacts their performance.

Keywords: education quality, motivation, leadership, organisational culture, vocational education

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Взаимосвязь организационной культуры и лидерства с мотивацией преподавателей в государственном высшем профессиональном образовании

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Аннотация. *Введение.* Эпоха четвертой промышленной революции – это вызов для администраторов и преподавателей высших учебных заведений. Изменение и развитие технологий и видов работ происходят быстро, вынуждая образовательные учреждения соответствовать новым требованиям. Государственное высшее профессиональное образование имеет свои особенности организации образовательного процесса и управления им. *Цель.* Целью данного исследования является определение взаимосвязи и влияния организационной культуры, лидерства и мотивации преподавателей в государственном высшем профессиональном образовании. *Методология и методы исследования.* Настоящая работа представляет собой разъяснительное исследование, в котором в качестве респондентов выступили преподаватели государственных высших учебных заведений. Информация была собрана с помощью анкет. Метод частичного наименьшего квадрата (PLS) использовался для измерения взаимосвязи и влияния организационной культуры, лидерства и мотивации преподавателей. *Результаты и научная новизна.* Результаты исследования показывают, что организационная культура и лидерство имеют значимую связь, организационная культура оказывает умеренное влияние на лидерство. Лидерство и мотивация преподавателей имеют значимую связь, организационная культура и мотивация преподавателей – незначительную. Однако организационная культура и лидерство вместе оказывают существенное влияние на мотивацию преподавателей. *Практическая значимость.* Это исследование дает руководителям высших учебных заведений рекомендации адаптироваться к текущей задаче, быть более гибкими в своей организационной культуре и иметь хорошие лидерские качества для улучшения мотивации преподавателей, что влияет на их производительность.

Ключевые слова: качество образования, мотивация, лидерство, организационная культура, профессиональное образование

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La cultura organizacional y liderazgo y su interacción con la motivación docente en la educación pública vocacional superior

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Abstracto. *Introducción.* La era de la cuarta revolución industrial es un desafío tanto para las directivas como para los profesores de instituciones de educación superior. Los cambios y avances en la tecnología y los tipos de trabajo ocurren a una velocidad inusitada, lo que obliga a los planteles educativos estar a la orden del día en cuanto a las nuevas demandas se refiere. La educación pública vocacional superior se ha caracterizado por su autonomía en cuanto a los mecanismos y procesos de organización y gestión del acto educativo. *Objetivo.* El propósito de este estudio es determinar la influencia de la cultura organizacional, el liderazgo y su interacción con la motivación docente en la educación pública vocacional superior. *Metodología, métodos y procesos de investigación.* El presente trabajo es un estudio explicativo en el que los encuestados fueron docentes de instituciones públicas de educación superior. La información se recopiló mediante cuestionarios. Se utilizó el mínimo cuadrado parcial (PLS) para medir la influencia de la cultura organizacional, el liderazgo y su interacción con la motivación del profesorado. *Resultados y novedad científica.* Los resultados del análisis muestran que la cultura organizacional y el liderazgo tienen una relación significativa, la cultura organizacional se refleja con su impacto moderado en cuanto tiene que ver con el liderazgo. El liderazgo y la motivación docente tienen una relación significativa, la cultura organizacional y la motivación docente no tienen una relación muy estricta. No obstante, la cultura organizacional y el liderazgo juntos tienen un impacto significativo en la motivación de los docentes. *Significado práctico.* Este estudio proporciona recomendaciones para que los líderes de educación superior se adapten a la tarea en cuestión, sean más flexibles en su cultura organizacional y posean un buen dominio de habilidades de liderazgo para mejorar la motivación del profesorado, para que en su momento incidan positivamente en su desempeño.

