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Enhancing Lecturer Performance: A Meta-Analysis of Organizational Commitment and Transformational Leadership

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ABSTRACT

Lecturer performance plays a critical role in achieving institutional goals within higher education. Previous studies suggest that both transformational leadership and organizational commitment significantly impact this performance. However, a comprehensive synthesis of empirical findings is needed to clarify the strength and consistency of these relationships. This study employed a quantitative meta-analysis to examine the effects of transformational leadership and organizational commitment on lecturer performance. A total of 35 empirical studies published between 2020 and 2024 were systematically selected from Scopus, SINTA, and Google Scholar databases. Using JASP version 0.8.4.0, effect sizes were calculated, and heterogeneity was assessed through a random-effects model. The analysis revealed that transformational leadership ($r = 0.380$) and organizational commitment ($r = 0.377$) both have a significant positive influence on lecturer performance ($p < 0.01$). Among the two, transformational leadership demonstrated a slightly stronger effect. Moderate heterogeneity was observed across the studies, and no evidence of publication bias was found. These findings align with existing literature, emphasizing the critical role of leadership and organizational commitment in enhancing lecturer performance. The moderate heterogeneity suggests variability in study contexts, yet the overall effect remains robust. The results highlight the value of transformational leadership and organizational commitment in driving lecturer effectiveness in higher education institutions. Practical recommendations include the development of targeted leadership training and institutional policies that foster organizational commitment to improve performance outcomes.

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1. INTRODUCTION

In recent years, there has been growing global pressure on higher education institutions to enhance their academic standards, research output, and societal impact. This pressure is particularly evident in the demand for improved lecturer performance, which serves as a central driver of institutional quality and global competitiveness (Rossouw & Goldman, 2023). Across many countries, lecturers are increasingly expected to balance rigorous teaching duties, research productivity, and active community

engagement—often within limited structural and resource frameworks (Pham et al., 2024). These global expectations necessitate a deeper understanding of the factors that drive lecturer performance and how institutions can systematically support academic excellence.

Lecturer performance is multifaceted, encompassing instructional competence, scholarly output, professional development, and service contributions (Anuik et al., 2024; Malami et al., 2024; Zhang & Tian, 2024). Effective lecturer performance is linked to improved student outcomes, enhanced institutional reputation, and greater innovation in curriculum and pedagogy (Maghfirah et al., 2023; Voss & Gruber, 2006). However, despite its critical role, performance outcomes vary significantly, particularly in developing countries where structural and psychological enablers of academic productivity are often underdeveloped (Shang, 2023; Toufighi et al., 2024).

A growing body of literature suggests that organizational commitment and transformational leadership are two central factors influencing lecturer performance. Organizational commitment, defined as an individual's psychological attachment and loyalty to their institution, plays a pivotal role in sustaining motivation and job satisfaction (Al-Aamri et al., 2024; Alzoraiki et al., 2023; Gunawan et al., 2023; Kareem et al., 2023; Metaferia et al., 2023; Nelly et al., 2024). Affective, continuance, and normative commitment have each been associated with varying degrees of lecturer engagement and resilience (Chen et al., 2023; Guoyan et al., 2023; Nagoji & Mackasare, 2023).

Similarly, transformational leadership characterized by inspirational motivation, intellectual stimulation, and individualized consideration has shown promise in enhancing faculty productivity, innovation, and institutional alignment (Mpuangnan & Roboji, 2024; Papers Zain Nizam et al., 2025; Tahapary et al., 2018). Nonetheless, empirical studies on these two variables yield mixed results, with some reporting strong correlations and others noting weak or non-significant effects depending on cultural or organizational contexts (Ibrahim et al., n.d.; Maulana, 2020; Papers Zain Nizam et al., 2025).

Despite extensive studies on lecturer performance determinants, a comprehensive synthesis of the evidence particularly through meta-analysis—remains scarce. This is especially true for research conducted during the recent period of 2020 to 2024, when educational practices and institutional dynamics underwent significant transformation due to the COVID-19 pandemic and the acceleration of digital learning ecosystems (Veldthuis et al., 2020). A systematic meta-analytic review can bridge this knowledge gap by quantifying the true effects of organizational commitment and transformational leadership on lecturer performance across diverse settings and methodologies.

