

# The Influence of Leadership Behavior and Organizational Justice on Lecturer Performance

Musyafak<sup>1</sup>, Sanaji<sup>2</sup>, Andre Dwijanto Witjaksono<sup>3</sup>, Anang Kistyanto<sup>4</sup>

<sup>1</sup> Universitas Negeri Surabaya, Indonesia; musyafak.23020@mhs.unesa.ac.id

<sup>2</sup> Universitas Negeri Surabaya, Indonesia; sanaji@unesa.ac.id

<sup>3</sup> Universitas Negeri Surabaya, Indonesia; andredwijanto@unesa.ac.id

<sup>4</sup> Universitas Negeri Surabaya, Indonesia; anangkistyanto@unesa.ac.id

---

## ARTICLE INFO

### Keywords:

Leadership Behavior;  
Organizational Justice;  
Lecturer Performance;  
Higher Education;

---

### Article history:

Received 2024-03-07

Revised 2024-04-27

Accepted 2024-06-12

## ABSTRACT

Basically, every educational institution has a certain vision and mission that must be achieved. To achieve each goal, it encourages educational institutions to maximize the performance of teachers in achieving organizational goals. However, the existence of deviant leadership behavior outside of authority can be an obstacle in achieving organizational goals. This can occur because such behavior is deliberately done to disrupt the smooth running of the organization and justice in the work environment is increasingly recognized as an important factor in achieving optimal performance. This study is intended to examine how leadership behavior and organizational justice in higher education affect lecturers' performance behavior. Using 100 respondents from higher education institutions in Surabaya, leadership behavior and organizational culture were examined for their impact on lecturer performance. The method of analysis applied in this study is a quantitative approach using multiple regression, with validity and reliability testing of each variable in question as well as classical assumption tests before the best research model is obtained. All results support the effects studied. Leadership behavior and organizational justice have a real impact on lecturer performance. These findings are consistent with the proposed hypothesis, confirming the importance of the role of leaders and a fair organizational culture in improving lecturer performance.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



## Corresponding Author:

Musyafak

Universitas Negeri Surabaya, Indonesia; musyafak.23020@mhs.unesa.ac.id

---

## 1. INTRODUCTION

In various modern industrial sectors, organizations have noticed the importance of job performance and job satisfaction as key elements to achieve long-term success. Job performance has a set standard of performance, becoming the foundation for productivity and efficiency (Sookdeo, 2019). On the other hand, job satisfaction, which includes aspects such as a supportive work environment, recognition of

contributions, and work-personal life balance, plays an important role in maintaining employees' mental and emotional well-being. Organizations that successfully prioritize these two aspects are likely to see improved employee performance for mutual growth and success.

It is important for every organization to recognize and appreciate the diverse needs of each employee. By understanding that each individual has unique aspirations, interests, and skill sets, organizations can provide strategies to meet their needs. This can include providing support for career development that matches each employee's goals and desires, recognizing contributions, and creating an atmosphere where lecturers can maintain a healthy balance between their work and personal lives. By paying attention to these individual needs, organizations can create an environment where every team member, including employees, feels recognized and supported in their career development, taking into account individual diversity.

In addition, improving individual performance is also a key factor in improving organizational performance. By providing the right support and meeting individual needs, organizations can help employees reach their full potential. This suggests that efforts to ensure employees feel supported and the work environment remains productive can involve providing training and development that matches individual needs. This helps employees improve their performance by acquiring new skills and knowledge. In addition, providing flexibility in tasks and responsibilities can help employees reach their full potential by allowing them to explore their interests and talents. In this way, organizations can maximize the contribution of each individual, which in turn will improve organizational performance and competence (Mardikaningsih, 2013).

Leadership behavior is stated to have an influence on performance (Fernandez, 2008; Cheng, 2013; Darmawan, 2014; Ha & Nguyen, 2014; Hariani et al., 2016; Mardikaningsih, 2016; Ogola et al., 2017; Munir et al., 2022; Retnowati et al., 2023). Effective leadership is usually characterized by several characteristics, such as clear communication, the ability to motivate, and the ability to inspire and guide the team. Leaders who are able to provide clear direction and motivate team members to achieve common goals tend to increase positive performance. By creating conditions that encourage cooperation between employees, facilitate innovation, and provide opportunities for personal development, organizations can generate a positive impact on performance and goal achievement (Amabile et al., 2004; Odoardi et al., 2015; Zaitouni et al., 2018; Mardikaningsih & Darmawan, 2022). This not only increases the competitiveness of the organization, but also encourages the personal growth and development of team members (Mardikaningsih & Munir, 2021).

On the other hand, ineffective or authoritarian leadership behavior tends to hinder organizational performance. Authoritarian leadership often leads to dissatisfaction among team members, lack of motivation, and even internal conflict (Mardikaningsih & Darmawan, 2012; Karina et al., 2015). Lack of open communication and cooperation between leaders and team members can impede the flow of important information, hinder necessary changes, and reduce creativity in solving problems. As a result, the overall performance of the organization may suffer, with the potential for decreased productivity and less than optimal goal achievement. For this reason, a leader's behavior and actions have a huge impact on how well the organization can achieve its goals and be successful.

