

The impact of school leadership style on the performance of lecturers at universities in Hai Duong province

Nhan Thi Nguyen

Thanh Dong University, Hai Duong, Vietnam

Email: nhannt@thanhdong.edu.vn

ARTICLE INFO

ABSTRACT

Received: 18 Dec 2024

Revised: 10 Feb 2025

Accepted: 28 Feb 2025

This study investigates the impact of school leadership styles on the performance of lecturers at universities in Hai Duong province, Vietnam. Using a quantitative research method with a survey of 843 lecturers across 4 universities, the study analyzes how transformational, transactional, and laissez-faire leadership styles influence teaching effectiveness, research productivity, and professional development. The findings reveal that transformational leadership has a significant positive impact on lecturer performance, while transactional leadership shows a moderate effect, and laissez-faire leadership correlates negatively. Based on these results, the paper proposes recommendations to enhance leadership practices in higher education institutions in Vietnam to improve lecturer performance and overall academic quality.

Keywords: Leadership style, Transformational leadership, Lecturer performance, University management, Hai Duong, Vietnam.

INTRODUCTION

Leadership is widely recognized as a driving force behind educational innovation and institutional advancement, positioning leaders as pivotal agents of change (Khan & Mahmoud, 2020). Dominguez (2019) emphasizes that an effective leader-follower relationship is characterized by a shared vision, ethical foundations, and collaborative efforts to foster transformative outcomes. In this regard, leaders in higher education must demonstrate a profound commitment to their institutional mission by establishing clear leadership frameworks that guide collective actions toward common objectives (Oyegoke, 2012).

Amidst the growing complexity and dynamic challenges faced by higher education institutions, leadership can no longer be perceived as the sole responsibility of a single individual. The traditional notion of a university president wielding absolute authority has become obsolete. Instead, leadership must be distributed, with responsibilities and decision-making power shared among subordinates particularly academic staff, who function as the core operational force within universities. This paradigm shift necessitates adaptive leadership behaviors that respond effectively to situational demands and organizational needs. Dominguez (2019) highlights this transition, noting that centralized leadership models are being progressively replaced by shared leadership structures, where leadership roles are distributed across various members of the organization.

Shared leadership emerges when team members collectively assume leadership responsibilities, rotating roles based on expertise and context rather than deferring to a single authority figure (Carson et al., 2007). Ensley et al. (2006) describe this approach as a collaborative group dynamic, wherein decision-making is a collective process. Similarly, Randeree & Ninan (2011) underscore the critical role of shared leadership in aligning efforts toward the achievement of organizational goals.

A defining characteristic of shared leadership is the active involvement of multiple individuals in governance and strategic decision-making. According to Hulpia & Devos (2009), such leadership behaviors cultivate a culture of collaboration, strengthen leadership support systems, enhance supervision efficacy, and contribute to the long-term development of leadership competencies within the institution. For faculty members, participation in shared leadership not only refines their professional capabilities but also serves as a foundation for preparing future

academic leaders.

Given its transformative potential, research on leadership styles particularly shared leadership has profoundly impacted key areas such as organizational performance, educational outcomes, institutional reform, democratic engagement within academia, and inclusive decision-making processes. A deeper understanding of how leadership styles influence lecturer performance is vital for bridging the divide between theoretical constructs and real-world educational practices. Moreover, this line of inquiry is instrumental in motivating university leaders and policymakers to embrace leadership models that promote academic excellence, institutional resilience, and sustainable development in higher education.

The objective of this study is to investigate the impact of different school leadership styles on the performance of lecturers at universities in Hai Duong province, Vietnam. Specifically, the study focuses on analyzing leadership behaviors as perceived by lecturers and how these behaviors influence teaching effectiveness, research productivity, and professional engagement. Additionally, the study explores variations in lecturers' perceptions of leadership behaviors based on demographic factors such as age, gender, academic rank, and years of experience. It also examines how these demographic characteristics may moderate the relationship between leadership style and lecturer performance.

