

Bibliometric Analysis of Lecturer Performance Through Strengthening Organisational Culture, Transformational Leadership and Work Motivation

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ABSTRACT

This study aims to analyse trends in lecturer performance through strengthening organisational culture, transformational leadership, and work motivation with a literature review using bibliometric analysis. The method used is based on Google Scholar database analysis using the Publish or Perish search tool with the keywords lecturer performance, organisational culture, transformational leadership, and work motivation. The analysis was continued using Microsoft Excel to examine publication trends and the highest number of citations, followed by data visualisation using VOSviewer for mapping and trend analysis. The results of the bibliometric analysis showed 961 articles from 2015 to 2024, indicating a consistent increase in the number of publications, reaching a peak of 143 articles in 2024. Publications with the highest number of citations focused on organisational culture and leadership, reaching 3,102 citations. The results of visualisation mapping through VOSviewer identified 19 items in 4 clusters, where performance, lecturers, and transformational leadership emerged as central themes. Thus, it can be seen that the latest trends show a shift in research from leadership style and employee performance towards the integration of organisational culture, transformational leadership, and work environment as key factors in lecturer performance.

INTRODUCTION

Lecturer performance is one of the crucial factors that determine the quality of higher education. As academic staff, lecturers are required to meet performance standards that not only cover responsibilities in teaching, research, and community service, but also contribute to the development of science and the advancement of the institution. In general, lecturer performance is influenced by various interrelated factors, such as organisational culture, transformational leadership, and work motivation (Anwar, 2016). Bibliometric analysis is an important tool for evaluating publications, which are one indicator of lecturer performance, thereby helping to identify publication trends and research productivity in various disciplines (Mubarok & Istiana, 2022; Patty et al., 2023). Thus, this study explores how organisational culture, transformational leadership, and work motivation can build and develop lecturer performance, emphasising bibliometric analysis to identify patterns and gaps in existing research (Atikah & Qomariah, 2021).

A strong organisational culture can foster values and norms that guide lecturers' behaviour (Sukatin & Fajri, 2021; Zahra Sholehah et al., 2023). Meanwhile, transformational leadership encourages innovation, collaboration, and commitment among lecturers in implementing the three pillars of higher education (Kurniawan et al., 2023). So that all of these things can become work motivation that can be a driving force to strengthen the dedication and productivity of lecturers (Nadiaty et al., 2019). Thus, it can be said that this bibliometric analysis maps the strengthening of organisational culture, transformational leadership and work motivation to achieve optimal lecturer performance.

The results of the literature review indicate that transformational leadership plays an important role in shaping the intrinsic motivation of organisational members, which indirectly contributes to a positive work culture (Slahanti & Setyowati, 2022). Work motivation significantly affects individual performance, as demonstrated by research linking job satisfaction to increased productivity (Prayudi, 2021). Previous bibliometric studies analysing the influence of transformational leadership on individual performance show an upward trend in publications on this topic (Ernawati & Mahfudz, 2022). However, there are still research gaps that need to be filled, particularly regarding the complex interactions between organisational culture variables, transformational leadership, and work motivation in improving lecturer performance in higher education institutions (Maheshwari & Kha, 2023; Widyaningsih & Arfiansyah, 2020).

Therefore, this analysis aims to identify patterns of scientific publications, researcher collaborations, and thematic focuses that emerge from existing literature reviews on the relationship between organisational culture, transformational leadership, work motivation, and lecturer performance. This analysis will provide a comprehensive overview of the current research landscape, highlight areas that have been studied in depth, and identify opportunities for future research. In addition, this study will describe the bibliometric methods used to map relevant literature, including database

selection, inclusion and exclusion criteria, and data analysis techniques to identify publication metrics and network visualisation. The main objective of this approach is to uncover dominant publication patterns and identify under-explored research areas, providing a solid foundation for future theory and practice development. The main findings of the bibliometric analysis will be presented through an analysis of publication trends during the period 2015-2024, as well as collaboration networks among researchers through data visualisation using VOSviewer. This discussion will also include citation analysis to identify the most influential articles and authors, as well as thematic mapping to describe the main sub-fields in the research domain by identifying research clusters. These findings will form the basis for practical recommendations to strengthen organisational culture and adaptive leadership strategies to improve lecturer motivation and performance (Virgana, 2021).

