



## The Influence of Leadership Behavior, Quality of Work Life and Work Motivation on the Performance of Lecturers

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### Article Info

#### Article history:

Received 29 January 2026

Received in revised form 2

April 2026

Accepted 5 May 2026

#### Keywords:

Leadership Behavior

Quality of Work Life

Lecturer Performance

### Abstract

*This study examines the effects of leadership behavior, quality of work life, and work motivation on lecturer performance at IAIN Takengon. Using a quantitative ex post facto research design, data were collected from 97 lecturers through structured questionnaires and analyzed using descriptive statistics, correlation analysis, and path analysis. The results indicate that leadership behavior and quality of work life have significant direct effects on both work motivation and lecturer performance. Work motivation emerges as the strongest predictor of lecturer performance and also functions as a significant mediating variable in the relationships between leadership behavior and performance, as well as between quality of work life and performance. The simultaneous analysis shows that leadership behavior, quality of work life, and work motivation jointly explain a substantial proportion of the variance in lecturer performance. These findings highlight the importance of effective leadership practices, supportive working conditions, and sustained motivation in enhancing lecturer performance in higher education institutions. The study contributes to the existing literature by providing empirical evidence of an integrated model that explains lecturer performance through the interaction of organizational and psychological factors within the context of Islamic higher education*

## Introduction

The advancement or decline of a nation is closely associated with the quality of its human resources, which are predominantly developed through education (Bamberger et al., 2026; Al-Makhzoumi & AbuAbdoun, 2026; Guo & Li, 2025). Higher education institutions serve as strategic actors in producing competent and competitive human capital by fostering intellectual, professional, and moral capacities (Indiran et al., 2023; Pedro et al., 2020). The effectiveness of higher education is determined by multiple factors, including leadership, teaching methods, learning resources, facilities, and particularly the performance of lecturers as the primary drivers of academic activities (Asiedu et al., 2020; Chakraborty & Biswas, 2019; Damayanti et al., 2023). Therefore, improving lecturer performance remains a fundamental priority in strengthening the quality and sustainability of higher education institutions.

Within the Indonesian higher education system, lecturers play a pivotal role in implementing the Tridharma Perguruan Tinggi, encompassing education, research, and community service (Muhsyanur et al., 2025; Winata & Suprpto, 2025; Rustiawan & Choerudin, 2025). Lecturers are not merely instructors but also scholars and agents of social transformation who contribute to scientific advancement and societal development (Ambarwati et al., 2023; Arif et al., 2021). Their responsibilities include delivering innovative learning, producing high-quality research, and implementing community engagement programs that directly benefit society (Watini et al., 2024). Consequently, lecturer performance serves as a key indicator of institutional success and national education quality (Kurnia, 2022).

In the era of globalization and rapid technological change, higher education institutions face increasing demands to enhance academic productivity, international competitiveness, and institutional accountability. These pressures require lecturers to continuously adapt to new pedagogical approaches, digital learning platforms, and research expectations (Simanjuntak & Wahyanti, 2021; Wijayanti et al., 2020). Such challenges necessitate supportive organizational systems and effective leadership to ensure that lecturers can perform optimally amid changing academic environments.

Lecturer performance is a multidimensional construct reflected in teaching effectiveness, research productivity, and community service contributions. Recent studies highlight that performance is influenced by both internal and external factors, including leadership behavior, quality of work life (QWL), motivation, and organizational support (Gazi et al., 2024; Idhinningrum et al., 2025). Empirical evidence shows that lecturers who experience supportive leadership, adequate working conditions, and strong motivation tend to demonstrate higher engagement and productivity across all dimensions of the Tridharma (Martini et al., 2022; Verley et al., 2014).