Palabras claves: calidad de la educación, motivación, liderazgo, cultura organizacional, educación profesional

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Introduction

Government Vocational Higher Education (GVHE) is a vocational higher education managed by the government. GVHE has specificity and uniqueness in conducting education for its students. The specificity of GVHE is that graduates are prepared to work in government institutions. Therefore, the learning process also

has its characteristics according to the needs of government institutions. In general, vocational higher education faces some challenges in the current era. The challenges such as rapid technological developments, types of work that change to suit world conditions, and higher societal expectations for vocational graduates who graduate immediately receive employment. In Indonesia, there are several GVHE institutions that focus on the fields of aviation, maritime affairs and fisheries, shipping, and railways. Vocational higher education, which is under the management of the government, has characteristics that distinguish it from other vocational higher education, especially in organisational culture, leadership, and lecturer motivation. By definition, organisational culture is how people in the organisation interact with one another, how decisions are made well, and how work can be done and completed properly and on time [1, 2]. The culture of government organisations has a unique identity and atmosphere that is different from other organisations. Government organisational culture has its norms and values, traditions, communication, organisational structure, and management style [3]. In general, the culture of government organisations tends to be rigid and less adaptive to change. Meanwhile, the current challenges require an organisational culture that can adapt to the changes themselves [4].

Leadership is needed to direct the direction of development and objectives of the mission of vocational higher education in facing current challenges. Leadership involves skills in communicating between leaders and subordinates, building harmonious relationships between leaders and subordinates, managing conflicts that occur, and developing the careers and abilities of others [5]. Generally, leadership in government institutions is in the form of top-down orders that must be implemented. In reality, a public institution must develop transformational leadership to face the challenges and transformations of today's world. This is accomplished by providing inspiration, which motivates subordinates to work harder since increased job motivation will also increase employee performance. [6]. Leadership at GVHE is also required to make the right decisions, formulate strategies properly, and guide teams or organisations towards the best results in facing existing challenges.

Motivation is needed by someone to be able to change to follow the changes. Lecturer motivation at an educational institution is also needed in teaching and in reaching his/her career. Motivation involves the drive, desire, and energy that encourage individuals to take action or take concrete steps to achieve desired results [7]. Lecturers who teach at GVHE are also required to motivate themselves to work hard and try to achieve what they want. Some reinforcements and rewards can increase individual motivation such as praise, recognition, material rewards, and positive reinforcement. This reinforcement can come from the environment or the results of the individual's achievements. Motivation can also be influenced by needs, expectations, and values [8].

The organisational culture in GVHE is not in line with changes in institutional status in GVHE. The change from an academy to a polytechnic does not change the culture of lecturers who must improve the level of education. Organisational culture

must be changed by adjusting the development of learning. The GVHE leadership style still uses a transactional leadership, organisational governance based on educational standards made by technical ministry. This is different from other public and private universities whose educational standards refer to the ministry of education. Therefore, the importance of leadership in lecturer motivation is to encourage lecturers to work better so that they can improve academic quality at GVHE. GVHE should be encouraged to be able to create a positive organisational culture despite the limitations of educational standards set by the technical ministry. A culture that is formed in order to support or jointly with leadership can increase lecturer motivation. Therefore, it is necessary to conduct research to be able to determine the relationship and influence of leadership factors and organisational culture on the motivation of GVHE lecturers. Figure 1 shows the GVHE coordination structure.