Bibliometric analysis can provide significant insights into how the research landscape has evolved and where it is headed in the future (Mubarok & Istiana, 2022). By analysing clusters and relationships between keywords, this study reveals the dynamics of research on lecturer performance, emphasising the importance of strengthening organisational and leadership aspects in higher education management.

LITERATURE REVIEW

Literature on lecturer performance increasingly highlights the crucial roles of organisational culture, transformational leadership, and work motivation in shaping academic staff effectiveness in higher education. A bibliometric analysis spanning from 2015 to 2024 revealed a steady growth in research publications examining these factors, with a notable peak in 2024, primarily focusing on organisational culture and leadership, which together garnered the highest citation counts (3,102 citations) and emerged as central themes (Virgana, 2021). This reflects a scholarly consensus on the interplay between organisational and leadership dynamics in fostering lecturer performance.

Organisational culture serves as a foundation by instilling shared values and behavioural norms that guide lecturer conduct, which can indirectly enhance their motivation and productivity (Sukatin & Fajri, 2021; Zahra Sholehah et al., 2023). Empirical studies confirm a direct positive effect of organisational culture on lecturer performance, either alone or mediated by factors such as job satisfaction, achievement motivation, and organisational commitment. For instance, research among private university lecturers found organisational culture positively influenced performance directly and through increased job satisfaction, underscoring its pivotal influence on academic outcomes. However, some studies report insignificant direct effects of organisational culture on lecturer motivation or performance, suggesting that its impact may depend on contextual factors like institutional governance or interplay with leadership styles.

Transformational leadership is widely acknowledged as a key driver of lecturer performance, primarily by fostering intrinsic motivation, encouraging innovation, and shaping a positive organisational culture. Leaders exhibiting

transformational characteristics such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration positively impact teaching performance and work motivation. The positive correlation between transformational leadership and lecturer performance is reinforced by studies demonstrating its indirect effects mediated through organisational culture and job satisfaction. Moreover, transformational leadership enhances knowledge sharing and organisational commitment, which further sustains academic productivity. Nonetheless, some research suggests variability in the strength of these relationships depending on additional mediating factors and the specificities of institutional context.

Work motivation emerges as a significant mediator and outcome within this nexus, linking organisational culture and leadership to lecturer performance. Motivation grounded in intrinsic factors, often cultivated by transformational leadership and supported by a conducive work environment, is found to enhance lecturers' dedication and effectiveness (Nadiaty et al., 2019; Slahanti & Setyowati, 2022). Spiritual leadership, which integrates ethical and moral values with intrinsic motivation, also positively affects work motivation and, subsequently, lecturer performance, offering an inclusive framework for leadership development in academia. Additionally, motivational factors related to job satisfaction and achievement drive performance improvements, suggesting the need to address lecturers' psychological and contextual needs alongside structural organisational changes (Prayudi, 2021).

Overall, bibliometric trends and empirical evidence point to a shift from examining isolated leadership styles or individual factors towards an integrated approach that emphasises the interactions between organisational culture, transformational leadership, and work motivation as key determinants of lecturer performance (Virgana, 2021). However, existing research identifies gaps, particularly in exploring the complex multidimensional interplay of these variables within diverse higher education settings, and calls for more nuanced analyses employing multi-method and longitudinal designs (Maheshwari & Kha, 2023; Widyaningsih & Arfiansyah, 2020). Future studies are encouraged to deepen understanding of contextual moderators, such as governance structures and cultural norms, which influence how leadership and motivation mechanisms translate into lecturer performance outcomes.

Strengthening organisational culture and adopting transformational leadership practices are instrumental for motivating lecturers and enhancing their performance. Institutional policies aiming to cultivate supportive work environments and transformational leadership capacities hold promise for advancing the quality of higher education teaching, research, and service functions. The integration of bibliometric mapping, as demonstrated in recent studies, provides valuable insights into dominant research themes, influential contributions, and emerging gaps, setting a foundation for focused academic inquiry and practical interventions designed to optimize lecturer performance in higher education contexts (Virgana, 2021; Mubarok & Istiana, 2022).

METHODOLOGY

The research method used was a literature review based on three main stages, namely data screening, data processing, and data analysis with visualisation (Aria & Cuccurullo, 2017; Pham-Duc et al., 2020; Wahyudin et al., 2023). The first stage involved data collection by searching for relevant articles obtained from Google Scholar in the publication period from 2015 to 2024 using the keywords: lecturer performance, organisational culture, transformational leadership, and work motivation. This data search was conducted using Publish or Perish software, then the data was exported in RIS and CSV formats (Al Husaeni & Nandiyanto, 2022). From this process, a total of 961 articles relevant to the keyword identification were found.