Therefore, the current study aims to conduct a meta-analysis to (1) evaluate the overall effect size of organizational commitment on lecturer performance, and (2) determine the influence of transformational leadership on lecturer performance within higher education contexts. The following hypotheses are proposed: H1: Organizational commitment significantly enhances lecturer performance. H2: Transformational leadership significantly enhances lecturer performance.

2. METHODS

2.1 Research Design

This study employed a quantitative meta-analysis, a statistical method that integrates findings from multiple related studies to synthesize quantitative data without altering original experiments. It is categorized as a retrospective observational study (Mohajan, 2020). The condensed data were derived from research articles examining the relationships among organizational commitment, transformational performance, and job performance. To ensure the focus and quality of this meta-analysis, articles were selected based on the following criteria table:

Table 1. Inclusion and Exclusion Criteria for Meta-Analysis Study Selection

No	Criteria	Inclusion	Exclusion
1	Accessibility through international journal databases	Available on Google Scholar, ScienceDirect, ResearchGate, or Taylor & Francis	Not available or inaccessible through these databases
2	Country of publication	Published in various countries	Published only in one specific country or locally
3	Language of publication	Written in English	Written in languages other than English
4	Indexing status	Indexed in Google Scholar, SINTA, or Scopus	Not indexed in any of the mentioned databases
5	Year of publication	Published between 2020 and 2024	Published outside the 2020–2024 range
6	Statistical reporting of variables of interest	Reports correlation (r) or t-test values relevant to the studied variables	Does not report r or t values
7	Sample size	Minimum of 35 participants	Sample size less than 35 participants

The objective of meta-analysis is to ascertain which papers should be incorporated (Ahn & Kang, 2018). The hypothesis for a meta-analysis study is, therefore, highly beneficial in establishing the inclusion and exclusion criteria that must be promptly employed to identify pertinent papers (Johnson & Hennessy, 2019).

The writing process of this article was based on a systematic literature review. The reviewed articles were obtained from four major academic databases, as illustrated in Figure 1: (1) Google Scholar, (2) ScienceDirect, (3) ResearchGate, and (4) Taylor & Francis. Using the keywords 'organizational commitment' AND 'transformational leadership' AND 'performance' in the Google Scholar database, and limiting the search to publications from the past five years (2020–2024), a total of 125 relevant articles were identified. When the same keywords were applied in the ResearchGate database, 57 articles were found. Meanwhile, a search conducted in the ScienceDirect database using identical keywords resulted in 15 articles. Lastly, five articles were retrieved from the Taylor & Francis online database using the same set of keywords. All database searches were conducted between November 20 and 25, 2024, at approximately 14:30 local time.

The first stage of screening involved identifying and removing duplicate entries. After careful analysis, six articles were found to be duplicates and were subsequently excluded. The next stage involved reviewing the titles and abstracts of the remaining articles to determine their relevance to the research topic. At this point, the author applied the predefined inclusion and exclusion criteria (as outlined in Table 1) to eliminate any articles that did not meet the required standards. Following this screening, 20 articles remained. In the final stage, the full texts of these articles were downloaded and read thoroughly. This step was essential to ensure that each article met all inclusion criteria, particularly in terms of content relevance, methodological rigor, and the availability of statistical values (such as r or t) that explain the relationships among organizational commitment, transformational performance, and job performance. Upon completing this comprehensive screening process, 35 articles were found to fully satisfy all inclusion criteria and were thus included in the final analysis.

2.2 Data Coding

The most important precondition for meta-analysis is coding, which makes data collection and interpretation easier (Kaufmann & Reips, 2024). This meta-analysis employed a coding sheet as its

primary instrument. The coding provided a comprehensive description of the characteristics of the included articles, covering the year of publication, country of origin, sample size (n), correlation coefficient (r), t-value, z-score, and standard error (SE), along with additional remarks, including journal data from international sources. The publications' distribution is shown in Table 1.