Organizational justice and job performance have been identified as key factors in achieving maximum organizational effectiveness. This is confirmed by Shan et al. (2015); Kalay (2016); Swalhi et al. (2017); Retnowati and Darmawan (2022) who confirmed that these two aspects are the best predictors of achieving good performance in the workplace. The concept of organizational justice, as discussed by Suliman and Al Kathairi (2013), has far-reaching impacts, both for individuals and the whole organization, especially in developing countries that are often faced with various challenges. Cropanzano et al. (2007); Darmawan (2012) also concur that organizational justice serves as the glue that enables cooperation among employees, while injustice can undermine community ties within organizations. It is through workers' feelings about organizational justice, such as wage and salary justice, bonus justice, justice in the distribution of tasks and duties, and many other things in the organization, that workers require justice. However, this means that organizational justice is not always easy to achieve. Leaders

must be able to provide appropriate and honest justification for their decisions, thus creating a work environment of fairness and integrity. When justice is upheld in organizations, team members tend to feel valued, heard, and treated fairly, which in turn strengthens trust between individuals and builds the foundation for productive cooperation (Schafer, 2013). By paying attention to these aspects, organizations can strengthen job performance and increase their effectiveness.

The phenomenon of organizational justice is a relative concept for workers and organizations, because of the impact justice can have on employee performance. When workers feel unfair, there are many negative consequences that can be caused, such as, satisfaction, low organizational citizenship behavior, and low organizational commitment, in addition to decreasing work performance, on the other hand, justice causes increased trust in organizational management, increased confidence in access to their rights, and improved performance (Darmawan, 2019). Meanwhile, Greenberg (2010) states that organizational justice is considered a social value and pattern, its absence causes the risk of institutions and their staff being threatened together, employees' perceptions of lack of access to justice lead them to various negative behavioral practices, such as lack of loyalty, increasing the rate of leaving work, and affecting the motivation of workers and their efforts.

The importance of studying leadership behavior and organizational justice in relation to performance is becoming increasingly important given their strategic role in achieving organizational goals and the development of educational institutions. In relation to the Indonesian context, where the higher education system continues to develop and transform, research into the factors that influence performance is becoming increasingly relevant. To that end, this study aims to examine how leadership behavior and organizational justice impact the performance of lecturers in higher education institutions.

## 2. METHODS

This quantitative research will be conducted in three universities located in Surabaya with the aim of investigating the relationship between several independent variables and dependent variables relevant for university staff.

This study adopts a quantitative design, with a population of 100 respondents consisting of lecturers from colleges in Surabaya. The sampling technique used was random sampling. In measuring the variables of leadership behavior (X1), organizational justice (X2), and lecturer performance (Y), this study uses a Likert scale with a value range of 1 to 5. By giving respondents the opportunity to express their opinions, this allows respondents to provide a level of agreement or rejection of statements related to the variables studied.

Lecturer performance is defined as an aspect assessed through a systematic method of assessing lecturers' abilities and skills that involves monitoring and evaluating lecturers based on learning criteria (McKown, 2017). Molefe (2010) states there are seven indicators of lecturer performance including subject knowledge, assessment skills, testing procedures, student-faculty relationships, organizational skills, communication skills, and subject relevance.

Leadership behavior is an interpersonal influence that occurs when a person is able to gain compliance from others in the direction of the organization's desired goals (Sørensen et al., 2013). Seven indicators of leadership behavior are influencing, coordination, internal control, networking, representing, providing vision, and acting as a change agent (Choi & Choi, 2009). Organizational justice is the perception of fairness in an organization that affects employee attitudes and behavior (Pan et al., 2018). Distributive, procedural, interpersonal, and informational justice are used to measure organizational justice variables (Colquitt, 2001).

To process the data collected from the respondents, the researcher used SPSS (Statistical Package for Social Scientist) which is a well-known data analysis tool in the research world. It helps to perform different types of statistical analysis of the collected data. The researcher can conduct analytical tests according to the nature of the data, and the type of research. Based on this, this study used SPSS for its data analysis and conducted frequency analysis, validity test, reliability test, classical assumption test, and multiple linear regression analysis to interpret the resulting conclusions.

### 3. FINDINGS AND DISCUSSION

100 valid responses from respondents received back the google form submitted questionnaire link to collect data. To conduct various statistical analyses, this study used SPSS software to achieve the following results:

**Table 1. Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	43	43.0	43.0	43.0
	Female	57	57.0	57.0	100.0
	Total	100	100.0	100.0	

From the results of the analysis in Table 1, it can be observed that participation in this study was dominated by women, who accounted for 57% of the total respondents, while men accounted for 43%. This signifies that most of the research respondents are women. This reflects the growing trend of gender equality in academia, where the number of women involved in research and academic careers as a whole is increasing. It is important to note that the gender distribution of respondents can provide additional insights into social and professional dynamics in academia. For example, these results may indicate changes in the composition of the teaching force in higher education, or even differences in research participation preferences between men and women in the academic community.