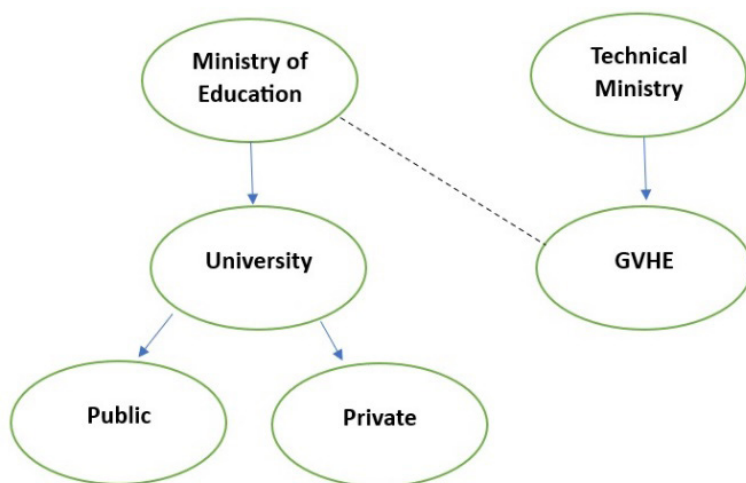


Fig. 1. GVHE coordination structure

This research was conducted at several GVHEs in polytechnics under government authority in Indonesia. These polytechnics include those related to aviation, shipping, marine and fisheries, and railroads. This research aims to determine the influence of organisational culture and leadership on lecturer motivation at GVHE. Research problems namely:

- Do organisational culture and leadership at GVHE have a significant relationship?
- Do the leadership and lecturer motivation at GVHE have a significant relationship?
- Do organisational culture and lecturer motivation at GVHE have a significant relationship?

Literature Review

This research used three variables: organisational culture, leadership, and lecturer motivation. These three variables were chosen because of their crucial role in managing and improving the quality of education in various contexts. A strong organisational culture can be an important factor in managing change and adapting to new challenges. Leadership has a very important role in establishing an effective learning environment and empowering teaching staff and students. Lecturer motivation has a direct impact on the quality of teaching and learning in the classroom. Motivated lecturers tend to be more involved in academic activities and more creative in delivering learning material. The variables such as organisational culture, leadership and lecturer motivation are the focus of this research because of their important role in forming a conducive learning environment, improving the quality of education, and achieving the goals of educational organisations. Many studies have been conducted to explore the impact and implications of these variables [9–11]. The following is a description of several references related to these three variables.

1. Organisational Culture

According to V. David, organisational culture is a collection of norms, values, beliefs, traditions, and behaviours that describe the unique characteristics of an organisation [12]. B. Schneider, M. G. Ehrhart, Macey W. H. noted that organisational culture covers various aspects, including norms and values, traditions, communication, organisational structure, and performance orientation [13]. Aspects of norms and values in organisational culture include norms of behaviour that are considered acceptable and core values that are upheld by members of the organisation. The norms and values aspects form guidelines on how to interact, work, and collaborate in the work environment. Traditions in organisational culture include habits, events, or practices that are carried out repeatedly and passed down from generation to generation, especially in government organisations.

Communication in organisational culture influences how communication is carried out within the organisation. Is communication more open and collaborative, or more formal and hierarchical? Organisational culture also influences the flow of information and how important news or developments are conveyed. Organisational structure in organisational culture affects the level of flexibility in decision making, considering the level to which the company welcomes innovation, including the extent to which effective hierarchy affects the speed of information delivery.

Performance orientation in organisational culture can reflect how the organisation views performance achievement. Is the organisation more focused on the result or more concerned with process and collaboration? Organisational culture has a significant impact on employee motivation, retention, collaboration, and the image of the organisation in the eyes of employees and the public [3]. Understanding and managing organisational culture is wisely important in creating a healthy, productive, and competitive work environment.

2. Leadership

In the study by W. Strielkowski, leadership is a person's ability to lead, direct, and influence individuals or groups in achieving certain goals [14]. Leadership involves leaders in inspiring, directing, and guiding others to work together effectively and efficiently. Leaders who have good leadership can provide a positive influence, a good vision for the future, and the ability to motivate others. Leadership has an important role in directing the organisation, motivating the team, and achieving common goals. Effective leaders can create a positive work culture, inspire innovation, and create an environment where people feel valued and motivated to give their best. Leadership has different leadership styles, such as transformational, transactional, democratic, authoritarian leadership, and others. Each approach has its focus and characteristics in managing and motivating people.