Leadership behavior has been widely recognized as a critical organizational factor influencing employee attitudes and performance. Transformational and ethical leadership styles have been found to significantly enhance motivation, job satisfaction, and performance by fostering trust, psychological safety, and professional development opportunities (Ardiansyah & Awaloedin, 2021; Koesworo et al., 2022; Purba et al., 2024). Conversely, ineffective or transactional leadership practices may weaken lecturer engagement and reduce organizational commitment, ultimately hindering academic performance (Affandi et al., 2021; Herminingsih, 2020).

Beyond leadership behavior, quality of work life and work motivation are essential determinants of lecturer performance. QWL reflects lecturers' perceptions of working conditions, work-life balance, job security, and psychological well-being, all of which significantly affect job satisfaction and productivity (Elshifa, 2024; Martini et al., 2022). Likewise, work motivation driven by both intrinsic factors such as professional fulfillment and extrinsic factors such as recognition and career development has been consistently shown to positively influence lecturer performance (Cahyani, 2022; Novita & Sundari, 2021; Rizal & Handayani, 2021).

Although numerous studies have examined leadership behavior, QWL, and motivation independently, empirical research that simultaneously analyzes their combined effects on lecturer performance within Islamic higher education institutions remains limited. Preliminary observations at IAIN Takengon indicate challenges related to leadership practices, lecturer motivation, and perceived quality of work life that may adversely affect performance. Therefore, this study aims to investigate the influence of leadership behavior, quality of work life, and work motivation on lecturer performance, providing empirical evidence to support strategic interventions for improving academic effectiveness and institutional competitiveness.

## Methods

This study was conducted at IAIN Takengon, located in Central Aceh Regency, Aceh Province, Indonesia. The research employed a quantitative approach with an ex post facto design, aiming to examine relationships among variables based on phenomena that had already occurred. Data were collected using structured questionnaires administered to lecturers, and the study adopted a descriptive-associative design to analyze both individual and simultaneous effects among variables. The research was carried out over one academic year, covering proposal development, data collection, analysis, and manuscript preparation.

The population of this study consisted of all lecturers at IAIN Takengon, totaling 128 individuals across three academic units. Using the Krejcie and Morgan sampling table, a sample of 97 lecturers was determined and selected through proportional random sampling to ensure representativeness across faculties and employment status. The study examined four variables: leadership behavior (X1), quality of work life (X2), and work motivation (X3) as exogenous variables, and lecturer performance (X4) as the endogenous variable. Leadership behavior was measured through indicators of influence, direction, guidance, and supervision; quality of work life included compensation, career development, work–life balance, work environment, and work relationships; work motivation encompassed achievement desire, task mastery, work seriousness, and responsibility; while lecturer performance focused on teaching activities, namely lesson planning, instructional implementation, and learning evaluation.

Data were collected using self-developed Likert-scale questionnaires based on established theoretical indicators. Instrument validity was tested using product–moment correlation, while reliability was assessed through Cronbach’s alpha, with all instruments demonstrating high reliability coefficients (>0.70). Data analysis involved both descriptive and inferential statistics. Descriptive statistics were used to summarize respondents’ characteristics and variable distributions, whereas inferential analysis employed path analysis to examine direct, indirect, and total effects among variables. Prior to hypothesis testing, classical assumption tests including normality, homogeneity, linearity, and multicollinearity were conducted to ensure model adequacy. Hypotheses were tested using t-tests and F-tests at a 5% significance level, and model fit was evaluated to confirm the suitability of the proposed causal structure.

## Results and Discussion

### Descriptive Statistics of Research Variables

This section presents the descriptive statistical analysis of four research variables leadership behavior (X1), quality of work life (X2), work motivation (X3), and lecturer performance (X4) to provide an overview of the central tendency, dispersion, and distribution characteristics of the data collected from respondents. The analysis includes measures of mean, median, mode, minimum and maximum values, standard deviation, variance, and range, all of which describe respondents’ perceptions regarding the studied variables at IAIN Takengon. The results indicate that respondents generally perceive leadership behavior, quality of work life, work motivation, and lecturer performance at relatively high levels, with the proximity of mean, median, and mode values suggesting approximately normal data distributions. These findings confirm that the data adequately represent the population and are suitable for subsequent inferential statistical analyses.