**Table 2. Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	> 60 Tahun	7	7.0	7.0	7.0
	20 - 30	19	19.0	19.0	26.0
	31 - 40	33	33.0	33.0	59.0
	41 - 50	21	21.0	21.0	80.0
	51 - 60	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Table 2 illustrates the age group of respondents. The largest age group of respondents was 31-40 years with a percentage of 33%, followed by the 41-50 years age group as many as 21 respondents who participated in this study with a percentage of 21%. The lowest age group respondents were in the age group > 60 years with a percentage of 7%.

With the majority of respondents aged between 31-50 years, it can be assumed that the majority of participants are lecturers who are still active in their academic careers. Age affects lecturers' energy levels, motivation and adaptability to new developments in education and research. Younger lecturers have higher energy and motivation to innovate, while older lecturers have greater experience and wisdom.

The 41-50 age group in this study has unique characteristics and influences on lecturer performance. Lecturers in this age group have generally had significant experience in their academic field and have reached a certain position or level in their career. Lecturers in this age group have passed through the early stages of their career formation and have gained a strong understanding of the job demands and expectations of their institutions, students, and disciplines. They have developed extensive professional networks and have proven expertise in teaching, research and academic administration.

The small number of representatives from the >60 years age group may reflect the challenges or differences that arise in lecturers' performance in the later stages of their careers. While extensive experience can be an advantage, there is a decline in the availability or willingness to adapt to new changes in higher education.

**Table 3.** Last Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S2	67	67.0	67.0	67.0
	S3	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

Based on table 3, the majority of respondents have a higher education background, with 67% of them having a master's degree, while the remaining 33% have a doctoral degree. Lecturers with a Master's degree have the ability to conduct adequate research and make meaningful scientific contributions in their field of study. This can enhance their reputation among peers and provide opportunities to update and expand their knowledge, which can have a positive impact on their performance as lecturers. Meanwhile, a doctoral degree is often considered an indicator of high academic prestige. Lecturers with a doctoral degree have achieved a high level of recognition in their academic field, either through scientific publications or other academic achievements. This can have a positive impact on their performance as lecturers.

The validity test aims to ensure the extent to which the measured data matches what you actually want to measure, thus ensuring measurement accuracy. The minimum requirement to be considered valid instrument items is the valid index value, namely the Corrected Item-Total Correlation validity index value  $\geq 0.30$ . In the test results listed in table 4, all questionnaire items on the leadership behavior variable, organizational justice, and lecturer performance obtained a Corrected Item-Total Correlation value  $\geq 0.30$ . Thus, it can be concluded that the instruments used in this study have proven valid, because each item effectively reflects the concept being measured and makes a significant contribution to the overall construct.

**Table 4.** Validity Results

No.	Variable	Statement Item	Corrected Item-Total Correlation	Descriptive
1	<b>Leadership Behavior (X1)</b>	X1.1	0.748	Valid
		X1.2	0.703	Valid
		X1.3	0.590	Valid
		X1.4	0.625	Valid
		X1.5	0.758	Valid
		X1.6	0.656	Valid
		X1.7	0.790	Valid
2	<b>Organizational Justice (X2)</b>	X2.1	0.803	Valid
		X2.2	0.762	Valid
		X2.3	0.879	Valid
		X2.4	0.809	Valid
3	<b>Lecturer Employee (Y)</b>	Y.1	0.735	Valid
		Y.2	0.783	Valid
		Y.3	0.780	Valid
		Y.4	0.783	Valid
		Y.5	0.803	Valid
		Y.6	0.785	Valid
		Y.7	0.664	Valid

**Table 5.** Reliability Results

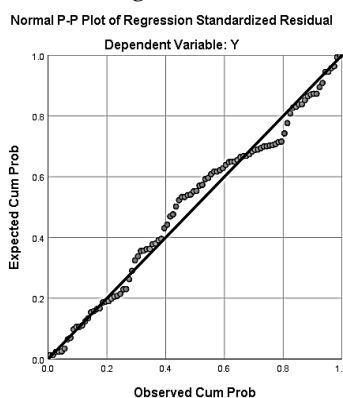
No.	Variable	Nilai Cronbach's Alpha	N of Item	Keterangan
1	<b>Leadership Behavior (X1)</b>	0,894	7	Reliabel
2	<b>Organizational Justice (X2)</b>	0,918	4	Reliabel
3	<b>Lecturer Employee (Y)</b>	0,923	7	Reliabel

The measurement of item score consistency in research is called reliability. Where, item score reliability is the ability to get the same results when repeated under the same circumstances. This study conducted a reliability test on independent constructs, namely leadership behavior and organizational justice while the dependent variable is lecturer performance.

