

Nurturing Lecturer Performance in Maritime Education: The Interplay of Campus Climate, Visionary Leadership and Spiritual Intelligence

Arya Widiatmaja¹, Adhi Pratistha Silen², Markus Asta Patma Nugraha³, Syafni Yelvi Siska¹, Fauziah Roselia¹, Vilentina Rosa⁴

¹ Politeknik Pelayaran Sumatera Barat, Indonesia

² Politeknik Ilmu Pelayaran Semarang, Indonesia

³ Politeknik Pelayaran Barombong, Indonesia

⁴ Universitas Islam Negeri Sjech Djamil Djambek Bukittinggi, Indonesia

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ABSTRACT

In maritime education, lecturer performance faces unique challenges because lecturers are expected not only to deliver academic instruction but also to support competency-based training, safety culture, discipline, and industry-aligned professional standards. This study is grounded in the importance of lecturer performance as a key determinant of higher education quality, particularly in maritime education, which requires strong professionalism, resilience, and academic commitment. The study aims to examine the effect of campus climate on lecturer performance with visionary leadership and spiritual intelligence as mediating variables among lecturers at Politeknik Pelayaran Sumatera Barat, Politeknik Ilmu Pelayaran Semarang, and Politeknik Pelayaran Barombong. A quantitative causal design was employed through a survey of 149 lecturers selected using total sampling. The data were analyzed using SEM-PLS with SmartPLS 3 to test validity, reliability, path coefficients, and mediation effects. The findings reveal that campus climate has a positive and significant effect on lecturer performance, visionary leadership, and spiritual intelligence. In addition, both visionary leadership and spiritual intelligence have positive and significant effects on lecturer performance. The results also indicate that visionary leadership and spiritual intelligence significantly mediate the influence of campus climate on lecturer performance. These findings suggest that lecturer performance is shaped not only by a supportive work environment but also by future-oriented leadership and the strengthening of individual spiritual capacity. The study provides practical implications for maritime education institutions in designing policies for competency development, discipline-based work culture, leadership training, and continuous performance improvement that are aligned with maritime education standards and institutional safety values.

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Corresponding Author:

Arya Widiatmaja

Politeknik Pelayaran Sumatera Barat, Indonesia; aryawidiatmaja@pip-semarang.ac.id

1. INTRODUCTION

Lecturer performance is one of the main determinants of higher education quality because the quality of teaching, research, and community service largely depends on lecturers' productivity and professionalism (Rubeba, 2025). In the context of institutional management, lecturer performance also serves as an evaluative basis for leaders to ensure the achievement of strategic targets and the success of academic governance (Serrano et al., 2025). Various lecturer performance evaluation instruments show that lecturers' work outcomes affect not only individual achievements but also the overall quality of the institution (Le et al., 2025). Therefore, lecturer performance is often positioned as one of the key indicators in measuring the success of higher education institutions (Val & Quintas, 2025). In other words, improving lecturer performance is an essential prerequisite for supporting both institutional leaders' KPI (Key Performance Indicator) and campus KPI.

Lecturer performance can be supported by a range of factors, both from the organizational environment and from lecturers' personal capacities. At the organizational level, a conducive campus climate can strengthen work comfort, academic communication, and a sense of belonging to the institution (Nazarwin et al., 2025). At the leadership level, visionary leadership can provide direction, inspiration, and motivation so that lecturers are more focused on achieving academic targets. At the individual level, spiritual intelligence helps lecturers work with meaning, integrity, and inner calm, which in turn affects performance quality (Hasnur et al., 2026). The combination of these three factors makes sustainable improvement in lecturer performance more likely.

Campus climate can be understood as a psychosocial atmosphere shaped by interactions, norms, values, working relationships, and the experiences of organizational members within a higher education setting (Berhanu & Sewagegn, 2024). A positive climate creates a sense of safety, openness, support, and collaboration that encourages lecturers to work more optimally. A number of studies in higher education show that campus climate or university climate is associated with academic engagement, well-being, and better work outcomes (Slåtten et al., 2026). Other studies also find that a good campus climate is related to improved academic performance and various indicators of institutional success (Kurniawan et al., 2025). These findings confirm that campus climate is an important variable worthy of examination as a determinant of lecturer performance.

Visionary leadership is the ability of leaders to formulate the organization's future direction in a clear, inspiring, and measurable manner and then mobilize organizational members toward that goal (Voet & Steijn, 2021). In educational settings, visionary leaders do not merely manage routine activities; they also build a work culture, foster innovation, and prepare the institution for change (Hojeij, 2024). Recent studies show that visionary leadership has a positive effect on lecturer performance and academic quality through the formation of organizational culture and commitment (Maran et al., 2026). Other studies also indicate that visionary leadership contributes to improving educational quality, professionalism, and the direction of institutional development (Sahrodi & Karim, 2025). Therefore, visionary leadership is considered relevant for explaining variations in lecturer performance in higher education.