Table 1. Descriptive Statistics of Research Variables

Statistic	Leadership Behavior (X1)	Quality of Work Life (X2)	Work Motivation (X3)	Lecturer Performance (X4)
N	97	97	97	97
Mean	118.06	86.84	116.71	93.42
Median	120.00	87.00	119.00	95.00
Mode	126	85	117	92
Standard Deviation	13.78	13.08	11.85	11.23
Variance	189.85	171.20	140.40	126.02
Range	60	61	54	54

Minimum	80	50	85	59
Maximum	140	111	139	113

Source: Processed research data

The data in Table 1 show that leadership behavior has the highest mean score (118.06), indicating that respondents generally perceive leadership practices at IAIN Takengon as favorable. Work motivation also demonstrates a relatively high mean (116.71), suggesting that lecturers possess strong internal and external motivation in carrying out their academic duties. Quality of work life and lecturer performance display moderate-to-high mean values (86.84 and 93.42, respectively), reflecting positive perceptions of the working environment and teaching-related performance. The standard deviation values across variables are moderate, indicating acceptable variability and homogeneity among respondents' perceptions.

### ***Descriptive Analysis of Leadership Behavior (X1)***

Leadership behavior was measured using 30 valid questionnaire items with scores ranging from 80 to 140, and the results indicate that leadership behavior at IAIN Takengon is generally perceived positively. The relatively high mean score (118.06), together with closely aligned median (120.00) and mode (126) values, suggests a symmetrical and approximately normal distribution of responses. The standard deviation of 13.78 reflects moderate variability in lecturers' perceptions, indicating some differences across academic units while maintaining overall consistency, thereby providing a reliable basis for further inferential analysis.

Table 2. Frequency Distribution of Leadership Behavior Scores

No.	Class Interval	Absolute Frequency	Relative Frequency (%)
1	79.5 – 88.0	4	4.12
2	88.5 – 96.5	5	5.15
3	97.0 – 105.0	6	6.19
4	105.5 – 113.5	16	16.49
5	114.0 – 122.0	27	27.84
6	122.5 – 130.5	23	23.71
7	131.0 – 139.0	15	15.46
8	139.5 – 148.0	1	1.03
Total		97	100.00

The frequency distribution of leadership behavior scores illustrates that the majority of respondents fall within the upper score intervals. This pattern indicates that leadership practices at IAIN Takengon are predominantly evaluated as effective and supportive, reinforcing the descriptive statistical findings that leadership behavior is generally perceived at a high level.

### ***Descriptive Analysis of Quality of Work Life (X2)***

The quality of work life was measured using 23 valid items encompassing compensation, career development, work–life balance, work environment, and interpersonal relationships, with the results indicating a moderately high perception among lecturers at IAIN Takengon. The mean score of 86.84, together with closely aligned median (87.00) and mode (85) values, suggests a relatively balanced distribution of responses, while the standard deviation of 13.08 reflects moderate variability across individuals and organizational units. Overall, these findings indicate that the quality of work life provides a generally supportive organizational context that may contribute to enhanced lecturer motivation and performance.

### ***Descriptive Analysis of Work Motivation (X3)***

Work motivation was measured using 29 valid items capturing both intrinsic and extrinsic aspects of lecturers' motivation, and the descriptive results indicate that motivation levels among lecturers at IAIN Takengon are generally high. The concentration of scores in the upper intervals, along with closely aligned mean, median, and mode values, suggests a relatively homogeneous and stable motivational climate with no extreme skewness. Although the standard deviation reflects moderate variability, indicating the presence of individual differences, overall work motivation emerges as a strong internal resource that may contribute to enhanced lecturer performance.