From table 5, the reliability test of leadership behavior, organizational justice, and lecturer performance has been carried out which meets the Cronbach's Alpha criteria of greater than 0.60. As can be seen from table 5, the Cronbach's alpha value for leadership behavior (X1) for 7 items is 0.894 which is also higher than the acceptable value of 0.60. So the reliability test of the independent variable leadership behavior meets the criteria.

Variable X2, which is Organizational Justice, has an alpha Cronbach value of 0.918. This means that its reliability meets the established criteria, with a value that far exceeds the accepted threshold of 0.60. This means that the measuring instrument used to measure organizational justice is reliable.

Variable Y, which is Lecturer Performance, has also been tested for reliability, and its Cronbach alpha value is 0.923. As with the other variables, this value also exceeds the accepted threshold. With a high Cronbach's alpha value, which is above the accepted threshold, it can be trusted that this measuring instrument is consistent in measuring the construct of lecturer performance.

**Figure 1.** Normality Test

The normality test is an important step in regression analysis because the assumption of normal distribution of data is key in the interpretation of results. In regression models, the assumption that data is normally distributed is necessary to ensure the reliability and validity of the analysis results. A normal probability plot graph is one way to test whether data follows a normal distribution. If the points on the graph are close to the diagonal line and follow the pattern of the diagonal line, then this indicates that the data tends to be normally distributed.

In this context, the results of the normal probability plot graph show that the observed data tends to be normally distributed. This indicates that the assumption of data normality distribution is met, so that the regression model used can be considered valid to predict lecturer performance. Thus, the results of the regression analysis based on these data can be considered as a strong basis in interpreting the effect of the independent variables on the dependent variable in this study.

The Heteroscedasticity test aims to evaluate whether there is an imbalance in the variance between observations in the regression model. The scatterplot is used as a visual tool to see the pattern of data dispersion. From Figure 2, it can be observed that the dots are scattered randomly without forming a

particular pattern or line trend. In addition, the data distribution tends to be centered around the zero point.

The test results show that this regression model does not suffer from heteroscedasticity problems. This means that the variance of the residuals between observations does not vary significantly along the range of predictor values. In other words, the assumption of homoscedasticity is met, which indicates that the regression model provides a consistent estimate of the residual variance across the range of predictor values. This validates the reliability of the model in using the given data to make predictions or estimates.

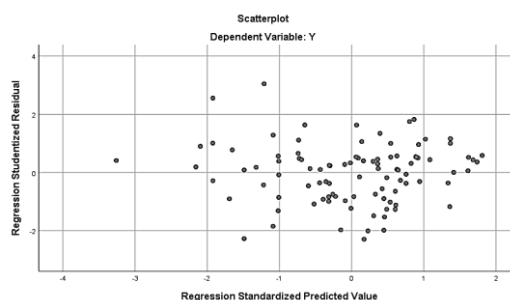


Figure 2. Heteroscedasticity Test

Data analysis in table 8 involves testing for autocorrelation between leadership behavior and organizational justice variables on lecturer performance using the Durbin Watson (DW) method. DW values are used as a measure of autocorrelation, where values below -2 indicate positive autocorrelation, between -2 and +2 indicate no autocorrelation, and above +2 indicate negative autocorrelation. The Durbin-Watson value of 1.805 indicates that there is no autocorrelation problem in the model. These results indicate that the basic assumption of independence between observations is met in the regression model. That is, there is no significant pattern of dependence between the errors (residuals) in the model, indicating that each observation can be considered as independent of each other.

After conducting the autocorrelation test, the next step is multicollinearity testing. The purpose of this test is to determine whether there is a significant correlation between the independent variables in the regression model. In this study, tolerance limits along with the Variance Inflation Factor (VIF) were used to evaluate multicollinearity. If the tolerance value is more than 0.1 and the VIF value is less than 1, then there is no indication of multicollinearity between the independent variables in the model. However, if the tolerance value remains greater than 0.1 but the VIF value exceeds 1, it indicates the presence of multicollinearity which might affect the reliability of the interpretation of the regression model. Based on the test results in table 6, the tolerance value of each independent variable (leadership behavior and organizational justice) > 0.1 (0.682 and 0.682) and Variance Inflation Factor (VIF) < 10 (1.467 and 1.467) so that this regression model does not occur multicollinearity.

Table 6. Multiple Linier Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.382	2.759		1.226	.223		
	X.1	.531	.073	.543	7.292	.000	.682	1.467
	X.2	.599	.127	.350	4.702	.000	.682	1.467

Based on the results from table 6, the probability value obtained is 0.000, which is less than the significance level of 0.05. This indicates that Ha1 is accepted, which means "Leadership Behavior has a positive influence on Lecturer Performance." These results indicate that the leadership behavior variable has a significant relationship with lecturer performance in the context of this study. Similarly,

the result of the significance test for the organizational justice variable also shows a probability value of 0.000, which is also less than 0.05. Therefore, Ha2 is also accepted, which means "Organizational Justice has a positive influence on Lecturer Performance".