The second stage involved data screening, which involved removing incomplete or duplicate articles, such as those without a publication year, thereby ensuring that the dataset only contained valid and usable publication records. The selected data was then prepared for the next stage of analysis.

The third stage involved data analysis and visualisation. Bibliometric analysis was performed using VOSviewer software to map clusters, co-occurrence relationships, and visualise data in the form of network visualisation, overlay visualisation, and density visualisation (Al Husaeni & Nandiyanto, 2022; Mulyawati & Ramadhan, 2021). In addition, descriptive analysis was conducted using Microsoft Excel to identify the most frequently cited articles and publication trends, such as annual growth, keyword distribution, and research patterns related to lecturer performance, organisational culture, transformational leadership, and work motivation.

RESEARCH RESULT

The results of the literature review show that the data collection process using the Publish or Perish search engine provides an overview of the development of research publications related to lecturer performance, organisational culture, transformational leadership, and work motivation, as seen from the number of publications from 2015 to 2024, as shown in Figure 1.

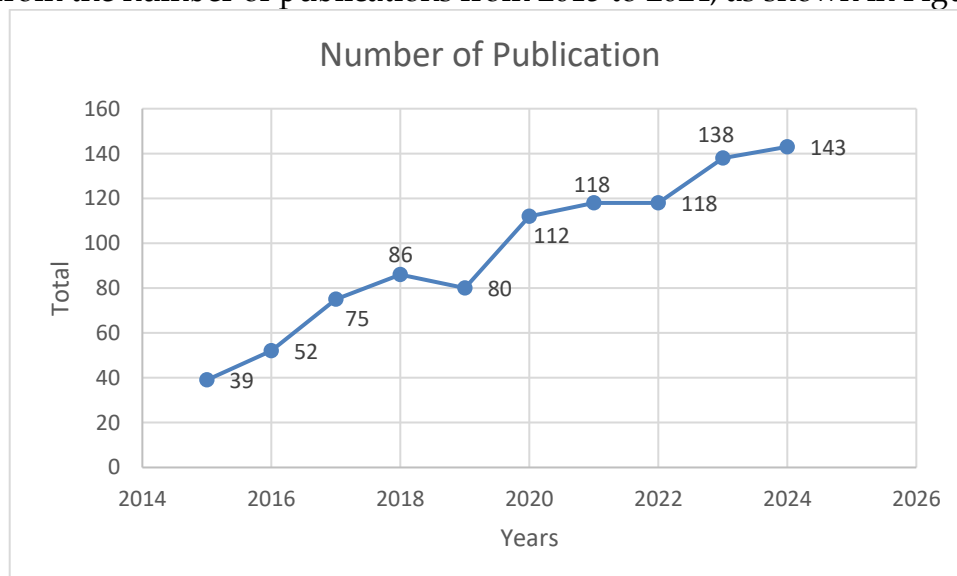


Fig 1. Number of Publication 2015-2024

Looking at the number of publications shown in Figure 1, the trend shows a steady increase in the number of publications during this period. In other words, in 2015, the number of articles identified was relatively small, with only 39 publications. However, research activity began to increase consistently, reaching 52 publications in 2016 and 75 publications in 2017. The upward trend continued in 2018 with 86 publications. However, there was a slight decline in 2019 with 80 publications, but the overall publication pattern shows a growing interest in this topic. As a result, the number of publications increased significantly in 2020, with 112 publications, which then continued to increase again in 2021 and 2022 to 118 publications. This shows that research interest in the topic of lecturer performance through strengthening organisational culture, transformational leadership, and work motivation remains high, reflecting the relevance of these themes in academic knowledge development. In 2023, the number of publications experienced significant growth, reaching 138 publications, and in 2024, it reached the highest number of publications with a total of 143 articles published with Google Scholar index.

A total of 961 publications were collected from Google Scholar using the keywords lecturer performance, organisational culture, transformational leadership, and work motivation. Eleven publications with the highest number of citations based on the Google Scholar database were found, as shown in Table 1.