Table 2. Comparison of 16 studies based on n, r, and t value, 2020–2024

No	Study	Country	n	R	t	Z	SE
1	Adam et al (2020)	Indonesia	260	0.644		0.765	0.062
2	Adoniya et al (2024)	Uganda	358	0.407		0.432	0.053
3	Ahakwa (2021)	China	700	0.166	4.454	0.168	0.038
4	Ahmad & Raja (2021)	India	440	0.186	3.960	0.188	0.048
5	Azmy (2022)	Indonesia	100	0.386	4.140	0.407	0.102
6	Donkor et al (2021)	China	330	0.132	2.415	0.133	0.055
7	Hasanah & Mujanah (2020)	Indonesia	82	0.220	2.020	0.224	0.113
8	Istanti et al (2020)	Indonesia	65	0.248	2.036	0.254	0.127
9	Layan et al (2024)	Indonesia	106	0.278	2.952	0.286	0.099
10	Loan (2020)	Vietnam	547	0.571		0.649	0.043
11	Purwanto (2020)	Indonesia	150	0.204	2.541	0.207	0.082
12	Harahap et al (2023)	Indonesia	56	0.742	8.125	0.954	0.137
13	Setiawati & Ariani (2020)	Indonesia	155	0.399	5.389	0.423	0.081
14	Swandewi et al (2024)	Indonesia	52	0.495	4.033	0.543	0.143
15	Tahar & Sofyani (2020)	Indonesia	116	0.294	3.284	0.303	0.094
16	Sulton et al (2023)	Indonesia	52	0.353	2.671	0.369	0.143
17	Budiman (2022)	Indonesia	270	0.204	3.404	0.206	0.061
18	Malawi et al (2023)	Indonesia	115	0.221	2.405	0.224	0.094
19	Ridwan et al (2020)	Indonesia	211	0.323	4.940	0.335	0.069
20	Andika & Darmanto (2020).	Indonesia	104	0.544	6.543	0.609	0.100
21	Donkor et al (2021)	China	330	0.140	2.558	0.141	0.055
22	Budiman (2022)	Indonesia	270	0.260	4.417	0.267	0.061
23	Amalina & Susilowati (2022).	Indonesia	176	0.151	2.018	0.152	0.076
24	Herawati et al (2024)	Indonesia	135	0.354		0.370	0.087
25	Jusman (2024)	Indonesia	63	0.663	6.924	0.799	0.129
26	Kishen et al (2020)	Indonesia	120	0.287	3.260	0.296	0.092
27	Manurung (2020)	Indonesia	250	0.254	4.130	0.259	0.064
28	Oroh et al (2024)	Indonesia	200	0.680		0.829	0.071
29	Jiantong et al (2022)	China	845	0.239	7.149	0.244	0.034
30	Bastari et al (2020)	Indonesia	285	0.223		0.227	0.060
31	Purba & Sudibjo (2020).	Indonesia	124	0.654	9.549	0.782	0.091
32	Qalati et al (2022)	Pakistan	405	0.484	11.106	0.528	0.050
33	Virgiawan et al (2021)	Indonesia	120	0.229	2.552	0.233	0.092
34	Nasir et al (2022)	Malaysia	424	0.465	10.780	0.503	0.049
35	Khan et al (2020)	Pakistan	308	0.173	3.070	0.175	0.057

2.3 Data Analysis

The analysis in this study included an examination of the research sample characteristics, data coding, conversion of t-values to r correlation coefficients, testing for effect size heterogeneity, computation of the mean or summary effect size, creation of funnel and forest plots, hypothesis testing,

and verification of publication bias. A correlation-based meta-analysis was conducted using data from 35 articles indexed in Google Scholar, SINTA, and Scopus. Effect sizes were categorized based on Cohen's criteria (Cohen et al., 2020), as follows: very weak (< ±0.1), weak (< ±0.3), moderate (< ±0.5), strong (< ±0.8), and very strong (≥ ±0.8). The statistical analysis was performed using JASP version 0.19.3 a versatile software package for statistical data analysis and interpretation. JASP offers several features, including options for applying Cohen's effect size criteria, assumption testing, and compatibility with various computer operating systems

3. FINDINGS AND DISCUSSION

3.1 Organizational Commitment on JobPerformance

Different r and t values were obtained from each of the 35 selected studies based on specific inclusion criteria. Prior to conducting the heterogeneity test, all studies that did not report r values had their t values converted into r correlation coefficients. The results of the heterogeneity test are presented in Table 2, while residual heterogeneity estimates are shown in Table 3.