Based on Table 6, the regression model in this study is as follows:  $Y = 3.382 + 0.531 X_1 + 0.599 X_2 + e$ . The constant value of the regression equation is 3.382 with positive parameters. This means that leadership behavior ( $X_1$ ), organizational justice ( $X_2$ ) is equal to 0, then the performance of lecturers ( $Y$ ) is 3.382. Furthermore, the regression coefficient value of leadership behavior ( $X$ ) is 0.531, which means that if the leadership behavior variable ( $X_1$ ) increases by 1% assuming the organizational justice variable ( $X_2$ ) and the constant is 0, the lecturer's performance will increase by 0.531. This shows that the leadership behavior variable ( $X_1$ ) makes a positive contribution to lecturer performance ( $Y$ ). So that if effective leadership behavior is applied, the higher the lecturer's performance will be. Then, the regression coefficient value of organizational justice ( $X_2$ ) of 0.599 indicates that if the organizational justice variable ( $X_2$ ) increases by 1% assuming the leadership behavior variable ( $X_1$ ) and the constant is 0, the lecturer performance ( $Y$ ) will increase by 0.599. This indicates that the organizational justice variable makes a significant positive contribution to lecturer performance. In other words, the higher the level of organizational justice applied in the higher education environment, the higher the level of lecturer performance.

**Table 7.** F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7058.248	2	3529.124	83.603	.000 <sup>b</sup>
	Residual	4094.662	97	42.213		
	Total	11152.910	99			

The test results in table 7 show that there is a significant influence jointly between leadership behavior and organizational justice on lecturer performance. The calculated F value is 83.603, with a significance value (sig.) of 0.000, which is lower than the specified significance level (0.05). This means that the results obtained do not occur by chance. Thus, both hypotheses proposed can be accepted, indicating that both leadership behavior and organizational justice have a significant influence on lecturer performance.

**Table 8.** Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.796 <sup>a</sup>	.633	.625	6.49715	1.805

The coefficient of determination analysis aims to measure how much variability in the dependent variable can be explained by the independent variables in the regression model. In this case, the determination value (R Square) of 0.633 indicates that leadership behavior and organizational justice together contribute 63.3% to the variation in lecturer performance.

Most of the variation in lecturer performance can be explained by the leadership behavior and organizational justice examined in this study. However, the remaining 36.7% is likely to be caused by other factors not included in this model. This suggests that there are other factors that also affect lecturer performance besides the leadership behaviors and organizational justice that have been investigated.

### The Influence of Leadership Behavior on Lecturer Performance

This study suggests that the way a leader acts can really affect how lecturers work. As expressed in references, such as Fernandez (2008); Cheng (2013); Darmawan (2014); Ha and Nguyen (2014); Hariani et al. (2016); Mardikaningsih (2016); Ogola et al. (2017); Munir et al. (2022); Retnowati et al. (2023). The concept of servant leadership emphasizes efforts to meet the needs of lecturers, help them achieve maximum potential, and contribute to the achievement of organizational goals. When a leader shows a positive attitude and provides clear direction, lecturers tend to feel more motivated and perform better. Likewise, when leaders take an active role in guiding and supporting lecturers'



performance can improve. Therefore, servant leadership in higher education institutions can create a work environment that supports and empowers lecturers to perform optimally.

Leaders who apply servant leadership tend to be more sensitive to lecturers' needs and aspirations, thus creating a positive and collaborative work environment. Leaders who actively encourage lecturers to participate in activities and provide appropriate support can help lecturers in many ways. This includes helping them overcome challenges, such as problems in teaching or research. In addition, leaders also help lecturers to explore new potential, such as skill development or new research that may not have been explored before. With the help and support provided by leaders, lecturers are expected to achieve superior levels of performance, both in terms of teaching and contributing to the development of the institution. In addition, leaders also help lecturers to explore new potentials, such as skill development or new research that may not have been explored before. With the help and support provided by leaders, lecturers are expected to achieve a superior level of performance, both in terms of teaching and contributing to the development of the institution. In addition, service-oriented leaders can also be good examples for lecturers in practicing ethical values, integrity, and professional responsibility in their work. Studies by Bentein et al. (2022), Franklin et al. (2023), and Masnawati & Hariani (2023) confirmed this. When leaders demonstrate attitudes and behaviors that reflect service, this forms a strong organizational culture in higher education. This culture is based on collaboration, innovation, and achieving academic excellence as the main focus, which in turn, helps to strengthen lecturer performance and improve institutional effectiveness.

It is important to understand that leadership behavior is not only about giving orders, but also about listening and responding to the needs of lecturers. As a leader, the ability to listen and understand lecturers' perspectives, concerns, and expectations is an important aspect of effective leadership. A good leader will pay attention to feedback from lecturers and provide the necessary support to help lecturers achieve their goals. When lecturers feel heard and supported by their leaders, they are more likely to collaborate, innovate and contribute maximally to the mission of their higher education institution.