3. Motivation

In accordance with M. Guillén, motivation is an internal state that encourages individuals to act, behave, or direct their efforts toward achieving certain goals [15]. Motivation consists of 2 types, namely intrinsic motivation and extrinsic motivation. M. Hartnett states that intrinsic motivation arises from within the individual, while extrinsic motivation appears influenced by external factors such as rewards, punishments, or pressure [16]. Motivation is a key factor that influences a person's behaviour and interaction with his/her environment. Some important concepts related to motivation include needs, desires and goals, reinforcement and rewards, self-satisfaction, and work environment. Motivation often arises from individual needs or desires. These needs can be physiological such as food, water, and shelter, or psychological needs such as a sense of esteem, opportunities for growth, and personal accomplishment. Motivation can also be triggered by eagerness and goals. The eagerness to work hard and strive to achieve what is desired with specific and meaningful goals has the potential to trigger strong motivation. Motivation can increase when triggered by positive reinforcement, such as praise, recognition, or material rewards. This reinforcement can come from the environment or the results of the individual's achievements. Intrinsic motivation can increase through personal achievement and successful self-development can increase feelings of self-satisfaction. In large organisations, employee motivation to work and contribute is influenced by organisational culture, leadership, and working conditions. Motivation has an important role in constructing human behaviour and the results achieved. Understanding individual motivation can help in designing strategies, programmes, or environments that enable people to reach their maximum potential.

Methods

1. Population and Sample

The population is lecturers at GHVE in Java Island, Indonesia. Respondents were selected based on a purposive sampling method. The research sample used 60 samples from lecturers at the four GHVEs, namely the aviation polytechnic,

maritime and fisheries polytechnic, shipping polytechnic, and railway polytechnic. Questionnaires had been distributed from March to May 2023.

2. Data Collection Method

This research uses a survey data collection method. The research instrument is an online-based questionnaire. The research instrument was created to measure organisational culture, leadership, and lecturer motivation. The scale used is 1–5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). Questionnaires were distributed online to lecturers at the four GHVEs. The organisational culture indicators were based on the research by K. S Cameron & R. E. Quinn [17] and J. A. Pfister [18]. The organisational culture indicators consist of 8 indicators such as CUL1 to CUL8. The leadership indicators were based on the research by E. H. Schein & P. A. Schein [19] and L. C. Spears & Lawrence M. [20]. The leadership indicators consist of 11 indicators such as LS1 to LS11. The motivation indicators were based on the research by D. G. Arnold, T. L. Beauchamp, N. E. Bowie [21] and F. Herzberg, B. Mausner, B. B. Syderman [22]. The motivation variables consist of 10 indicators such as MOT1 to MOT10. Table 1 shows the variables (organisational culture, leadership, and lecturer motivation) and their indicators.

Table 1

Variables and indicators

Variable	Indicator
Organisational culture	a. Prioritising quality in completing every job (CUL1) b. Working effectively and efficiently (CUL2) c. Carrying out duties to the best to achieve the target (CUL3) d. Innovating in carrying out the duties and functions of lecturers to find new useful things (CUL4) e. Working in a team related to the implementation of the duties and functions of a lecturer (CUL5) f. Experimenting with implementing new useful innovations for teaching (CUL6) g. Developing abilities and character (CUL7) h. Obeying all the rules that exist on campus (CUL8)
Leadership	a. Giving clear and detailed instructions in carrying out duties and work (LS1) b. Prioritising cooperation to achieve organisational goals (LS2) c. Giving the lecturers the freedom to determine their methods or techniques in carrying out work (LS3) d. Believing the ability of the lecturers to do a good job (LS4) e. Taking proportionate roles in problem-solving and decision-making (LS5) f. Providing opportunities for lecturers to discuss work-related problems (LS6) g. Desire to listen and accept the opinions of the lecturers regarding the decisions and policies to be taken (LS7) h. Providing opportunities for lecturers to convey opinions and ideas (LS8) i. Involving the lecturers in setting an organisational goal (LS9) j. Taking supervision for the lecturers in carrying out duties and work (LS10) k. Communicating only in a one-way, with no need for feedback from the lecturers (LS11)