Table 2: Heterogeneity test

	Q	df	p
Omnibus test of Model Coefficients	60.963	1	< .001
Test of Residual Heterogeneity	187.467	19	< .001

Table 3: Residual heterogeneity estimates

		95% Confidence Interval	
	Estimate	Lower	Upper
τ^2	0.039	0.019	0.093
τ	0.197	0.139	0.305
I^2 (%)	88.691	79.677	94.980
H^2	8.843	4.921	19.919

The heterogeneity test yielded a Q-value of 187.467 with $p < 0.001$, indicating significant heterogeneity among the ten effect sizes analyzed. The I^2 statistic was approximately 100%, further confirming substantial variability across studies, with $\tau^2 > 0$. Given this level of heterogeneity, a random-effects model was employed for further analysis. This model was also used to assess publication bias and to calculate the summary or mean effect size

The findings of the mean impact size or summary effect analysis are presented in Table 4.

Table 4: Summary effect or mean effect size

					95% Confidence Interval	
	Estimate	Standard Error	Z	p	Lower	Upper
Intercept	0.377	0.048	7.808	< .001	0.282	0.472

Using the random-effects model, the study found a strong positive correlation between organizational commitment and performance (Z = 7.808; 95% CI [0.282; 0.472]). The p-value of less than 0.001 further supports the significant relationship between organizational commitment and

performance, leading to the acceptance of Hypothesis 1 (H1). The correlation (r_{RE} = 0.377) between organizational commitment and performance was classified as weak. Additionally, the results of the analysis are presented using forest plots, a graphical technique that visually displays the estimated combined effect. The plot (represented by dots at specific intervals) facilitates comparison across studies and enhances the clarity of the findings.

The forest plot for the twenty studies included in this analysis is presented in Figure 1. The plot shows that the effect sizes of the examined studies range from 0.00 to 1.22. Following this, a funnel plot was created. In meta-analysis, Begg's funnel plot, a scatter diagram, is commonly used to visually assess potential publication bias, indicating whether the research samples are symmetrically or asymmetrically distributed. The funnel plot for the ten studies under investigation is shown in Figure 2. However, it is challenging to detect publication bias definitively from the funnel plot alone due to the symmetry or asymmetry of the model. Therefore, further analysis using the Egger test is necessary. The results of the Egger test are provided in Table 5.

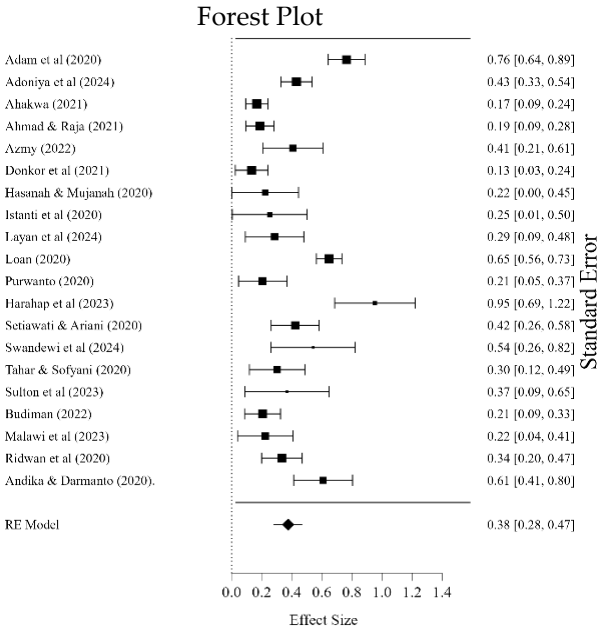

Figure 1: Meta-analysis forest plot

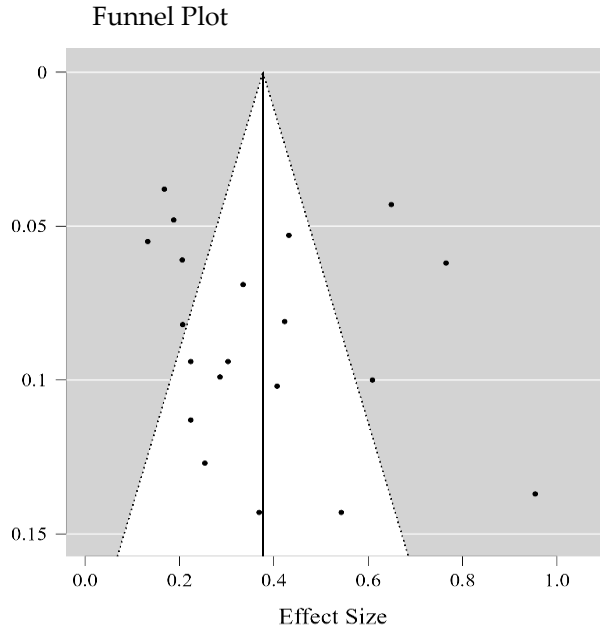

Figure 2: Funnel plot after trim-fill diagnosis

Table 5: Regression test for funnel plot asymmetry (Egger's Test)