This means that higher education institutions need to pay attention to the role of their leaders in shaping an organizational culture that supports lecturer performance (Paais & Pattiruhu, 2020; Hariani, 2021). Leadership training and development that emphasizes communication skills, empathy, and sensitivity to lecturers' needs can be an important first step. Thus, this study provides insights into how higher education institutions can strengthen the role of their leaders to achieve greater academic and institutional goals.

In the context of globalization and intensifying competition in higher education, it is important for leaders of educational institutions to understand their role in influencing lecturer performance. As such, this study not only provides a deeper understanding of the factors that influence lecturer performance, but also provides insights into how effective leadership practices can improve the quality and effectiveness of higher education institutions. In both cases, perceptions of organizational justice can influence lecturers' behavior and ultimately affect their performance. For this reason, higher education institutions should ensure that their organizational policies and practices reflect the principles of fairness. This could involve reviewing performance evaluation systems, promotion policies and other resource distribution. By creating a fair work environment, higher education institutions can encourage better motivation and performance from their lecturers, which will ultimately contribute to the achievement of their academic and institutional goals (Onoyase, 2017; Mardikaningsih & Darmawan, 2022).

Organizational justice also plays an important role in maintaining a positive and productive work climate in higher education settings (Raza et al., 2023). It can create collaboration among academic staff, which in turn can enhance innovation and the achievement of institutional goals. Conversely, unfairness in treatment can lead to dissatisfaction, conflict, and even a decline in morale among faculty.

In addressing organizational justice issues, it is important for leaders to listen and respond to the concerns and expectations of their faculty. This suggests that higher education institutions need to pay attention to how their organizational policies and practices affect lecturers' perceptions of justice.

### **The Effect of Organizational Justice on Lecturer Performance**

Data analysis from this study shows that organizational justice has a significant influence on lecturer performance in a higher education environment. This finding is consistent with several previous studies that have been conducted by Shan et al. (2015); Kalay (2016); Swalhi et al. (2017); Retnowati and Darmawan (2022) that educational institutions need to be treated fairly and equally by institutions, this tends to increase their motivation and performance. However, conversely, if lecturers feel that they are not treated fairly, this can trigger a range of responses that impact on their performance. Some lecturers divert their attention from core tasks or become less productive. On the other hand, there are also those who respond by increasing their commitment to the job, in the hope that such behavior can improve the perceived unfair situation. In both cases, perceptions of organizational justice can influence lecturers' behavior and ultimately affect their performance. For this reason, higher education institutions should ensure that their organizational policies and practices reflect the principles of fairness. This could involve reviewing performance evaluation systems, promotion policies and other resource distribution. By creating a fair work environment, higher education institutions can encourage better motivation and performance from their lecturers, which will ultimately contribute to the achievement of their academic and institutional goals (Onoyase, 2017; Mardikaningsih & Darmawan, 2022).

Organizational justice also plays an important role in maintaining a positive and productive work climate in higher education settings (Raza et al., 2023). It can create collaboration among academic staff, which in turn can enhance innovation and the achievement of institutional goals. Conversely, unfairness in treatment can lead to dissatisfaction, conflict, and even demoralization among lecturers.

In addressing organizational justice issues, it is important for leaders to listen and respond to the concerns and expectations of their lecturers. This suggests that higher education institutions need to pay attention to how their organizational policies and practices affect lecturers' perceptions of fairness.

Transparency in decision-making processes and consistency in applying policies can help build a just organizational culture. Thus, strengthening organizational justice can be an important factor in improving lecturers' welfare and performance, as well as strengthening the reputation and image of higher education institutions. To that end, the results of the study emphasize the importance of organizational justice in improving lecturer performance. In addition, the study also provides insights into how higher education institutions can improve their practices to create a better working environment for all their members.

## **4. CONCLUSION**

The results of this study indicate that leadership behavior and organizational justice have a significant influence on lecturer performance in higher education. This underscores the importance of the interaction between leaders and organizational policies with individual performance in educational institutions. Effective leadership behaviors, including mentoring, support, and appreciation from leaders, along with fairness in organizational policies, such as performance evaluation and promotion, can improve lecturers' motivation and performance.

Suggestions that can be drawn from the results of this study are the need for greater attention to the development of effective leadership and fair policy practices in higher education institutions. Leaders at institutional and departmental levels need to be trained to develop communication, leadership and motivational leadership skills. In addition, it is important to ensure that organizational policies, especially in terms of performance evaluation and promotion, are understood and applied consistently and fairly. Regular evaluation of organizational policies and practices is an important step in ensuring that they remain appropriate and responsive to faculty needs and the changing

environment. By conducting regular evaluations, higher education institutions can identify areas where adjustments are needed to ensure that lecturers feel supported and their working environment remains conducive to achieving educational and academic goals.