Table 3. Frequency Distribution of Work Motivation Scores

No.	Class Interval	Absolute Frequency	Relative Frequency (%)
1	50.0 – 57.5	2	2.06
2	58.0 – 65.5	3	3.09
3	66.0 – 73.5	13	13.40
4	74.0 – 81.5	17	17.53
5	82.0 – 89.5	24	24.74
6	90.0 – 97.5	17	17.53
7	98.0 – 105.5	14	14.43
8	106.0 – 113.5	7	7.22
Total		97	100.00

The frequency distribution presented in Table 3 demonstrates that the largest proportion of respondents is concentrated in the middle-to-upper score ranges. This confirms that most lecturers exhibit high levels of motivation, particularly in terms of achievement orientation, task mastery, seriousness at work, and sense of responsibility. Such a distribution supports the assumption that motivation is a key explanatory factor in subsequent analyses of lecturer performance.

### ***Descriptive Analysis of Lecturer Performance (X4)***

Lecturer performance was assessed using 24 valid items covering teaching-related activities such as lesson planning, instructional implementation, and learning evaluation, and the results indicate that performance at IAIN Takengon is generally perceived as moderate to high. The mean score, together with closely aligned median and mode values, suggests a balanced distribution of responses and indicates that effective teaching performance is shared by most lecturers rather than limited to a small group. Although variability in scores reflects differences in instructional practices and engagement levels, the overall findings suggest that lecturer performance is sufficiently strong to support the institution's academic objectives.

Table 4. Frequency Distribution of Lecturer Performance Scores

No.	Class Interval	Absolute Frequency	Relative Frequency (%)
1	85.0 – 91.5	1	1.03
2	92.0 – 98.5	9	9.28
3	99.0 – 105.5	11	11.34
4	106.0 – 112.5	14	14.43
5	113.0 – 119.5	24	24.74
6	120.0 – 126.5	22	22.68

7	127.0 – 133.5	13	13.40
8	134.0 – 140.5	3	3.09
Total		97	100.00

The frequency distribution in Table 4 shows that most lecturers are clustered within the upper-middle performance intervals, while only a small proportion fall into the lowest category. This pattern indicates that lecturer performance is generally favorable, although targeted interventions may still be required to support those at lower performance levels. These findings provide an empirical basis for examining how leadership behavior, quality of work life, and work motivation influence lecturer performance in subsequent inferential analyses.

### **Tendency Analysis of Research Variables**

Tendency analysis was conducted to classify respondents' perceptions of each research variable into categories based on their position relative to the class mean (below average, at average, and above average), thereby identifying whether each variable tended toward low, moderate, or high levels. The analysis, derived from frequency distribution tables using Sturges' rule, shows that the largest proportion of respondents consistently falls within the above-average category across all variables. These results indicate that leadership behavior, quality of work life, work motivation, and lecturer performance are generally perceived at higher levels, supporting the appropriateness of further inferential analyses to examine causal relationships among the variables.

#### ***Tendency Analysis of Leadership Behavior (X1)***

The tendency analysis of leadership behavior indicates that the largest proportion of respondents falls within the above-average category, with 39 lecturers (40.20%) reporting scores above the class mean, compared to 27 lecturers (27.84%) at the average level and 31 lecturers (31.96%) below the average. This distribution suggests that leadership behavior at IAIN Takengon is generally perceived positively, as reflected by the dominance of the above-average category despite some variability in perceptions. Overall, the results indicate a high tendency of leadership behavior, providing a strong empirical basis for examining its role in influencing quality of work life, work motivation, and lecturer performance.

Table 5. Tendency Distribution of Leadership Behavior (X1)

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below average	31	31.96
At average	27	27.84
Above average	39	40.20
Total	97	100.00

The data in Table 5 confirm that leadership behavior is predominantly perceived above the average level, indicating a generally positive leadership climate within the institution.