Table 1. List of articles based on citations

Cites	Authors	Title	Type	Tahun
3102	(Sutrisno, 2019)	Organizational culture	Book	2019
925	(Susanto, 2016)	Teacher performance improvement management concepts, strategies, and implementation	Book	2016
814	(Pianda, 2018)	Teacher performance: teacher competence, work motivation and principal leadership	Book	2018
338	(Jufrizen & Rahmadhani, 2020)	The influence of organizational culture on employee performance with the work environment as a moderating variable	Article	2020
323	(Fayzhall et al., 2020)	Transformational versus Transactional Leadership: Which Influences Teacher Job Satisfaction	Article	2020
301	(Ali et al., 2022)	Measuring organizational citizenship behavior: Workload, work culture and motivation (Literature review study)	Article	2022
275	(Hendra, 2020)	The influence of organizational culture, training and motivation on employee performance at Tjut Nyak Dhien University, Medan	Article	2020

243	(Nurhasanah et al., 2022)	The influence of work ethics, organizational culture and workload on employee performance with job satisfaction as an intervening variable	Article	2022
228	(Said, 2018)	Principal leadership in preserving school quality culture	Article	2018
214	(Citra & Fahmi, 2019)	The influence of leadership, job satisfaction and work motivation on employee loyalty	Article	2019
174	(Purwanto et al., 2020)	Leadership models in educational institutions: a schematic literature review	Article	2020

Table 1 displays the 11 most frequently cited articles published in 2016, 2018, 2019, 2020, and 2022. The top three publications based on the number of citations are books, namely Organisational Culture with 3,102 citations, Teacher Performance Improvement Management with 925 citations, and Teacher Performance with 814 citations. These works form the fundamental basis for research on performance, motivation, and leadership in education.

The next step is to analyse the data visualisation with mapping on bibliometrics, as shown in Figure 2.

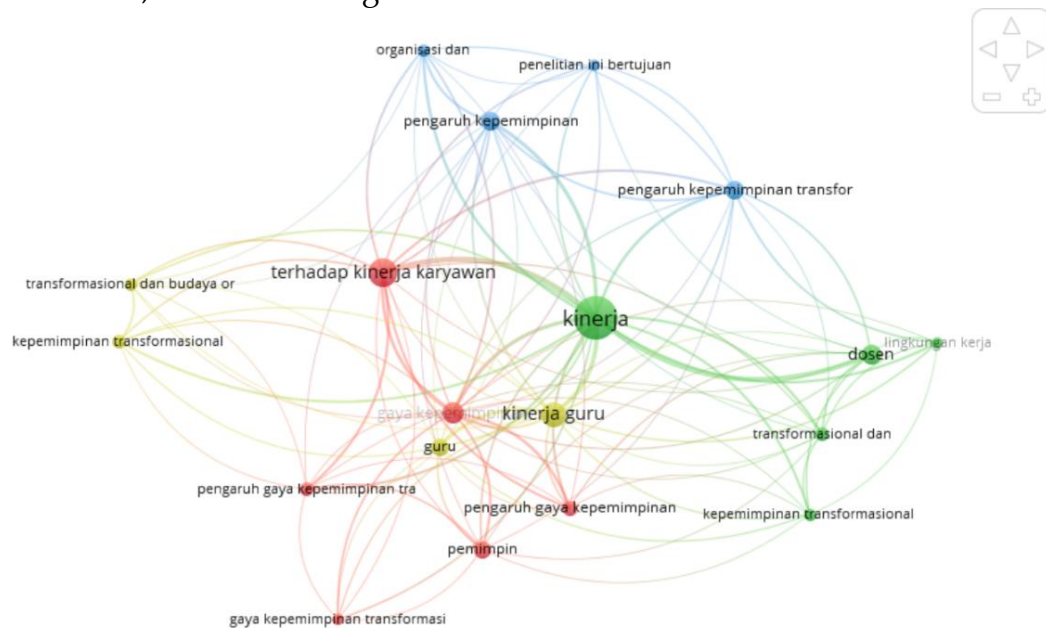


Fig 2. Network Visualization

Bibliometric mapping was then processed using VOSviewer to visualise the distribution of terms and the relationships between them. The results of the analysis in the network visualisation showed four clusters consisting of 19 items, as shown in Figure 2.

(i) Cluster 1 (6 items, red): leadership style, transformational leadership style, leader, influence of leadership style, influence of transformational leadership style, and impact on employee performance. This cluster emphasises

the direct relationship between leadership style and employee performance, with transformational leadership as the central theme.