Spiritual intelligence is an individual's ability to interpret work more deeply, connect actions with moral values, and direct behavior based on self-awareness and life purpose (Pinto et al., 2024). For maritime lecturers, this capacity is especially crucial because maritime education operates in a highly disciplined, safety-oriented, and performance-demanding environment that reflects the realities of the shipping industry. Lecturers are expected not only to teach academic content but also to instill discipline, responsibility, resilience, ethical judgment, and a strong sense of duty in preparing future maritime professionals (Yin & Liu, 2025). In such a context, spiritual intelligence helps lecturers remain calm under pressure, maintain consistency in decision-making, and sustain commitment when dealing with strict standards, operational constraints, and continuous performance demands. Recent literature positions spiritual intelligence as a concept distinct from general spirituality because it can be developed and is associated with meaningful decision-making (Qingyan, 2025). Several studies on lecturers show that spiritual intelligence is positively related to performance, either directly or through mediating variables such as organizational citizenship behavior or work motivation (Shaik et al., 2026). Thus, spiritual intelligence is not merely a personal attribute, but a strategic capacity that supports resilience and high-quality performance in the demanding context of maritime higher education.

Although previous studies have examined the effects of campus climate, visionary leadership, and spiritual intelligence on educator performance, most of them have treated these variables separately or in different educational contexts (Yu et al., 2025). Some studies have focused on the direct relationship between visionary leadership and lecturer performance, while others have highlighted spiritual intelligence as an individual factor influencing work performance (Blumenschein et al., 2025). In addition, studies on campus climate have more often been directed at students or general university settings rather than lecturers in maritime vocational higher education (Gamez-Genovart et al., 2025). Based on this condition, there is still room to test a more integrative model by positioning visionary leadership and spiritual intelligence as mediators. The novelty of this study lies in the structural model tested across three maritime polytechnics using the SEM-PLS approach to explain the mechanism through which campus climate influences lecturer performance.

Based on the background above, this study aims to analyze the effect of campus climate on lecturer performance with visionary leadership and spiritual intelligence as mediating variables. The study was conducted among lecturers at Politeknik Pelayaran Sumatera Barat, Politeknik Ilmu Pelayaran Semarang, and Politeknik Pelayaran Barombong. The findings are expected to enrich the literature on higher education management, particularly in the context of maritime vocational education. In addition, the results are expected to provide input for institutional leaders in designing more effective policies to improve lecturer performance. Thus, this study is not only academically relevant but also has practical value for strengthening the quality of maritime polytechnics.

To address these objectives, the study tested hypotheses H1 through H7 as the empirical framework of the research:

H1: Campus climate has a positive effect on lecturer performance.

H2: Campus climate has a positive effect on visionary leadership.

H3: Campus climate has a positive effect on spiritual intelligence.

H4: Visionary leadership has a positive effect on lecturer performance.

H5: Spiritual intelligence has a positive effect on lecturer performance.

H6: Campus climate has a positive effect on lecturer performance with visionary leadership as a mediator.

H7: Campus climate has a positive effect on lecturer performance with spiritual intelligence as a mediator.

2. METHODS

This study employed a causal-comparative quantitative design with path analysis based on Partial Least Squares Structural Equation Modeling (PLS-SEM) (Hair & Alamer, 2022). The purpose of the analysis was to examine the effect of campus climate on lecturer performance, as well as the role of visionary leadership and spiritual intelligence in mediating the effect of the exogenous variable on the endogenous variable.

The research instrument was a closed-ended questionnaire using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) (Marar et al., 2023). The questionnaire consisted of four latent constructs: Campus Climate (CC) with five indicators, Lecturer Performance (LP) with five indicators, Visionary Leadership (VL) with five indicators, and Spiritual Intelligence (SI) with five indicators, for a total of 20 items. The items were developed based on a review of the literature and were adapted to the context of maritime lecturers. Because the instrument was derived from international sources, the wording was culturally adjusted to fit the Indonesian maritime vocational higher-education context through translation, expert review, and contextual refinement of terms and statements so that the items remained semantically equivalent and easy to understand for respondents. The questionnaire blueprint is presented in Table 1.