	Z	p
sei	1.041	0.298

Table 5 demonstrates that Z = 1.041, with a significance level of p > 0.05. The funnel plot's symmetry is confirmed. As a result, this meta-analysis study is not influenced by publication bias.

3.2 Transformational Leadership on Performance

In Table 6, the heterogeneity test results are presented, while Table 7 estimates residual heterogeneity.

Table 6: Heterogeneity test

	Q	df	p
Omnibus test of Model Coefficients	39.305	1	< .001
Test of Residual Heterogeneity	152.730	14	< .001

Table 7: Residual heterogeneity estimates

		95% Confidence Interval	
	Estimate	Lower	Upper
τ^2	0.050	0.024	0.139
τ	0.223	0.156	0.373
I^2 (%)	92.811	86.370	97.296
H^2	13.911	7.337	36.988

The fifteen effect sizes of the studies under consideration were found to be heterogeneous, as indicated by the heterogeneity test results: Q = 152.730, $p < 0.001$, $\tau^2 > 0$, and I^2 (%) approximately 100%. Subsequently, a publication bias test was conducted using a random-effects approach, and the mean effect size or summary effect was estimated. The results of the summary effect analysis are presented in Table 8.

Table 8: Summary effect or mean effect size

					95% Confidence Interval	
	Estimate	Standard Error	Z	p	Lower	Upper
Intercept	0.380	0.061	6.269	< .001	0.261	0.499

The findings from studies using the random-effects model reveal a strong positive relationship between transformational leadership and performance (Z = 6.269; 95% CI [0.261; 0.499]). A p-value of less than 0.001 further supports this significant correlation, leading to the acceptance of Hypothesis 2 (H2). The correlation between transformational leadership and performance was categorized as weak (r_{RE} = 0.380). Additionally, the results are visually presented using forest plots, which provide a cumulative effect estimate through dot plots at specific intervals, facilitating comparisons across studies.

Figure 3 presents the forest plot for the six studies included in this review. The effect sizes of the examined studies range from 0.00 to 1.05, as illustrated in the forest plot. A funnel plot was subsequently generated. Begg's funnel plot, a scatter diagram commonly used in meta-analyses, visually identifies potential publication bias by revealing whether study populations are symmetrically or asymmetrically distributed. The funnel plot for the fifteen studies analyzed is shown in Figure 2. However, due to the symmetry or asymmetry of the final model, it is difficult to assess publication bias solely from the funnel plot. Therefore, further analysis using the Egger test is necessary. The results of the Egger test are presented in Table 9.

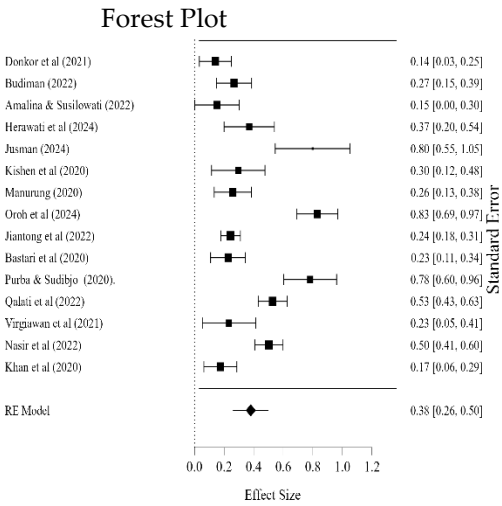

Figure 3: Meta-analysis forest plot

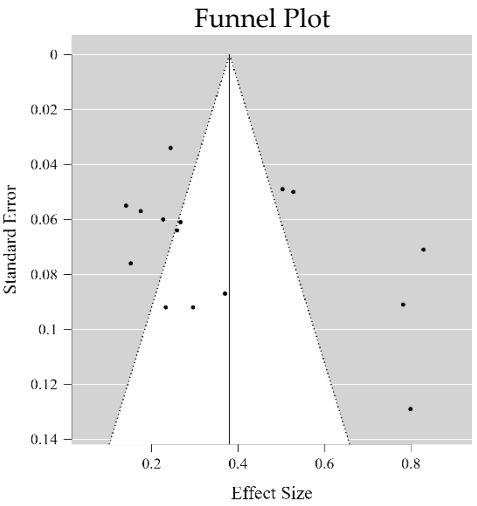

Figure 4: Funnel plot after trim-fill diagnosis

Table 9: Regression test for funnel plot asymmetry (Egger's Test)