(ii) Cluster 2 (5 items, green): lecturers, transformational leadership, performance, work environment, and transformational. This cluster shows the relationship between the role of transformational leadership in shaping lecturer performance, with the work environment emerging as an intermediary factor.

(iii) Cluster 3 (4 items, blue): organisation, research, leadership influence, and transformational leadership influence. This cluster is conceptual, focusing on the organisational context and research perspectives on leadership influence.

(iv) Cluster 4 (4 items, yellow): teachers, transformational leadership and organisational culture, teacher performance, and transformational leadership and organisational culture. This cluster combines the themes of organisational culture and transformational leadership, with a specific focus on performance in the context of education.

The density visualisation depicts the concentration of research themes, with the yellow area indicating that performance, lecturers, and transformational leadership are frequently researched and represent the most influential items in the dataset. Meanwhile, the green and blue areas represent supporting variables such as organisational culture, work environment, and leadership style. The density visualisation is shown in Figure 3.

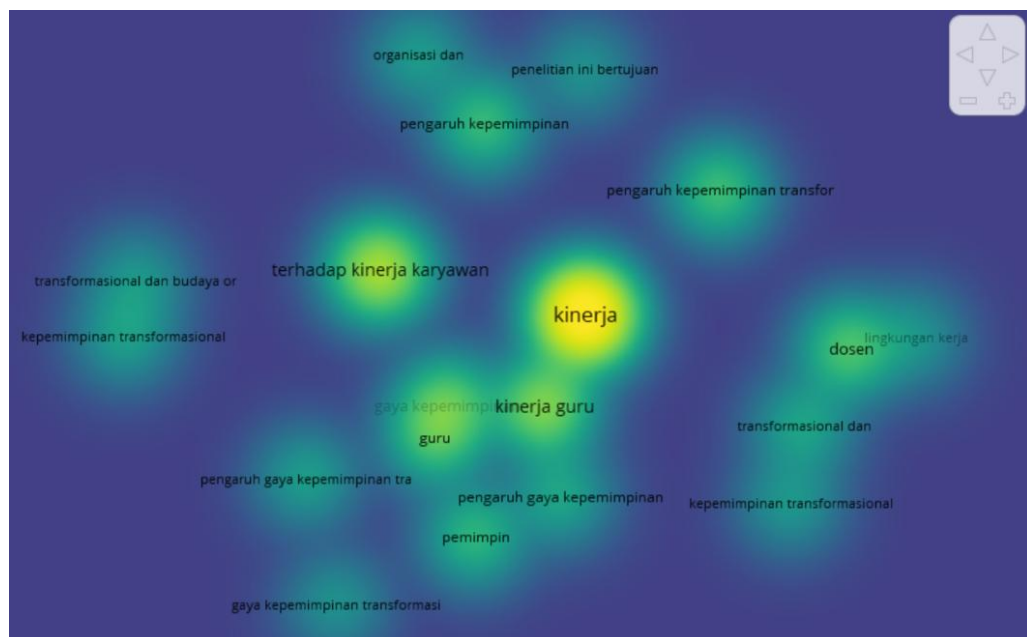


Fig 3. Density visualization

The overlay visualisation between lecturer performance, organisational culture, transformational leadership, and work motivation can be seen in Figure 4.