Table 1. Research Questionnaire

No.	Variable	Indicator	Code
1	Campus Climate (Enkhtur et al., 2025)	The campus provides adequate academic and administrative support for lecturers.	CC1
		The working relationship among lecturers and leaders at my campus is harmonious and mutually respectful.	CC2
		Campus leaders are open to communication, aspirations, and feedback from lecturers.	CC3
		Campus regulations and policies are implemented fairly and consistently.	CC4
		The campus environment encourages collaboration, work comfort, and academic innovation.	CC5
2	Lecturer Performance (Hung et al., 2024)	I complete teaching duties according to the established targets and schedule.	LP1
		I prepare lessons well and manage the classroom effectively.	LP2
		I actively conduct research and scientific publication.	LP3
		I carry out community service in accordance with my tridharma responsibilities.	LP4
		I demonstrate professionalism, punctuality, and initiative in carrying out academic duties.	LP5
3	Visionary Leadership (Liu et al., 2022)	Campus leaders have a clear vision for institutional development.	VL1
		Leaders are able to communicate the campus vision to lecturers in an inspiring manner.	VL2
		Leaders encourage lecturers to achieve the institution's long-term goals.	VL3
		Leaders provide opportunities for lecturers to participate in decision-making and innovation.	VL4
		Leaders are ready to face change and guide the campus toward a better future.	VL5
4	Spiritual Intelligence (Yin & Liu, 2025)	I understand the meaning of being a lecturer as a form of dedication.	SI1

I make work-related decisions based on moral values and integrity.	SI2
I remain calm and wise when facing work pressure or problems.	SI3
I view challenges as opportunities to learn and improve myself.	SI4
I demonstrate empathy, care, and a sense of responsibility toward others.	SI5

Source: Research Instrument (2026)

Prior to data collection, the questionnaire was reviewed by subject-matter experts to ensure content validity and contextual appropriateness. A limited pilot review was also conducted to identify ambiguous wording and improve clarity of the items before the final survey was administered. Ethical principles were strictly observed during the study. Before completing the questionnaire, respondents were informed about the purpose of the study, the voluntary nature of participation, the estimated time required, and their right to refuse or withdraw at any time without any consequence. Informed consent was obtained from all participants before data collection. The respondents were also assured that their answers would be treated confidentially and used only for research purposes. No personal identifiers were included in the dataset to maintain anonymity.

The population of the study consisted of lecturers at Politeknik Pelayaran Sumatera Barat (Poltekpel Sumbar), Politeknik Ilmu Pelayaran (PIP) Semarang, and Politeknik Pelayaran (Poltekpel) Barombong in 2026. The total population was 199 lecturers, who were selected using total sampling (Cash et al., 2022). For the instrument pilot test, 50 respondents from the total population were used to assess content validity, preliminary reliability, and item refinement. The remaining 149 lecturers were used as the main sample for this study.

Data were collected using a structured questionnaire survey administered online through Google Forms during the data collection period determined by the researcher (Kunselman, 2024). Respondents were informed about the purpose of the study, assured of confidentiality, and provided with informed consent information (Singh & Sagar, 2021). Data were collected until the predetermined sample size ($n = 149$) was reached and were then imported into SmartPLS 3 for analysis.

3. FINDINGS AND DISCUSSION

Findings

The instrument pilot test was conducted with 50 respondents who were not included in the main sample. Therefore, the Product Moment r -table at a significance level of $\alpha = 0.05$ for $n = 50$ ($df = n-2$) was 0.2787. The validity criterion was that an item would be considered valid if its correlation coefficient (r -count) was greater than or equal to the r -table value ($r\text{-count} \geq r\text{-table}$) at the 0.05 significance level. The reliability criterion was that if Cronbach's alpha was ≥ 0.70 , then all questionnaire items were considered reliable. Validity and reliability testing in this study was conducted using SPSS 24.0. The results are presented in Table 2.

Table 2. Validity & Reliability Test Result

No	Variable	Indicator	r-count	Meaning	Cronbach's Alpha	Meaning
1	Campus Climate (CC)	CC1	0.871	Valid	0.963	Reliable
		CC2	0.862	Valid	0.963	Reliable
		CC3	0.736	Valid	0.965	Reliable
		CC4	0.363	Valid	0.970	Reliable
		CC5	0.881	Valid	0.963	Reliable
2		LP1	0.858	Valid	0.964	Reliable

	Lecturer Performance (LP)	LP2	0.784	Valid	0.964	Reliable
		LP3	0.811	Valid	0.964	Reliable
		LP4	0.874	Valid	0.963	Reliable
		LP5	0.698	Valid	0.965	Reliable
3	Visionary Leadership (VL)	VL1	0.820	Valid	0.964	Reliable
		VL2	0.852	Valid	0.963	Reliable
		VL3	0.840	Valid	0.964	Reliable
		VL4	0.879	Valid	0.963	Reliable
		VL5	0.855	Valid	0.964	Reliable
4	Spiritual Intelligence (SI)	SI1	0.482	Valid	0.968	Reliable
		SI2	0.632	Valid	0.966	Reliable
		SI3	0.839	Valid	0.963	Reliable
		SI4	0.752	Valid	0.964	Reliable
		SI5	0.697	Valid	0.965	Reliable

Source: SPSS analysis result (2026)

Based on Table 2, all questionnaire items for Campus Climate, Lecturer Performance, Visionary Leadership, and Spiritual Intelligence met the validity criterion because each indicator's r-count exceeded the r-table value of 0.2787. This indicates that all items measured the intended constructs accurately and consistently. In addition, Cronbach's alpha values for all variables were above 0.70, indicating that the research instrument was reliable. Therefore, the questionnaire used in this study was suitable for further data analysis.