	Z	p
sei	1.642	0.101

Table 9 indicates that z = 1.642 and p > 0.05. It illustrates the funnel plot's symmetry. Consequently, this meta-analysis study is not affected by publication bias.

Discussion

Based on the analysis of 35 studies using meta-analysis, it is demonstrated that organizational commitment and transformational leadership significantly influence job performance. Specifically, high levels of organizational commitment and effective transformational leadership practices are shown to have a substantial impact on job performance. The effect size analysis reveals that the influence of transformational leadership is more pronounced than that of organizational commitment. Therefore, greater emphasis should be placed on transformational leadership to enhance job performance, as compared to organizational commitment. These findings are consistent with previous research, which has also highlighted the significant impact of transformational leadership on job performance (Almaududi Ausat et al., 2022; Jiatong et al., 2022; Qalati et al., 2022) and organizational commitment has a significant impact on job performance (Eliyana et al., 2019; Suharto et al., 2019).

Furthermore, Egger's test and the funnel diagram's symmetrical shape did not indicate any publication bias in this investigation. A publishing bias analysis is required to guarantee the importance of the sources consulted, the caliber of pertinent research techniques, the precision of the study's findings, and the influence of different sample sizes on conclusions with the least amount of bias. Consequently, the findings of studies that were not part of this study are comparable to those of studies that were represented in this meta-analysis.

Under such circumstances, job performance is unquestionably positively and dramatically impacted by transformational leadership and organizational dedication. This means that increasing organizational commitment and transformational leadership will have implications for increasing job performance. Thus, when organizational commitment is increased, for example, through counseling, guidance, or gathering, it can improve employee job performance, which is reflected in demonstrating enthusiasm, going beyond job requirements, fostering cooperation, adhering to company policies, and actively supporting organizational goals. Likewise, when the transformational leadership capacity of

leaders is increased, for instance, through training or workshops, it can potentially improve employee job performance (Indriasari et al., 2023).

The results of this meta-analysis provide meaningful insight into the mechanisms through which lecturer performance can be enhanced in higher education institutions, particularly in the context of developing countries where educational reforms are rapidly evolving. The finding that transformational leadership has a greater effect size compared to organizational commitment signals a strategic priority for institutions to develop and empower leaders who exhibit transformational characteristics. These include the ability to inspire a shared vision, stimulate intellectual engagement, provide individualized support, and model idealized influence (Ajonbadi et al., 2023).

Transformational leadership, in the context of higher education, is especially crucial because it fosters an environment of innovation, collaboration, and continuous improvement—traits that are indispensable in today's dynamic academic landscape. A transformational leader does not merely administer, but rather, actively motivates and aligns individual goals with institutional missions. This leadership approach contributes to the intrinsic motivation of lecturers, encouraging them to surpass their routine tasks and engage in scholarly, pedagogical, and community service activities with greater enthusiasm and dedication (Owusu-Agyeman, 2021).

Organizational commitment, while having a smaller effect size in this study compared to transformational leadership, remains a significant predictor of job performance. Its role cannot be underestimated, as it reflects the emotional and professional attachment lecturers feel toward their institution. High organizational commitment leads to a sense of belonging, reduced turnover intention, and greater alignment with organizational goals. In the academic world, this commitment can be observed in lecturers who willingly participate in curriculum development, quality assurance processes, and academic mentoring outside their core teaching responsibilities (Almaududi Ausat et al., 2022).

An interesting interpretation of the findings is the possible mediating or moderating role of organizational commitment in the relationship between transformational leadership and job performance. It is plausible that transformational leadership contributes to increased organizational commitment, which in turn boosts job performance. Several prior studies support this model, suggesting a dynamic interplay between these variables. For instance, transformational leaders who practice fairness, articulate clear goals, and show genuine care for their staff often cultivate a sense of loyalty and emotional connection to the organization, ultimately fostering commitment that translates into enhanced performance.