In addition, it is important for higher education institutions to strengthen a supportive work culture. This involves building a community of trust and collaboration among lecturers, staff and leaders. Open communication, candid dialogue, and appreciation of individual contributions can help strengthen a sense of ownership and engagement across the institution. By strengthening the link between leaders, organizational policies, and faculty performance, higher education institutions can create a supportive environment for academic growth and mutual success.

## REFERENCES

- Amabile, T. M., E. A. Schatzel, G. B. Moneta, & S. J. Kramer. (2004). Leader Behaviors and the Work Environment for Creativity: Perceived Leader Support. *The Leadership Quarterly*, 15(1), 5-32.
- Bentein, K., M. È. Lapalme, S. Guerrero, X. Parent-Rocheleau, & G. Simard. (2022). How Can Servant Leaders Foster Public Employees' Service-Oriented Behaviors? A Multilevel Multisource Study in Canadian Libraries. *Public Administration Review*, 82(2), 269-279.
- Cheng, J. N. (2013). The Effect of Kindergarten Principals' Leadership Behaviors on Teacher Work Performance. *Social Behavior and Personality: An International Journal*, 41(2), 251-262.
- Choi, J. & Y. Choi. (2009). Behavioral Dimensions of Public Relations Leadership in Organizations. *Journal of Communication Management*, 13(4), 292-309.
- Colquitt, J. A. (2001). On the Dimensionality of Organizational Justice: A Construct Validation of a Measure. *Journal of Applied Psychology*, 86(3), 386.
- Cropanzano, R., D. E. Bowen, & S. W. Gilliland. (2007). The Management of Organizational Justice. *Academy of Management Perspectives*, 21(4), 34-48.
- Darmawan, D. (2012). Studi Empiris Tentang Hubungan Antara Keadilan Organisasi dan Keterikatan Kerja. *Jurnal Ekonomi dan Bisnis*, 2(1), 27-32.
- Darmawan, D. (2014). *Peranan Komunikasi Kerja, Kedisiplinan, Kepemimpinan, Kemampuan Kerja dan Komitmen Perusahaan terhadap Kinerja Karyawan*. Surabaya: Metromedia.
- Darmawan, D. (2019). Pengaruh Interaksi Sosial, Keterlibatan Kerja Dan Keadilan Organisasi Terhadap Kepuasan Kerja. *Jurnal Ekonomi dan Bisnis*, 9(2), 1-6.
- Fernandez, S. (2008). Examining the Effects of Leadership Behavior on Employee Perceptions of Performance and Job Satisfaction. *Public Performance & Management*, 32(2).
- Franklin, R., S. Younge, & K. Jensen. (2023). The Role of Historically Black Colleges and Universities (Hbcus) in Cultivating the Next Generation of Social Justice and Public Service-Oriented Moral Leaders During the Racial Reckoning And COVID-19 Pandemics. *American Journal of Community Psychology*, 71(1-2), 22-32.
- Greenberg, J. (2010). Organizational Injustice as an Occupational Health Risk. *Academy of Management Annals*, 4(1), 205-243.
- Ha, N. M. & T. V. H. Nguyen. (2014). The Influence of Leadership Behaviors on Employee Performance in the Context of Software Companies in Vietnam. *Advances in Management and Applied Economics*, 4(3), 157.
- Hariani, M., D. Darmawan & Y. Yuli. (2016). Motivasi Kerja dan Kepemimpinan Untuk Mengembangkan Kinerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(2), 67-76.
- Hariani, M. (2021). Organizational Culture and Self-Efficiency that Form Employee Performance. *Studi Ilmu Sosial Indonesia*, 1(2), 23-32.
- Kalay, F. (2016). The Impact of Organizational Justice on Employee Performance: A Survey in Turkey and Turkish Context. *International Journal of Human Resource Studies*, 6(1), 1-20.
- Karina, A., R. Mardikaningsih, & E. Retnowati. (2015). Dampak Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(2), 69-84.
- Mardikaningsih, R. & D. Darmawan. (2012). Studi Tentang Karakteristik Individu, Kepemimpinan,