Respondent demographics were described based on gender, age, employment status, functional position, rank, educational level, and years of service. The frequency and percentage distribution of each category are shown in Table 3.

Table 3. Respondents Demography

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	113	75.84
	Female	36	24.16
Age	< 25 Years old	2	1.35
	26 – 35 Years old	14	9.39
	36 – 45 Years old	86	57.71
	46 – 55 Years old	37	24.83
	> 56 Years old	10	6.72
Employment status	Civil servant (PNS)	122	81.87
	Government Employee with Employment Agreement (PPPK)	27	18.13
Functional position	Assistant Professor (AA)	89	59.74
	Assistant Professor (L)	43	28.85
	Associate Professor (LK)	17	11.41
Class	IIIa – IIIc	86	57.71
	IVa - IVc	36	24.16
	X	27	18.13
Educational level	S2	136	91.27
	S3	13	8.73
Years of service	< 5 years	26	17.45
	5 – 10 years	90	60.41
	11 – 15 years	20	13.42

	16 – 20 years	8	5.37
	> 20 years	5	3.35
TOTAL		149	100

Source: Respondent Data 2026

Based on the sample distribution, the respondents were dominated by male lecturers, aged 36–45 years, employed as civil servants, and holding the functional position of Assistant Professor. In terms of rank, most respondents were in classes IIIa–IIIc, while the majority held a master's degree (S2). In addition, most respondents had 5–10 years of service, indicating that the sample was dominated by lecturers with moderate work experience. This composition shows that the data were obtained from lecturers who were relatively mature in age, sufficiently experienced, and academically qualified to assess the research variables.

Prior to testing the structural model, the PLS algorithm was run and outer loadings were inspected. Outer loadings indicate how strongly each indicator reflects its latent construct and thus provide an initial check on indicator reliability and convergent validity. In practice, indicators with higher loadings are taken to measure the intended construct well, loadings are expected to meet common thresholds (generally 0.50–0.70). The outer loading values are reported in Table 4.

Table 4. Outer Loading Result

Indicator	Campus Climate (X)	Lecturer Performance (Y)	Visionary Leadership (M1)	Spiritual Intelligence (M2)
CC1	0.755			
CC2	0.708			
CC3	0.752			
CC4	0.755			
CC5	0.782			
LP1		0.782		
LP2		0.844		
LP3		0.723		
LP4		0.693		
LP5		0.844		
VL1			0.798	
VL2			0.764	
VL3			0.699	
VL4			0.793	
VL5			0.746	
SI1				0.758
SI2				0.797
SI3				0.752
SI4				0.765
SI5				0.796

Source: SEM-PLS Result Analysis

Based on Table 4, all indicators for Campus Climate, Lecturer Performance, Visionary Leadership, and Spiritual Intelligence met the minimum criteria for outer loading and fell within an acceptable range for SEM-PLS analysis. Most indicators showed loading values above 0.70, indicating strong contributions in reflecting their respective latent constructs. Although two indicators had slightly lower values, namely LP4 = 0.693 and VL3 = 0.699, these values were still close to the recommended threshold and could therefore be retained in the model. Accordingly, all constructs in this study were considered

to have good convergent validity and were suitable for further structural model testing. The subsequent analysis of AVE and composite reliability is reported in Table 5.

Table 5. Reliability & Validity Result

Variable	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Campus Climate (X)	0.807	0.813	0.866	0.564
Lecturer Performance (Y)	0.836	0.841	0.885	0.608
Visionary Leadership (M1)	0.818	0.823	0.873	0.579
Spiritual Intelligence (M2)	0.833	0.839	0.882	0.599

Source: SEM-PLS Result Analysis

Based on Table 5, all research variables met the criteria for reliability and construct validity. This is indicated by Cronbach's alpha, rho_A, and composite reliability values that were all above the minimum threshold of 0.70, showing that the instrument was consistent and reliable. In addition, the AVE values for all variables were above 0.50, indicating that each construct had adequate convergent validity. Thus, all indicators in the model were appropriate for further analysis in the structural model test. In addition, the Common Method Bias (CMB) can be seen from the collinearity diagnostics by VIF result. If $VIF < 5$, it indicates that CMB unlikely (Islam, 2023), so this findings are likely driven by method effects.