Lecturer motivation	a. Satisfying with the lecturer's career development that has been achieved (MOT1) b. The workplace on campus can make feel comfortable at work (MOT2) c. Working as a lecturer on this campus has made my abilities grow (MOT3) d. The leader on campus always informs the lecturers regarding achieving work assignments (MOT4) e. The tasks and responsibilities given are by field and expertise (MOT5) f. The leader always rewards for being able to demonstrate work performance (MOT6) g. Feeling entrusted to do the job (MOT7) h. The leader provided training to improve abilities and skills as a lecturer (MOT8) i. Recognition of performance motivates me to achieve more (MOT9) j. Feeling appreciated when completing a task (MOT10)
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The PLS method is used to analyse the relationships and effects of organisational culture, leadership, and lecturer motivation variables. The PLS method can explain the presence or absence of relationships between latent variables, so that the relationship between each variable measured using p-value can be known compared to alpha value (α) with conditions 0.05 and effect value using Coefficient of Determination (R^2). Organisational culture and leadership become input for lecturer motivation. Leadership becomes a mediating variable that connects the variables organisational culture and lecturer motivation. Figure 2 shows the relationship of the three variables.

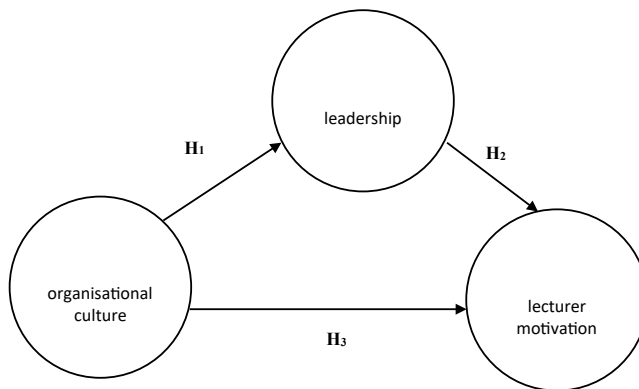


Fig. 2. Framework of the relationship between the variables organisational culture, leadership, and lecturer motivation

3. Research Hypotheses

This research has three hypotheses, namely:

1. H1: There is a significant relationship between the variables organisational culture (CUL) and leadership (LS) at GVHE.
2. H2: There is a significant relationship between the variables leadership (LS) and lecturer motivation (MOT) at GVHE.

3. H3: There is a significant relationship between the variables organisational culture (CUL) and lecturer motivation (MOT) at GVHE.

Results and Discussion

1. Results

Initial calculations show that several indicators for each variable have factor loading values below 0.708. According to J. F. Hair, G. T. M. Hult, C. M. Ringle, M. Sarstedt [23], the loading factor value below 0.708 must be removed. Organisational culture indicators that have factor loading values below 0.708 are CUL7 (developing abilities and character) at 0.609 and CUL8 (obeying all the rules that exist on campus) at 0.397. Leadership indicators that have a factor loading value below 0.708 are LS10 (taking supervision for the lecturers in carrying out duties and work) of 0.595 and LS11 (communicating only in a one-way, no need for feedback from the lecturers) of 0.213. Indicators of lecturer motivation that have factor loading values below 0.702 are MOT9 (recognising performance motivations to achieve more) of 0.079 and indicators of MOT10 (feeling appreciated when completing a task) of 0.513.

After removing these indicators, the calculations were carried out again. The calculation results show better results, where all indicators for each variable meet the requirements. The calculation results from PLS are shown in Figure 3.