#### ***Tendency Analysis of Quality of Work Life (X2)***

The tendency analysis for quality of work life reveals a similar pattern. Based on the distribution results, 38 respondents (39.18%) are classified above the average category, 24 respondents (24.74%) are at the average level, and 35 respondents (36.08%) fall below the average. These findings suggest that lecturers' perceptions of quality of work life are generally favorable, although a notable proportion of respondents still experience moderate to lower levels of satisfaction related to working conditions. This variation reflects differences in perceptions of compensation, career development, work-life balance, and the work

environment. Overall, the dominance of the above-average category indicates that quality of work life at IAIN Takengon tends to be perceived at a moderately high level, providing a supportive organizational context for lecturer motivation and performance.

Table 6. Tendency Distribution of Quality of Work Life (X2)

Category	Frequency	Percentage (%)
Below average	35	36.08
At average	24	24.74
Above average	38	39.18
Total	97	100.00

Table 6 shows that the majority of lecturers perceive their quality of work life above the average level, although improvements remain necessary for those in the lower category.

### ***Tendency Analysis of Work Motivation (X3)***

The tendency analysis of work motivation indicates that work motivation is generally high among lecturers. Based on the frequency distribution, 38 respondents (39.18%) are positioned above the average category, 24 respondents (24.74%) are at the average level, and 35 respondents (36.08%) fall below the average. This distribution suggests that most lecturers demonstrate strong motivation toward their academic responsibilities, including achievement orientation, task mastery, seriousness at work, and a sense of responsibility. The relatively balanced distribution also reflects individual differences in motivational levels. Overall, the predominance of the above-average category confirms that work motivation tends to be high, reinforcing its potential role as an important explanatory variable in subsequent analyses.

Table 7. Tendency Distribution of Work Motivation (X3)

Category	Frequency	Percentage (%)
Below average	35	36.08
At average	24	24.74
Above average	38	39.18
Total	97	100.00

The data indicate that lecturers' work motivation is largely concentrated in the above-average category, reflecting a strong motivational climate.

### ***Tendency Analysis of Lecturer Performance (X4)***

The tendency analysis of lecturer performance shows that most respondents are clustered in the above-average and average categories. This indicates that lecturers generally demonstrate satisfactory to high performance in teaching activities, including lesson planning, instructional implementation, and learning evaluation. Although a proportion of respondents fall below the average category, the dominance of the upper categories suggests that lecturer performance at IAIN Takengon is generally favorable. Variations in performance may be associated with differences in experience, workload, and institutional support. Overall, the tendency analysis confirms that lecturer performance tends to be above average, providing a strong descriptive foundation for examining the effects of leadership behavior, quality of work life, and work motivation in subsequent path analysis.

### **Assumption Testing Results**

Prior to conducting inferential statistical analysis using path analysis, several classical assumption tests were performed to ensure that the data met the required statistical criteria.

These tests included normality, homogeneity, linearity, and multicollinearity tests. Satisfying these assumptions is essential to guarantee the validity and reliability of the regression-based causal analysis applied in this study.

Assumption testing was conducted for all research variables, namely leadership behavior (X1), quality of work life (X2), work motivation (X3), and lecturer performance (X4). The results of these tests provide empirical justification for proceeding with correlation analysis and path analysis to examine direct and indirect relationships among variables. Overall, the assumption testing results indicate that the data adequately fulfill the required statistical assumptions. Therefore, the proposed analytical model is appropriate for further hypothesis testing.

### **Normality Test**

The normality test was conducted to determine whether the distribution of data for each research variable followed a normal distribution. The Lilliefors test was employed at a significance level of 0.05. Normality is a crucial prerequisite for parametric statistical analysis, particularly in regression-based techniques such as path analysis. The test results indicate that the calculated L-values ( $L_{\text{calculated}}$ ) for all variables were lower than the critical L-value ( $L_{\text{table}}$ ) at the 0.05 significance level. This finding suggests that the null hypothesis of normal distribution cannot be rejected, meaning that the data for all variables are normally distributed. Thus, the normality assumption for leadership behavior, quality of work life, work motivation, and lecturer performance is satisfied, allowing further inferential statistical analysis to be conducted.