Table 6. Collinearity Statistics (VIF)

Indicator	VIF X	VIF Y	VIF M1	VIF M2
CC1	1.616			
CC2	1.522			
CC3	1.621			
CC4	1.474			
CC5	1.676			
LP1		1.753		
LP2		2.176		
LP3		1.527		
LP4		1.491		
LP5		2.178		
VL1			1.919	
VL2			1.820	
VL3			1.497	
VL4			1.810	
VL5			1.584	
SI1				1.752
SI2				1.906
SI3				1.579
SI4				1.680
SI5				1.655

Source: SEM-PLS Result Analysis

Based on Table 6, the VIF values for all indicators across the variables were far below the critical threshold of 5, indicating that there were no signs of multicollinearity problems in the measurement model. The low VIF values show that the indicators do not excessively overlap and that each contributes uniquely to its respective construct. Thus, the potential for common method bias in this study can be

considered low, meaning that the results are unlikely to be seriously affected by method bias. This finding also strengthens the conclusion that the measurement model satisfies collinearity assumptions and can proceed to structural model testing.

Then, an inner-model analysis was then conducted by inspecting R-Square (R^2) to evaluate whether the structural relationships provide meaningful explanatory power and to compare or assess model improvement. R-Square values are reported in Table 7.

Table 7. R-Square Result

	R Square	R Square Adjusted
Lecturer Performance (Y)	0.840	0.837
Visionary Leadership (M1)	0.577	0.574
Spiritual Intelligence (M2)	0.572	0.569

Source: SEM-PLS Result Analysis

As shown in Table 7, the R^2 value for Lecturer Performance (Y) was 0.840, indicating that 84.0% of the variance in lecturer performance was explained by the predictor variables in the model. This result demonstrates that the model has very strong explanatory power and is highly effective in explaining the performance of maritime lecturers. In practical terms, the combination of campus climate, visionary leadership, and spiritual intelligence provides a comprehensive explanation of lecturer performance in maritime higher education, leaving only 16.0% of the variance to other factors outside the model. Meanwhile, the R^2 values for Visionary Leadership (M1) = 0.577 and Spiritual Intelligence (M2) = 0.572 also indicate substantial explanatory power, showing that campus climate plays an important role in shaping both mediating variables. The small differences between R Square and Adjusted R Square across all constructs suggest that the model is stable and not inflated by sample-specific bias.

Furthermore, the F-Square values are presented in Table 8.

Table 8. F-Square Result

Variable	Lecturer Performance (Y)	Visionary Leadership (M1)	Spiritual Intelligence (M2)
Campus Climate (X)	0.220	1.364	1.338
Lecturer Performance (Y)			
Visionary Leadership (M1)	0.381		
Spiritual Intelligence (M2)	1.141		

Source: SEM-PLS Result Analysis

Based on Cohen's benchmarks, the effect of Campus Climate (X) on Lecturer Performance (Y) was medium ($f^2 = 0.220$), while its effects on Visionary Leadership (M1) and Spiritual Intelligence (M2) were very large ($f^2 = 1.364$ and 1.338 , respectively). The effect of Visionary Leadership (M1) on Lecturer Performance (Y) was also large ($f^2 = 0.381$), whereas the effect of Spiritual Intelligence (M2) on Lecturer Performance (Y) was very large ($f^2 = 1.141$). The especially strong effect of Spiritual Intelligence suggests that, in the maritime academy context, spiritual intelligence is not merely a personal trait but a critical psychological resource that supports lecturers in a highly disciplined, hierarchical, and safety-oriented environment. Maritime lecturers work in an institutional culture that emphasizes strict routines, responsibility, order, and professional conduct similar to the demands of maritime operations. In such a setting, spiritual intelligence helps lecturers maintain mental balance, emotional stability, self-control, and resilience when facing workload pressure, rigid procedures, and the responsibility of shaping future maritime professionals. Therefore, the very large effect size of Spiritual Intelligence is consistent with field reality: the stronger the lecturer's ability to internalize meaning, values, and inner calm, the better their performance in maritime higher education.

Then, the predictive relevance (Q^2) can be seen in Table 9.

Table 9. Construct Cross-validated Redundancy

	$Q^2 (=1-SSE/SSO)$
Lecturer Performance (Y)	0.501
Visionary Leadership (M1)	0.320
Spiritual Intelligence (M2)	0.321

Source: SEM-PLS Result Analysis

Based on Table 9, all constructs in the model had Q^2 values greater than zero, indicating good predictive relevance. The Q^2 value for Lecturer Performance (Y) = 0.501 shows that the model has strong predictive ability for lecturer performance. Meanwhile, the Q^2 values for Visionary Leadership (M1) = 0.320 and Spiritual Intelligence (M2) = 0.321 further confirm that the model also has adequate predictive power for both mediating variables. Therefore, the model in this study is not only capable of explaining the relationships among variables but is also suitable for predicting the constructs under investigation.

The recommended next step is to assess discriminant validity prior to evaluating the structural model and testing hypotheses. The results of Fornell-Larcker is displayed in Table 10.