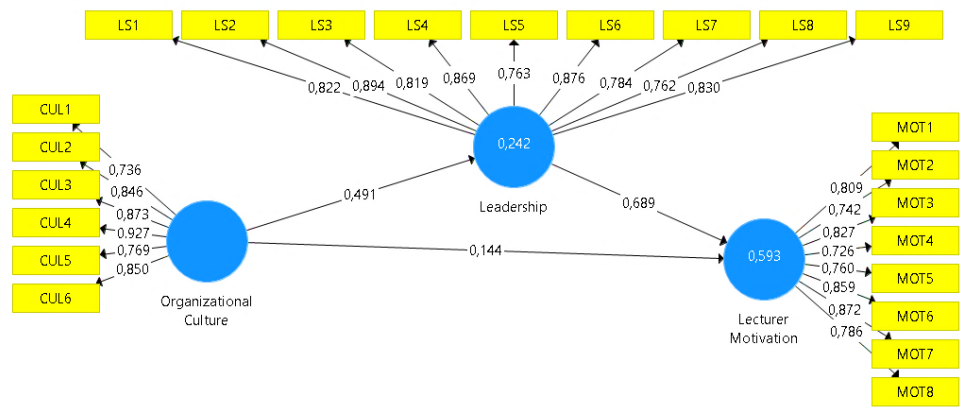


Fig. 3. PLS calculations for the relationship and effects of organisational culture, leadership, and lecturer motivation

Evaluation of Reflective Measurement Model Reliability

Table 2 shows that the loading factors of organisational culture, leadership, and lecturer motivation show results above 0.708 so the model built can be used. Table

4 shows that all loading factors are above 0.708, this shows that the model built has good reliability. According to J. F. Hair, G. T. M. Hult, C. M. Ringle, M. Sarstedt [23], if loading factor value is greater than 0.708 then the model is reliable.

Table 2
Loading factor of organisational culture, leadership, and lecturer motivation

ID Indicator	leadership	motivation	organisational
CUL1			0.736
CUL2			0.846
CUL3			0.873
CUL4			0.927
CUL5			0.769
CUL6			0.850
LS1	0.822		
LS2	0.894		
LS3	0.819		
LS4	0.869		
LS5	0.763		
LS6	0.876		
LS7	0.784		
LS8	0.762		
LS9	0.830		
MOT1		0.809	
MOT2		0.742	
MOT3		0.827	
MOT4		0.726	
MOT5		0.760	
MOT6		0.859	
MOT7		0.872	
MOT8		0.786	

Validity
The AVE column in Table 3 shows the results of the AVE calculation which shows above 0.5, so the model is declared valid, according to the opinion [24] which states that AVE should be greater than 0.5 to be valid. Cronbach’s alpha test is also used to test validity. Table 5 in the Cronbach’s alpha column shows that the Cronbach’s alpha value for leadership is 0.941, lecturer motivation is 0.919, and organisational culture is 0.914. According to [23] if Cronbach’s alpha value is greater than 0.7 then the model is valid.

Table 3

Construct validity

	Cronbach's alpha	Average Variance Extracted (AVE)
leadership	0.941	0.682
lecturer motivation	0.919	0.639
organisational culture	0.914	0.699

Evaluation of the Structural Model

In the structural model, PLS calculations are carried out to determine the effects and relationships of organisational culture, leadership, and motivation. The results of the PLS calculation show that the R^2 value for leadership is 0.242. This shows that the contribution of organisational culture variables together to leadership is 24.2% with a moderate effect category, while variables outside the model affect 75.8% of the changes. Next, the value of R^2 on motivation is 0.593. This shows the contribution of organisational culture and leadership concurrently at 59.3% with a substantial effect category, while variables outside the model affect 40.7% of the changes. The effect category level of coefficients of determination refers to the opinion of C. Hock, C. M. Ringle, M. Sarstedt [24], who stated that the results above the cutoffs 0.67, 0.33, and 0.19 are substantial, moderate, and weak respectively. Table 4 shows the coefficients of determination R^2 of leadership and motivation.