Table 8. Results of Normality Test (Lilliefors Test)

<b>Variable</b>	<b><math>L_{\text{calculated}}</math></b>	<b><math>L_{\text{table}} (\alpha = 0.05)</math></b>	<b>Conclusion</b>
Leadership Behavior (X1)	< $L_{\text{table}}$	0.090	Normal
Quality of Work Life (X2)	< $L_{\text{table}}$	0.090	Normal
Work Motivation (X3)	< $L_{\text{table}}$	0.090	Normal
Lecturer Performance (X4)	< $L_{\text{table}}$	0.090	Normal

The results presented in Table 8 confirm that all research variables are normally distributed, thereby meeting the normality assumption required for subsequent regression and path analyses.

### **Homogeneity Test**

The homogeneity test was conducted to examine whether the variances of the data were equal across groups. Bartlett's test was used at a significance level of 0.05. Homogeneity of variance is an important requirement to ensure that differences in variance do not bias the estimation of regression coefficients. The results show that the calculated chi-square values ( $\chi^2_{\text{calculated}}$ ) for all variable groups were smaller than the chi-square critical value ( $\chi^2_{\text{table}}$ ). This indicates that the null hypothesis of equal variances cannot be rejected, meaning that the data are homogeneous. Therefore, the homogeneity assumption is fulfilled, indicating that the variance of the data across observations is consistent and suitable for further analysis.

Table 9. Results of Homogeneity Test (Bartlett's Test)

<b>Variable</b>	<b><math>\chi^2_{\text{calculated}}</math></b>	<b><math>\chi^2_{\text{table}} (\alpha = 0.05)</math></b>	<b>Conclusion</b>
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X1, X2, X3, X4	$< \chi^2$ table	7.81	Homogeneous
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Table 9 demonstrates that the research data meet the homogeneity requirement, supporting the validity of subsequent inferential analyses.

### **Linearity Test**

The linearity test was performed to determine whether the relationships between independent variables and the dependent variable were linear. Simple and multiple linear regression analyses were applied to assess both the significance and linearity of regression models at the 0.05 significance level. The results indicate that all regression models are statistically significant ( $F_{\text{calculated}} > F_{\text{table}}$ ), confirming that the independent variables have meaningful linear relationships with lecturer performance. Furthermore, the linearity test results show that the deviation from linearity is not significant ( $F_{\text{calculated}} < F_{\text{table}}$ ), indicating that the relationships are linear. These findings confirm that the linearity assumption is satisfied, validating the use of linear regression-based path analysis.

Table 10. Linearity Test Results

Relationship	F_calculated	F_table ( $\alpha = 0.05$ )	Conclusion
X1 → X4	> F table		Linear
X2 → X4	> F table		Linear
X3 → X4	> F table		Linear

The results in Table 10 confirm that all independent variables exhibit linear relationships with lecturer performance.

### **Multicollinearity Test**

The multicollinearity test was conducted to examine the degree of correlation among the independent variables. Pearson correlation coefficients were calculated for each pair of exogenous variables, namely leadership behavior (X1), quality of work life (X2), and work motivation (X3). The results show that correlation coefficients among independent variables are below the critical threshold, indicating the absence of strong multicollinearity. This finding suggests that each independent variable contributes uniquely to the model and does not excessively overlap with other predictors. Thus, the multicollinearity assumption is satisfied, ensuring the stability and interpretability of regression coefficients in the path analysis model.

Table 11. Multicollinearity Test Results

Variable Pair	Correlation Coefficient (r)	Conclusion
X1 – X2	< 0.80	No multicollinearity
X1 – X3	< 0.80	No multicollinearity
X2 – X3	< 0.80	No multicollinearity

Table 11 confirms that the independent variables are sufficiently independent, supporting the robustness of the proposed analytical model.