- Kompensasi, Organizational Citizenship Behavior, dan Budaya Organisasi Untuk Membentuk Kepuasan Kerja dan Kinerja Karyawan. *Jurnal Ekonomi dan Bisnis*, 2(2), 7-25.
- Mardikaningsih, R. (2013). Pengukuran Kinerja Dosen berdasarkan Penilaian Mahasiswa. *Jurnal Ilmu Sosial*, 6(1), 15-26.
- Mardikaningsih, R. (2016). Variabel Kepemimpinan dan Lingkungan Kerja serta Pengaruhnya terhadap Kinerja Karyawan. *Management & Accounting Research Journal*, 1(1), 55-62.
- Mardikaningsih, R & M. Munir. (2021). Studi tentang Variabel Kepemimpinan, Komitmen Organisasi dan Intensi Turnover. *Journal of Trends Economics and Accounting Research*, 2(1), 17-21.
- Mardikaningsih, R. & D. Darmawan. (2022). Determinan Keterlibatan Kerja: Peran Dari Penilaian Kinerja, Perilaku Kepemimpinan dan Perilaku Inovatif. *TIN: Terapan Informatika Nusantara*, 3(5), 178-184.
- Mardikaningsih, R. & D. Darmawan. (2022). The Influence of Working Conditions and Employee Motivation on Job Performance. *Studi Ilmu Sosial Indonesia*, 2(2), 1-10.
- Masnawati, E. & M. Hariani. (2023). Teacher Example and its Impact on Students' Social Behavior. *Studi Ilmu Sosial Indonesia*, 3(1), 31-48.
- McKown, C. (2017). Social-Emotional Assessment, Performance, and Standards. *The Future of Children*, 157-178.
- Munir, M., S. Arifin, D. Darmawan, F. Issalillah & R. K. Khayru. (2022). Pengaruh Motivasi Kerja, Religiusitas, Kepemimpinan Dan Lingkungan Terhadap Kinerja Karyawan. *Jurnal Baruna Horizon*, 5(2), 88-99.
- Molefe, G. N. (2010). Performance Measurement Dimensions for Lecturers at Selected Universities: An International Perspective. *SA Journal of Human Resource Management*, 8(1), 1-13.
- Odoardi, C., F. Montani, J. S. Boudrias, & A. Battistelli. (2015). Linking Managerial Practices and Leadership Style to Innovative Work Behavior: The Role of Group and Psychological Processes. *Leadership & Organization Development Journal*, 36(5), 545-569.
- Ogola, M., D. Sikalieh, & T. Linge. (2017). The Influence of Idealized Influence Leadership Behavior on Employee Performance in Small and Medium Enterprises in Kenya. *European International Journal of Science and Technology*, 6(3), 47-62.
- Onoyase, A. (2017). Motivation and Job Performance of Lecturers of Tertiary Institutions in Nigeria: Implication for Counselling. *World Journal of Educational Research*, 4(2).
- Pan, X., M. Chen, Z. Hao, & W. Bi. (2018). The Effects of Organizational Justice on Positive Organizational Behavior: Evidence from a Large-Sample Survey and a Situational Experiment. *Frontiers in psychology*, 8, 272780.
- Paais, M. & J. R. Pattiruhu. (2020). Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance. *The Journal of Asian Finance, Economics and Business*, 7(8), 577-588.
- Raza, M., S. Khan, & S. Khalid. (2023). Influence of Ethical Climate, Workplace Spirituality and Organizational Justice on Workplace Deviant Behavior: A Mediating Role of Organizational Citizenship Behavior. *Journal of Policy Research*, 9(2), 883-900.
- Retnowati, E. & D. Darmawan. (2022). Peningkatan Kinerja Karyawan Ditinjau dari Sikap Kerja Dan Penegakan Keadilan Organisasi. *Arbitrase: Jurnal Ekonomi dan Akuntansi*, 3(2), 219-226.
- Retnowati, E., D. Darmawan, A. R. Putra, R. S. Putra, & F. Issalillah. (2023). Pengaruh Modal Psikologis, Kualitas Kehidupan Kerja, dan Kepemimpinan terhadap Kinerja Pegawai. *Jurnal Baruna Horizon*, 6(1), 31-38.
- Schafer, J. A. (2013). The Role of Trust and Transparency in the Pursuit of Procedural and Organisational Justice. *Journal of Policing, Intelligence and Counter Terrorism*, 8(2), 131-143.
- Shan, S., H. M. Ishaq, & M. A. Shaheen. (2015). Impact of Organizational Justice on Job Performance in Libraries: Mediating Role of Leader-Member Exchange Relationship. *Library Management*, 36(1/2), 70-85.
- Sørensen, P., M. B. Hansen, & A. R. Villadsen. (2023). Perceived Changes in Leadership Behavior

- During Formal Leadership Education. *Public Personnel Management*, 52(2), 170-190.
- Sookdeo, B. (2019). Measuring Organisational Performance Using Work Measurement: Towards Improving Productivity. *International Journal of Productivity and Quality Management*, 28(4), 497-510.
- Suliman, A. & M. Al Kathairi. (2012). Organizational Justice, Commitment and Performance in Developing Countries: The case of the UAE. *Employee Relations*, 35(1), 98-115.
- Swalhi, A., S. Zgoulli, & M. Hofaidhllaoui. (2017). The Influence of Organizational Justice on Job Performance: The Mediating Effect of Affective Commitment. *Journal of Management Development*, 36(4), 542-559.
- Zaitouni, M., & M. L. Ouakouak. (2018). The Impacts of Leadership Support and Coworker Support on Employee Creative Behavior. *International Journal of Productivity and Performance Management*, 67(9), 1745-1763.