Table 4

Coefficients of determination (R^2)

Variable	R Square
leadership	0.242
lecturer motivation	0.593

The Outcome of the Hypothesis Testing

The t-statistic value and the p-value are used to assess hypothesis testing. The study hypothesis can be accepted if the t-statistic is greater than the t-table = 1.96 and the p-value is less than 0.05. The results of the PLS calculation of the relationship between leadership and lecturer motivation show that the t-statistic value = 6.131 is greater than the t-table = 1.96 and the p-value = 0.000 is smaller than the alpha value (α) = 0.05 so that there is a significant relationship between leadership and lecturer motivation, so hypothesis 1 can be proven.

Table 5

Path coefficients, t statistics, p-values, and description

Relationship	Path coefficients	T statistics	P values	Description
leadership → lecturer motivation	0.689	6.131	0.000	H1 Accepted
organisational culture → leadership	0.491	7.545	0.000	H2 Accepted
organisational culture → lecturer motivation	0.144	1.433	0.152	H3 Rejected

The results of PLS calculations on the relationship between organisational culture and leadership show that the t-statistic value = 7.545 is greater than the t-table = 1.96 and the p-value = 0.000 is smaller than $\alpha = 0.05$ so that there is a significant relationship between leadership and lecturer motivation, so hypothesis 2 can be proven. Furthermore, the results of the PLS calculation on the relationship between organisational culture and lecturer motivation show that the t-statistic value = 1.433 is smaller than the t-table = 1.96 and p-value = 0.152 greater than $\alpha = 0.05$ so there is no significant relationship between organisational culture and lecturer motivation, so hypothesis 3 is not proven. Table 5 shows the p-value of organisational culture, leadership, and lecturer motivation.

2. Discussion

The research results show that there is a significant relationship between organisational culture and leadership. This is in line with research conducted [25], which researched the relationship between types of organisational culture (clan, adhocracy, market, and hierarchy) with leadership in business companies. The research results show a significant relationship between all types of organisational culture and leadership. Y. Tsai's research [26] builds a relationship between organisational culture and leadership on employee satisfaction. In the constructed model, leadership is a moderator that indirectly links organisational culture to employee satisfaction. The research argued that administrators typically modify their leadership style to achieve the organisation's objective, which may have an impact on employee work satisfaction. Therefore, organisational culture has a specific relationship to leadership in an organisation. According to G. N. S. Putra and I. G. A. M. Dewi [6], a strong organisational culture can achieve the objective of the organisation and can be developed continuously.

Furthermore, the results of our research show that there is a significant relationship between leadership and lecturer motivation variables. This research is in line with the results of the research by T. Widayanto and S. H. Nugroho [27], who concluded that leadership has an influence on work motivation in cases of local government agencies. In this research, work motivation is a mediator between leadership and employee performance. Also, the research by Y. Anra, and M. Yamin [28] revealed a relationship between leadership and achievement motivation for lecturers at a university. This research used achievement motivation as a mediator between leadership and lecturer performance. Leadership that notices its subordinates by giving praise, rewards, and appreciation will encourage the motivation of its subordinates to act better for the development of the organisation. The research by G. N. S. Putra and I. G. A. M. Dewi [6] stated that the development of transformational leadership can be done by providing motivation that inspires subordinates to work better so that it can trigger work motivation to increase.