Table 10. Fornell-Larcker Result

Variable	Lecturer Performance (Y)	Spiritual Intelligence (M2)	Visionary Leadership (M1)	Campus Climate (X)
Lecturer Performance (Y)	0.780			
Spiritual Intelligence (M2)		0.774		
Visionary Leadership (M1)			0.761	
Campus Climate (X)				0.751

Source: SEM-PLS Result Analysis

The Fornell–Larcker criterion shows satisfactory values, indicating that discriminant validity has been met. Technically, discriminant validity is considered fulfilled when the diagonal values of each construct are greater than the correlations between constructs. Then, The path model clearly represents the hypothesized structure and displays statistical evidence supporting the proposed theoretical relationships. Figure 1 presents this research path model.

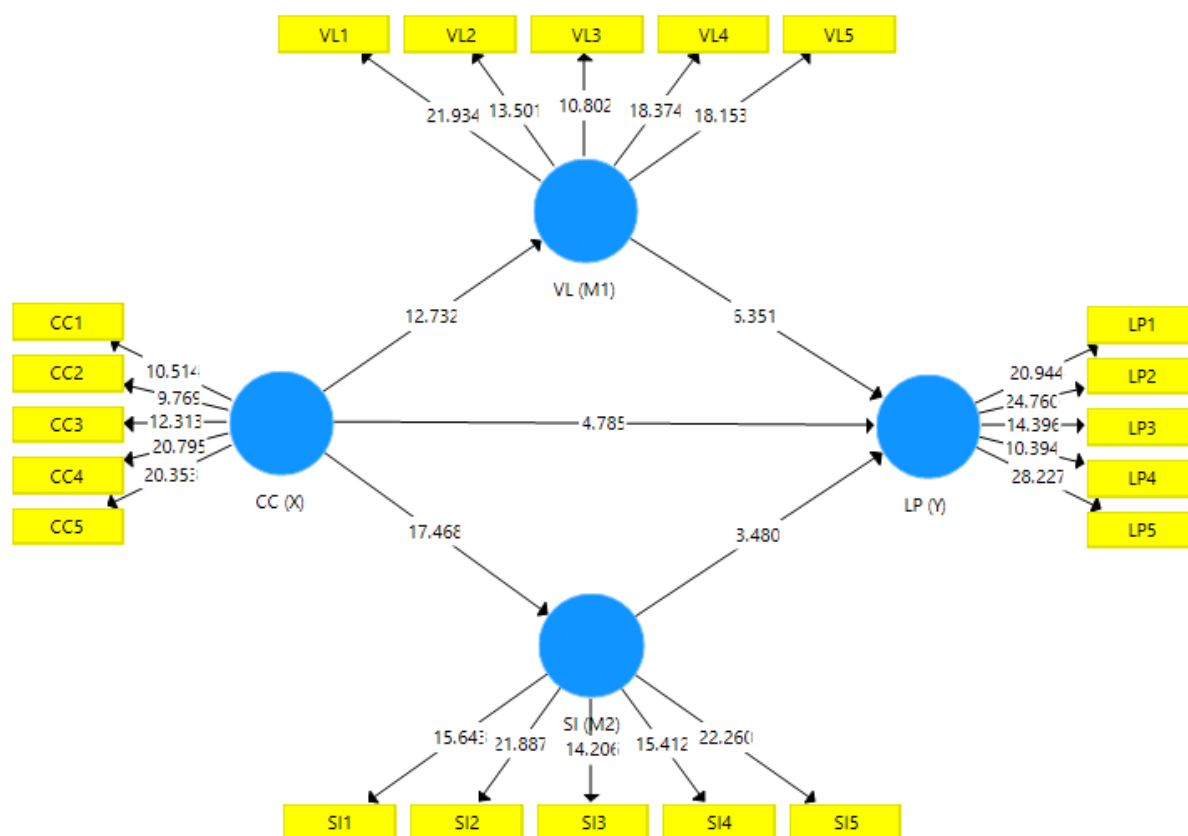


Figure 1. Path Model

Figure 1 shows that the path model represents the hypothesized structure, namely the direct and indirect effects of Campus Climate (X) on Lecturer Performance (Y) through Visionary Leadership (M1) and Spiritual Intelligence (M2). The bootstrapping results indicate that all major paths have adequate statistical support, confirming the empirical relationships proposed in the model. In addition, Campus Climate appears to play an important role in shaping Visionary Leadership and Spiritual Intelligence, both of which contribute to improved Lecturer Performance. Thus, the model demonstrates that lecturer performance is influenced not only directly by campus climate but also through the mediating mechanisms of visionary leadership and spiritual intelligence. To determine statistical significance of these relationships, t-statistics or p-values from the bootstrap must be examined. Table 11 presents the hypothesis testing results.