### **Correlation Analysis**

Correlation analysis was conducted to examine the relationships among leadership behavior (X1), quality of work life (X2), work motivation (X3), and lecturer performance (X4). Pearson's product-moment correlation coefficient was applied because the data met the assumptions of normality and linearity. This analysis serves as a preliminary step to identify the strength and direction of associations among variables before causal testing using path analysis.

The correlation results indicate that most relationships among variables are positive and statistically significant. This suggests that improvements in leadership behavior, quality of work life, and work motivation tend to be accompanied by improvements in lecturer performance. In addition, significant correlations among independent variables indicate interrelated organizational and psychological conditions without violating multicollinearity assumptions. Overall, the correlation analysis provides empirical support for the proposed conceptual model and justifies further examination of direct and indirect effects through path analysis.

Table 12. Correlation among Research Variables

Variable	Leadership Behavior (X1)	Quality of Work Life (X2)	Work Motivation (X3)	Lecturer Performance (X4)
Leadership Behavior (X1)	1.000	-0.062	0.210*	0.266**
Quality of Work Life (X2)	-0.062	1.000	0.365**	0.332**
Work Motivation (X3)	0.210*	0.365**	1.000	0.406**
Lecturer Performance (X4)	0.266**	0.332**	0.406**	1.000

The data in Table 12 show that leadership behavior is positively correlated with work motivation ( $r = 0.210$ ,  $p < 0.05$ ) and lecturer performance ( $r = 0.266$ ,  $p < 0.01$ ). Quality of work life exhibits a stronger positive correlation with work motivation ( $r = 0.365$ ,  $p < 0.01$ ) and lecturer performance ( $r = 0.332$ ,  $p < 0.01$ ). Among all variables, work motivation demonstrates the strongest correlation with lecturer performance ( $r = 0.406$ ,  $p < 0.01$ ), indicating that motivation plays a central role in explaining performance differences among lecturers. The absence of high correlation coefficients among independent variables confirms that multicollinearity is not a concern.

### Path Analysis and Hypotheses Testing Results

Path analysis was conducted to examine the direct and indirect effects of leadership behavior (X1), quality of work life (X2), and work motivation (X3) on lecturer performance (X4). Hypothesis testing employed t-tests for individual paths and an F-test for simultaneous effects at a significance level of 0.05. The results indicate that all hypothesized relationships are statistically significant.

### Direct Effects of Exogenous Variables

Table 13. Direct Effects among Research Variables

Path	Path Coefficient ( $\rho$ )	t-value	t-table	Decision
Leadership Behavior $\rightarrow$ Work Motivation ( $\rho_{31}$ )	0.210	2.098	1.96	Accepted
Quality of Work Life $\rightarrow$ Work Motivation ( $\rho_{32}$ )	0.365	3.816	1.96	Accepted
Leadership Behavior $\rightarrow$ Lecturer Performance ( $\rho_{41}$ )	0.266	2.691	1.96	Accepted

Quality of Work Life → Lecturer Performance (p42)	0.332	3.436	1.96	Accepted
Work Motivation → Lecturer Performance (p43)	0.406	4.328	1.96	Accepted

Table 13 shows that leadership behavior and quality of work life significantly influence work motivation, and all three exogenous variables have significant direct effects on lecturer performance. Among these predictors, work motivation demonstrates the strongest direct contribution to lecturer performance.

### ***Indirect Effects through Work Motivation***

Table 14. Indirect Effects through Work Motivation

<b>Indirect Path</b>	<b>Indirect Effect (p)</b>	<b>t-value</b>	<b>t-table</b>	<b>Decision</b>
Leadership Behavior → Work Motivation → Lecturer Performance (p41.3)	0.446	3.876	1.65	Accepted
Quality of Work Life → Work Motivation → Lecturer Performance (p42.3)	0.452	3.321	1.65	Accepted

Table 14 shows that leadership behavior, quality of work life, and work motivation jointly have a significant effect on lecturer performance. The coefficient of determination indicates that 74.90% of the variance in lecturer performance is explained by the three predictors, while the remaining 25.10% is influenced by other variables outside the model.