The last research result shows that there is no significant relationship between organisational culture and lecturer motivation variables. This result is supported by the research conducted by R. Uçar and C. İpek [29], who achieved similar results that

there is no significant influence between organisational culture and motivation. This research divides organisational culture into support culture, subscales of power culture, role culture, and success culture. Meanwhile, motivation divides into intrinsic and extrinsic. The results of testing organisational culture with external motivation show that only the support culture sub-dimension is found to be a meaningful predictor of external motivation. The subscales of power, role, and success culture, on the other hand, had no substantial impact on the teachers' external motivation perceptions. The results of testing organisational culture with motivation intervals show that only the success culture subdimension is found to be a meaningful predictor of internal motivation [30]. However, power culture, role culture, and support culture have little impact. Meanwhile, our research result is different from the research carried out in the case of Civil Servants in the Secretariat of the Bali District Election Commission by G. N. S. Putra and I. G. A. M. Dewi [6], stating that there is a relationship between organisational culture and job motivation which was. The model was created by positioning the job motivation variable as a mediating variable situated between the employee performance and organisational culture variables.

However, if the indirect relationship is established through the relationship between organisational culture, leadership, and lecturer motivation variables, using leadership as a mediator, the relationship becomes significant where the t-statistic value (5.133) is greater than the t-table (1.96) and the p-value (0.000) is smaller than α (0.05) as shown in Table 6. It is important to understand that leadership as a moderating variable can help identify conditions where the relationship between organisational culture and lecturer motivation becomes stronger when compared to a direct relationship without going through a moderator.

Table 6

Specific total indirect effect

Relationship	T statistics	P values
organisational culture → leadership → lecturer motivation	5.133	0.000

From the results research, it can be seen if leadership affects the motivation of lecturers. Leadership in the GVHE is determined by the technical ministry by appointing a capable person from either a lecturer background or a technical background to be a director at the GVHE. All leadership policies are very decisive on lecturer activities. Leaders have the right to determine the activities that will be carried out by lecturers both in terms of funding and implementation time. This affects the level of lecturer motivation, if the activities given to lecturers provide benefits for lecturers, lecturer motivation will increase, but if leaders do not support lecturer activities, lecturer motivation will also decrease. While organisational culture has no influence on lecturer motivation, this is because the culture or system in the GVHE organisation is rigid so that it does not affect lecturer motivation. A culture that is formed based on educational standards that have been determined by the technical ministry. So it is not easy to change the system that has been in

GVHE culture before. Therefore, it is important for leaders to be able to be a link between organisational cultures that have been formed to increase motivation.

Limitations

The limitation of this study is that the sample data used is only 60 samples from 4 government vocational polytechnics on only one island, namely Java Island in Indonesia. Future research will expand its reach to all government vocational polytechnics in Indonesia. In addition, self-factors in lecturers are also interesting to be developed further, such as mental changes, so that they can support further research and be more detailed to find the relationship. This research is important because it can provide recommendations to government vocational polytechnics in Indonesia to develop a more flexible organisational culture that can motivate lecturers. These changes can encourage you to develop following changes and changing job demands.

Conclusion

The research results provide the following conclusions. First, there is a significant relationship between organisational culture and leadership at GVHE. Therefore, the organisational culture plays a crucial role in shaping and influencing leadership. Second, there is a significant relationship between leadership and lecturer motivation at GVHE. The lecturer motivation is significantly shaped by leadership. It is more probable that leaders who show their subordinates support, care, and responsiveness will establish a happy, healthy work atmosphere that encourages drive.

Third, there is no significant relationship between organisational culture and lecturer motivation at GVHE. However, there is a significant relationship between organisational culture and lecturer motivation if their connections are not connected directly but use leadership as a mediating variable. Good leadership can create a positive and flexible organisational culture with the result that it can stimulate lecturer motivation in learning activities. If learning activities can be carried out properly, the quality of education in GVHE will also increase.

Recommendations

In the organisational culture variable, the CUL4 indicator can provide the implication that innovating in carrying out the duties and functions of lecturers to find new useful things can trigger a better transformation of organisational culture at GVHE. The LS2 indicator on the leadership variable provides the implication that prioritising cooperation to achieve organisational goals can direct lecturers to achieve organisational goals in GVHE better. The MOT7 indicator on the motivation variable has the implication that feeling entrusted to do the job plays a big role for lecturers in working better in achieving GVHE goals.

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