Table 11. Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Total Effects					
X – Y	0.834	0.832	0.039	21.257	0.000
X – M1	0.760	0.755	0.060	12.732	0.000
X – M2	0.757	0.760	0.043	17.468	0.000
M1 – Y	0.424	0.422	0.067	6.351	0.000
M2 – Y	0.256	0.255	0.074	3.480	0.001
Specific Effects					
X – M1 – Y	0.322	0.318	0.056	5.755	0.000
X – M2 – Y	0.194	0.194	0.058	3.323	0.001

Source: SEM-PLS Result Analysis

Based on the bootstrap results, all relationships tested in the model were significant because all t-statistics exceeded 1.96 and all p-values were below 0.05. This means that Campus Climate (X) has a positive and significant effect on Lecturer Performance (Y), Visionary Leadership (M1), and Spiritual Intelligence (M2). In addition, both Visionary Leadership (M1) and Spiritual Intelligence (M2) were also found to have positive and significant effects on Lecturer Performance (Y). Thus, both the direct and indirect hypotheses in this study were accepted, and the empirical model supported the proposed theoretical framework.

Discussion

The findings of this study indicate that campus climate has a positive effect on lecturer performance, suggesting that a supportive, fair, and communicative work environment is an important factor in fostering academic productivity (Zebon et al., 2025). Such conditions make lecturers feel valued, have greater role clarity, and become more motivated to carry out teaching, research, and community service tasks effectively. This finding is consistent with studies on supportive study climate, which show that a positive climate is associated with better academic performance, as well as research on organizational climate, which confirms that an empathetic and supportive climate strengthens teachers' self-efficacy and professional identity (Manyama & Siming, 2026). However, previous studies have mostly been conducted among students, school teachers, or cross-sector employees, rather than among lecturers in maritime vocational higher education (Jensen et al., 2025). Therefore, this study expands the empirical evidence showing that a healthy campus climate is also relevant to improving lecturer performance (Hanaysha et al., 2023). Another key difference is that this study examined the context of three maritime polytechnics using the SEM-PLS approach and incorporated a more complex mediation mechanism.

The findings also demonstrate that campus climate has a positive effect on visionary leadership, meaning that an open and collaborative organizational atmosphere can strengthen the ability of leaders or academic actors to build a clear future direction (Gaussel et al., 2021). In a healthy campus environment, communication flows more smoothly, trust is higher, and organizational members can more easily understand and translate the institution's vision into concrete action. This finding is consistent with the literature on visionary leadership, which emphasizes the importance of the organizational environment in motivating individuals to pursue a shared vision and encourage proactive behavior (Hua et al., 2025). Previous studies in higher education have also shown that future-oriented leadership is related to organizational development, sustainability strategies, and the formation of a learning culture (Lim et al., 2026). However, most prior studies have focused on leadership quality as an independent variable rather than on campus climate as an antecedent factor shaping visionary leadership (Riza et al., 2025). Thus, this study contributes novel evidence by showing that campus climate can serve as a context that fosters the development of visionary leadership in vocational higher education settings.

Furthermore, the findings show that campus climate has a positive effect on lecturers' spiritual intelligence, indicating that a harmonious work environment can help lecturers find meaning, value, and calmness in performing their professional duties (Srivastava & Gupta, 2022). When the campus provides an atmosphere of mutual respect, social support, and room for reflection, lecturers are more likely to develop self-awareness, empathy, and moral steadfastness. This finding is consistent with studies on spiritual intelligence that report its association with mental health, resilience, and better interpersonal relationships, as well as studies on workplace spirituality showing that a meaningful work environment strengthens employee engagement and well-being among educators (Aliabadi et al., 2021). Similarly, studies on teaching staff have shown that spiritual intelligence is related to self-efficacy and the ability to cope with work pressure (Najafi et al., 2022). However, previous studies have

more often treated spirituality as an outcome or as part of workplace spirituality, rather than as an individual psychological construct directly influenced by campus climate (Nath, 2025). Therefore, this study adds a new perspective by showing that campus climate can be an important context for nurturing lecturers' spiritual intelligence.

Next, the findings confirm that visionary leadership has a positive effect on lecturer performance, meaning that a clear and inspiring vision can encourage lecturers to work in a more focused, productive, and responsible manner (Setiyowati et al., 2026). Visionary leaders typically provide strategic direction, build optimism, and create shared goals so that lecturers perceive their work as having greater meaning. This finding aligns with studies on visionary leadership showing that this leadership style promotes proactive behavior and creativity through goal alignment (Farhan, 2024). Other studies in higher education have also found that strong leadership styles are associated with the work performance of teachers and lecturers, including innovation, engagement, and organizational citizenship behavior (Mentini, 2024). However, many previous studies examined visionary leadership in corporate settings, general schools, or extra-role behavior, rather than lecturer performance in maritime polytechnics (Saif et al., 2024). Thus, this study confirms that visionary leadership remains a relevant determinant of performance in maritime vocational higher education.