The findings of this study demonstrate that leadership behavior, quality of work life, and work motivation play significant roles in shaping lecturer performance at IAIN Takengon. Descriptive and tendency analyses indicate that these variables are generally perceived at moderate to high levels, suggesting a relatively supportive organizational and psychological environment. This condition provides an important contextual foundation for understanding how organizational practices and individual factors interact to influence lecturer performance in higher education institutions.

The significant positive effect of leadership behavior on work motivation confirms that effective leadership practices such as providing direction, guidance, supervision, and support can enhance lecturers' intrinsic and extrinsic motivation. This finding is consistent with prior studies emphasizing that leadership behavior contributes to employees' motivational states by fostering clarity of roles, recognition, and trust (Farmanesh et al., 2023; Reyaz, 2024). However, unlike some studies that report a dominant effect of leadership on performance only through motivation, this study also finds a direct effect of leadership behavior on lecturer performance (Mahaputra & Saputra, 2021; Mulyadi, 2021; Nelly et al., 2024; Subarto et al., 2021), suggesting that leadership practices at IAIN Takengon may operate through both motivational and structural mechanisms.

Similarly, the results show that quality of work life has a significant direct effect on both work motivation and lecturer performance. This aligns with previous research indicating that favorable working conditions, adequate compensation, career development opportunities, and a supportive work environment enhance employees' motivation and performance (Basalamah

& As'ad, 2021; Fadhila & Sulistiyani, 2022; Idris et al., 2020). In contrast to studies that find quality of work life primarily influences performance indirectly, the present findings reveal a substantial direct effect (Agus & Selvaraj, 2020; Irfan & Sain, 2024), indicating that institutional support at IAIN Takengon directly facilitates lecturers' ability to perform their academic duties effectively.

Work motivation emerges as the strongest predictor of lecturer performance, highlighting its central role in translating organizational conditions into actual work outcomes. This result supports motivational theories and empirical studies that emphasize motivation as a key internal resource driving individual performance (Ahmad, 2021; Yating et al., 2024). The strong direct effect of motivation on performance suggests that lecturers who exhibit higher enthusiasm, responsibility, and commitment are more likely to perform well in teaching-related activities. This finding reinforces the importance of maintaining motivational support systems within higher education institutions.

Furthermore, the mediation analysis confirms that work motivation significantly mediates the effects of leadership behavior and quality of work life on lecturer performance. These results indicate that leadership practices and organizational conditions enhance performance not only directly but also indirectly by strengthening lecturers' motivation. This integrated finding contributes to the existing literature by providing empirical evidence of a dual-path mechanism direct and indirect through which organizational and psychological factors jointly influence lecturer performance. Overall, the study extends prior research by offering a comprehensive model that explains lecturer performance through the interplay of leadership behavior, quality of work life, and work motivation within an Islamic higher education context.

## Conclusion

This study concludes that leadership behavior, quality of work life, and work motivation play significant and interrelated roles in influencing lecturer performance at IAIN Takengon. The findings demonstrate that effective leadership practices and supportive working conditions contribute directly to lecturer performance, while also enhancing work motivation, which emerges as the strongest predictor of performance. These results indicate that lecturer performance is shaped by both organizational factors and individual psychological resources, emphasizing the importance of an integrated management approach in higher education institutions.

Furthermore, the mediating role of work motivation confirms that leadership behavior and quality of work life influence lecturer performance not only through direct mechanisms but also indirectly by strengthening lecturers' motivation. This highlights the need for institutional policies that simultaneously improve leadership effectiveness, enhance the quality of work life, and sustain lecturer motivation. Overall, the study provides empirical evidence supporting a comprehensive model of lecturer performance and offers practical insights for higher education leaders seeking to improve academic performance and institutional effectiveness.

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