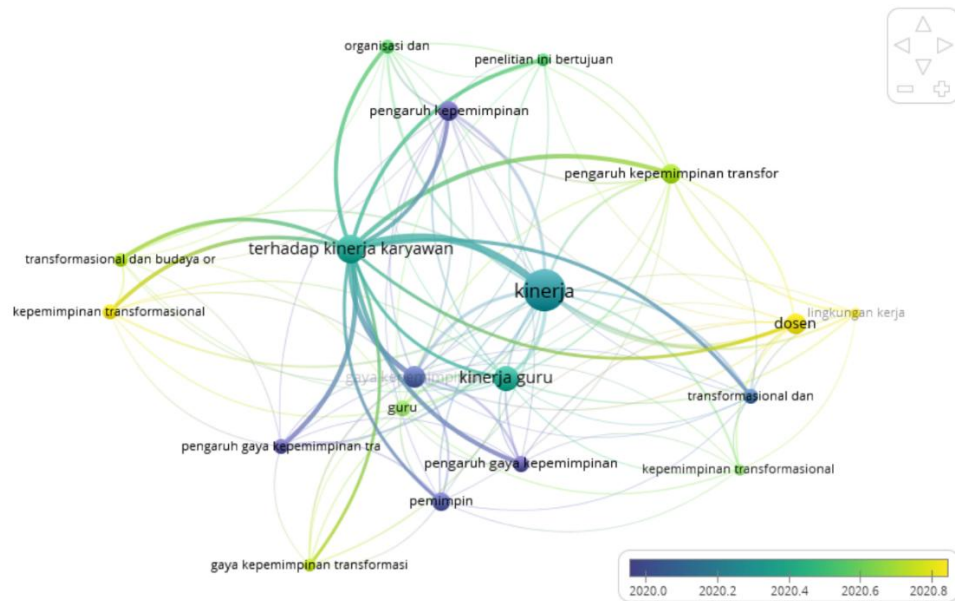


Fig 4. Overlay visualisation of lecturer performance through improvements in organisational culture, transformational leadership, and work motivation.

Figure 4 shows a significant trend in research on lecturer performance through organisational culture strengthening, transformational leadership, and work motivation during the period 2015 to 2024. This visualisation highlights several keywords that frequently appear and evolve over time. Keywords such as performance, lecturers, teacher performance, and transformational leadership, marked by stronger colour intensity, indicate that they have been the main focus of research over the past 10 years.

The results of the overlay analysis shown in Figure 4 indicate that current research trends are shifting towards themes such as work environment and organisational cultural integration with transformational leadership, which are shown in lighter colours (yellow and green), thus demonstrating that this analysis reflects academic interest in new topics. However, in this case, the focus of the analysis is on studies of leadership styles and their influence on employee performance, which are shown in dark blue on the map. In other words, this mapping also shows a strong relationship between key variables. For example, the variable “performance” has a strong relationship with “lecturers”, “lecturer performance” and “transformational leadership”, reflecting its position as a dominant construct in the field of research. Similarly, the keywords “organisational culture” and “transformational leadership” show emerging relationships with recent themes, which may indicate an increasing emphasis on the role of leadership and culture in lecturer performance outcomes in higher education.

DISCUSSION

The results of the analysis in the graph shown in Figure 1 indicate that research patterns focusing on lecturer performance through the strengthening of organisational culture, transformational leadership and work motivation have shown continuous growth over the last decade. This upward trend highlights the importance of strengthening organisational culture, transformational leadership

and work motivation as strategic areas in higher education management so that lecturer performance can be optimally improved (Nomin et al., 2025).

The results of the analysis in Table 1 show that there are 11 publications that dominate the highest number of citations out of a total of 961 publications. The number of citations for Jufrizen & Rahmadhani, (2020) is 338 citations, Fayzhall et al., (2020) is 323 citations, Ali et al., (2022) is 301 citations, Hendra, (2020) is 275 citations, Nurhasanah et al., (2022) is 243 citations, Said, (2018) is 228 citations, and Citra & Fahmi, (2019) is 214 citations. Therefore, this publication has a significant impact on scientific development, especially in the fields of organisational culture, leadership, and motivation as key variables that influence performance outcomes. Another result is Purwanto et al. (2020) with 174 citations, which discusses leadership models in educational institutions.

Thus, the distribution of citations shows that the five works with the highest number of citations exceed 300 citations, with the highest citation reaching 3,102, while the other six articles have a number of citations ranging from 174 to 275. This indicates that publications in the form of books and empirical studies in the form of articles contribute significantly to the development of knowledge regarding lecturer performance, organisational culture, transformational leadership, and work motivation. In other words, the more publications in the form of books and articles that are cited, the greater their impact in determining the direction of improvement, so that the benefits will be felt by every individual and group in making improvements (Aini et al., 2019).

Based on the results of the mapping analysis shown in Figure 2, it can be seen that the themes covering lecturer performance, organisational culture, transformational leadership, and work motivation are interconnected through four clusters. Network visualisation analysis shows strong relationships between keywords, particularly performance, transformational leadership, and organisational culture, indicating their central role in the research domain. Therefore, this grouping is crucial for identifying unique patterns in future research topics (Chaudhry et al., 2023).

The results of the density visualisation analysis shown in Figure 3 indicate that transformational leadership and organisational culture are dominant themes that can influence the performance of lecturers and teachers. In addition, motivation and environmental factors are complementary constructs. These findings reflect the importance of leadership and organisational culture as strategic levels in improving human resource performance in higher education institutions, so that lecturer performance can be improved through strengthening organisational culture, transformational leadership, and work motivation. In other words, density visualisation analysis can identify selected topics that have strong and interrelated tendencies in the selection of research themes (Zhao et al., 2018).