The results also show that spiritual intelligence has a positive effect on lecturer performance, indicating that lecturers who are able to derive meaning from their work tend to perform more steadily, focus more effectively, and act more responsibly (Medina et al., 2024). Spiritual intelligence helps lecturers manage pressure, maintain integrity, and sustain commitment when facing heavy academic demands. This finding is consistent with studies showing that spiritual intelligence improves teachers' self-efficacy, as well as literature suggesting that spirituality in the workplace is associated with engagement, commitment, and agility among educators (Yanti et al., 2025). Other research has also shown that spirituality and meaning in life are related to work effort quality and teaching performance (Sode et al., 2024). However, most previous studies have positioned spiritual intelligence as a factor that supports well-being rather than as a direct predictor of lecturer performance in vocational higher education (Sharifnia et al., 2022). Therefore, this study strengthens the evidence that spiritual intelligence not only affects inner peace but also contributes to actual work performance.

Hypothesis 6 is also supported, showing that campus climate has a positive effect on lecturer performance through visionary leadership as a mediator. This means that a conducive campus climate not only exerts a direct influence but also shapes more visionary leadership, which in turn enhances lecturer performance (Abduh et al., 2022). Theoretically, a supportive environment strengthens self-confidence, collaboration, and involvement in the institutional vision, making visionary leadership a mechanism that bridges the effect of climate on performance (Jankelova et al., 2026). This pattern is consistent with studies showing that a positive climate strengthens self-efficacy and professional identity, while strong leadership is associated with work performance and proactive behavior. However, previous research has generally tested mediation through self-efficacy, psychological capital, or organizational commitment, rather than through visionary leadership specifically (Li & Wang, 2026). Thus, the novelty of this study lies in explaining that the effect of campus climate on lecturer performance can flow through the visionary leadership pathway in the context of maritime vocational higher education.

Hypothesis 7 also indicates that campus climate has a positive effect on lecturer performance through spiritual intelligence as a mediator (Elshaer et al., 2026). This means that a healthy campus climate creates a more meaningful work atmosphere, enabling lecturers to develop greater self-awareness, inner calm, and integrity in their work (Mashartanto et al., 2024). Spiritual intelligence then becomes an internal resource that helps lecturers maintain work quality despite high academic demands (Saeed et al., 2022). This finding is in line with workplace spirituality literature, which shows

that a meaningful environment is associated with engagement, commitment, well-being, and even work performance among educators (Riyanto et al., 2026). However, previous studies have more often discussed workplace spirituality as an organizational construct or as a predictor of well-being, whereas this study positions spiritual intelligence as an individual psychological mechanism linking campus climate and lecturer performance (Nishanthi et al., 2025). Therefore, this result broadens the understanding that improving lecturer performance requires not only structural support but also the strengthening of personal spiritual dimensions that grow from a positive campus climate.

The results of this study indicate that in maritime vocational higher education, lecturer performance is shaped more strongly by soft organizational factors than by material or physical facilities alone. The very high explanatory power of the model ($R^2 = 0.840$) shows that campus climate, visionary leadership, and spiritual intelligence provide a highly effective explanation of lecturer performance in this context. This suggests that even when physical infrastructure and training facilities are adequate, lecturer performance will not improve optimally without a supportive climate, disciplined but humane leadership, and strong spiritual resilience. In a maritime environment, where institutional life tends to be hierarchical, strict, and safety-oriented, soft factors become especially decisive because they help lecturers maintain mental balance, internal motivation, and commitment under pressure. Among these, spiritual intelligence appears particularly important, as shown by its very large effect size, because it enables lecturers to sustain calmness, meaning, integrity, and resilience in demanding working conditions. Therefore, the scientific contribution of this model is that it shifts the explanation of lecturer performance in maritime education away from a narrow focus on physical resources toward a more holistic understanding centered on psychosocial climate and inner human capacity.

4. CONCLUSION

Based on the research objectives, it can be concluded that campus climate plays an important role in improving lecturer performance, both directly and indirectly through visionary leadership and spiritual intelligence. These findings confirm that a supportive, communicative, and fair academic work environment not only encourages lecturer productivity but also strengthens future-oriented leadership capacity and develops spiritual dimensions that serve as sources of resilience and work meaning. Thus, improving lecturer performance in maritime vocational higher education cannot rely solely on administrative aspects; it also requires the management of a healthy organizational climate, the strengthening of visionary leadership, and the continuous development of spiritual intelligence. In practical terms, these findings may serve as a basis for maritime polytechnic leaders to design more holistic human resource development policies grounded in a conducive institutional climate. Future research is recommended to expand the scope to more maritime vocational institutions or cross-sector settings, add other variables such as organizational commitment, work motivation, and job satisfaction, and employ longitudinal or mixed-method designs so that the mechanisms of influence among variables can be understood in greater depth and more comprehensively.

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