Additionally, cultural factors may influence how transformational leadership and organizational commitment are perceived and enacted. In collectivist societies, for example, organizational commitment might play a more central role in predicting job performance due to strong communal ties and group-oriented values. Conversely, in more individualistic cultures, transformational leadership may have a greater effect, as it aligns well with self-actualization and personal growth. As such, while the meta-analysis provides generalizable insights, contextual adaptations should be considered in policy and implementation (Tahapary et al., 2018).

It is also important to consider the role of institutional support systems in mediating the effects of leadership and commitment on performance. Even the most committed lecturers or the most transformational leaders may find their efforts thwarted if institutional policies are rigid, bureaucratic, or lack transparency. Therefore, leadership development programs must be complemented by institutional reforms that encourage autonomy, provide adequate resources, and recognize merit and innovation. Likewise, fostering organizational commitment should go beyond ceremonial acknowledgement and involve meaningful engagement in decision-making processes, equitable promotion opportunities, and a supportive academic culture (Khan et al., 2020).

From a practical standpoint, universities and colleges must invest in leadership development programs targeted at department heads, deans, and other managerial positions. These programs should emphasize emotional intelligence, conflict resolution, vision-building, and strategic

communication—skills that are closely associated with transformational leadership. At the same time, strategies to bolster organizational commitment among lecturers should include fair workload distribution, transparent appraisal systems, professional development opportunities, and recognition of academic contributions (Roupnel et al., 2019).

Furthermore, based on the symmetrical funnel plot and Egger's test, the absence of publication bias suggests that the conclusions drawn from this meta-analysis are robust and reliable. This strengthens the argument for incorporating both transformational leadership and organizational commitment as critical levers in academic performance enhancement strategies. It also underscores the methodological rigor of the included studies, providing a strong empirical foundation for future research and institutional policy formulation (Doleman et al., 2020).

Another significant implication of this study is the potential to inform performance-based funding models. Many higher education institutions now rely on performance metrics—such as publication output, student feedback, and community engagement—as criteria for resource allocation. Understanding the psychological and managerial factors that enhance these outcomes is essential. The insights from this meta-analysis suggest that investing in leadership and engagement at the faculty level may yield better returns in terms of performance indicators.

Lastly, this study opens avenues for future research. One possible direction is the exploration of other moderating variables, such as gender, academic rank, or teaching experience, that might influence the strength of the relationships among leadership, commitment, and performance. Additionally, longitudinal studies could help assess the long-term impact of leadership development interventions and commitment-building strategies. Qualitative research may also provide richer, context-specific insights into how lecturers interpret and experience leadership and organizational commitment in their day-to-day academic lives.

In conclusion, the findings from this meta-analysis reiterate the critical role of human factors—namely leadership and commitment—in shaping lecturer performance. As institutions of higher learning strive to achieve academic excellence and global competitiveness, cultivating transformational leadership and fostering organizational commitment must be prioritized as central strategies. The interplay of these two variables, supported by conducive institutional environments and cultural alignment, has the potential to transform lecturer performance from mere task fulfilment to holistic professional engagement.

4. CONCLUSION

This meta-analysis investigates the role of transformational leadership and organizational commitment in enhancing lecturer performance. The findings demonstrate that both variables significantly influence performance, with transformational leadership exerting a stronger effect than organizational commitment. This indicates that efforts to improve lecturer performance should prioritize transformational leadership practices, while still recognizing the supportive role of organizational commitment. The absence of publication bias affirms the reliability of the included studies, which, although from diverse academic fields, share a consistent sample focus. These results not only validate prior research but also offer new insights into the strategic development of lecturer performance.

Future research is encouraged to broaden the sample base and explore deeper theoretical frameworks, particularly by incorporating potential moderating variables such as gender, academic rank, and institutional type. Examining these moderators can provide a more nuanced understanding of how leadership and commitment impact performance across different academic contexts. This study advances the understanding of human resource strategies in academic settings and highlights leadership as a crucial determinant of sustainable excellence. Practically, it provides valuable implications for educational leaders and policymakers in optimizing lecturer performance through effective leadership and organizational commitment.

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