The results of the overlay visualisation analysis shown in Figure 4 indicate that although leadership style and employee performance were the main focus of previous research, recent studies show an expansion towards organisational culture, transformational leadership, and contextual variables such as the work environment. These findings confirm the evolution of research priorities and

highlight the importance of leadership and organisational culture in shaping work motivation, thereby improving lecturer performance. In other words, overlay visualisation analysis can serve as a reference for researchers in finding relationships between keywords over time, ensuring that their research is unique in terms of research themes (Kalantari et al., 2023).

CONCLUSION AND REKOMMENDATION

Bibliometric analysis of lecturer performance through organisational culture strengthening, transformational leadership, and work motivation was conducted using Publish or Perish, Microsoft Excel, and VOSviewer software. This analysis identified 961 articles from 2015 to 2024. Annual trends show a consistent increase in the number of publications, from 39 articles in 2015 to 143 publications in 2024, reflecting a growing academic interest in published research on lecturer performance, transformational leadership, organisational culture, and work motivation. Mapping analysis using VOSviewer produced 19 items grouped into 4 clusters. The density and overlap visualisation focused on leadership styles and their influence on employee performance, while recent research trends emphasised organisational culture, work environment, and the integration of transformational leadership in higher education. Therefore, the results of this study confirm that organisational culture and transformational leadership are dominant factors in improving lecturer performance, while motivation and contextual variables act as complementary drivers.

ADVANCED RESEARCH

Advanced research investigating the interactions among organizational culture, transformational leadership, and work motivation in enhancing lecturer performance in higher education reveals a multifaceted and dynamic relationship critical for institutional success. Transformational leadership consistently demonstrates a strong positive influence on lecturer performance, as it shapes a motivating environment conducive to innovation, collaboration, and continuous improvement. This leadership style actively fosters organizational culture that embodies shared values and norms supporting academic dedication and productivity.

Organizational culture emerges not only as an independent driver of lecturer motivation and performance but also as a mediating construct bridging transformational leadership and academic outcomes. A culture characterized by flexibility, shared ethical values, and an organizational learning orientation leads to enhanced intrinsic motivation and commitment among lecturers. Notably, sincerity or honest behavior has been identified as a critical moderating factor, strengthening the positive effects of transformational leadership and culture on lecturer performance, indicating that authentic interpersonal dynamics within institutions are essential for maximizing performance gains. However, some research points to contextual nuances where organizational culture may have an insignificant direct effect on motivation, underscoring the necessity of leadership and culture integration for effective lecturer engagement.

Work motivation, in both intrinsic and spiritual forms, functions as a significant mediator that translates leadership and cultural influences into tangible lecturer performance improvements. Spiritual leadership, grounded in ethical and moral values aligned with educational missions, enhances work motivation which, in turn, boosts performance, highlighting the importance of value-based leadership approaches in higher education. Intrinsic motivation, stimulated by transformational leadership and supported by a conducive organizational culture, has been shown to directly increase employee (and lecturer) performance across diverse educational contexts. Moreover, the role of achievement motivation further explains how leadership and culture interplay to foster enhanced lecturer outcomes.

The integration of these factors is particularly pivotal within the framework of Education 4.0 and digital transformation, where transformational leaders are instrumental in encouraging technology adoption, personalized learning, and a culture of continuous innovation. Such leadership enables academic institutions to adapt responsively to rapidly evolving educational demands while sustaining high lecturer performance.

Despite the demonstrated synergistic relationship among transformational leadership, organizational culture, and work motivation, research identifies gaps related to the complexity of their interactions and the mediating/moderating mechanisms across various higher education contexts. Future research is encouraged to apply sophisticated models, including structural equation modeling and longitudinal designs, to disentangle these relationships further and explore contextual moderators such as governance, cultural diversity, and sincerity behaviors.

In sum, advanced scholarship validates that enhancing lecturer performance requires a holistic approach wherein transformational leadership cultivates a strong, authentic organizational culture that nurtures intrinsic and spiritual motivation. This integrated paradigm not only promotes individual and institutional academic excellence but also equips higher education institutions to meet contemporary challenges of digitalization and dynamic educational ecosystems effectively.

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