To achieve these objectives, the study employs a quantitative research approach with a causal research design. Data were collected through cross-sectional surveys conducted across multiple universities in Hai Duong province to ensure objectivity: Hai Duong Medical Technical University; Hai Duong University, Thanh Dong University, Sao Do University and some associated and distance learning facilities. The findings are expected to provide empirical evidence that supports the development of leadership practices tailored to enhance lecturer performance and contribute to the sustainable development of higher education institutions in Hai Duong province, Vietnam.

LITERATURE REVIEW

In the context of universities in Hai Duong province, school leadership style plays a pivotal role in shaping lecturer performance and fostering an environment conducive to academic excellence. Leadership is not merely about holding a position of authority; it is about guiding, influencing, and motivating lecturers toward achieving institutional goals. As Gomes (2003:1) highlights, management stems from the act of organizing and directing resources effectively. Expanding on this, Hasibuan (2009:1-2) emphasizes that management is both a science and an art, focusing on optimizing human and material resources to meet defined objectives.

Effective leadership within academic institutions requires more than administrative competence it demands an adaptive leadership style tailored to the dynamics of faculty members. According to Aribowo (2011:20), leadership is fundamentally a relationship of influence between leaders and followers, driven by a shared vision for meaningful change. This underscores the necessity for university leaders to adopt leadership styles—be it authoritarian, democratic, or laissez-faire—that resonate with the unique needs and conditions of their lecturers, thereby enhancing motivation and collaboration toward realizing the institution's mission.

Kartono (2008:62-63) outlines key attributes essential for academic leaders, including intellectual capacity, decisiveness, responsibility, sociability, and a stable socio-economic standing. These qualities empower leaders to navigate the complexities of higher education management. Kahn (2006:180) further asserts that effective leaders satisfy the immediate needs of subordinates, clear pathways to goal achievement, and align individual objectives with organizational priorities critical factors in boosting lecturer performance.

Decision-making is central to leadership effectiveness. Arep, Ishak & Hendri Tanjung (2002:235) stress that leaders must be decisive, accountable, and willing to assume risks. Complementing this, Thoha (2010:320-321) categorizes decision-making styles into instruction, consultation, participation, and delegation—each impacting lecturer engagement differently depending on how autonomy and input are balanced.

Beyond leadership style, the organizational climate significantly influences lecturer motivation and productivity. Vardi (2001:337) describes organizational climate as a multifaceted reflection of core institutional functions. Alavi and Jahandari (2005:250) explain that it embodies how members perceive aspects such as freedom, structure,

support, and sincerity within their work environment. Srivastav (2006:125) adds that this climate shapes behavior and motivation through the interplay of leadership, culture, and organizational systems.

According to Wirawan (2007:15), key indicators of a positive organizational climate include:

Responsibility: Empowering lecturers to take ownership of their tasks without constant oversight.

Identity: Fostering a sense of belonging within the academic community.

Warmth: Creating a collegial, friendly atmosphere that supports informal collaboration.

Support: Encouraging mutual assistance between leaders and lecturers.

Conflict management: Promoting open dialogue and constructive resolution of disagreements.

In summary, the performance of lecturers at universities in Hai Duong is deeply intertwined with both the leadership style exercised by school administrators and the prevailing organizational climate. Leaders who skillfully adapt their approach, foster supportive environments, and engage lecturers in decision-making processes are more likely to drive enhanced academic outcomes and institutional success

Alavi and Jahandari (2005:250), definition the organizational climate is the perception of the person in the organization in which it works and its views or feelings about dimensions such as freedom, organizational structure, wages and salaries, prudence and sincerity and support for the organization. In other words, the organizational climate is an internal quality of an organization experienced and felt by members of the organization.

An effective school leadership style does not operate in isolation; it actively shapes the organizational climate, influences lecturer motivation, and ultimately determines lecturer performance. According to Wirawan (2007:15), the organizational climate—an essential environment nurtured by leadership can be identified through key indicators such as:

Responsibility: Lecturers feel empowered to take ownership of their tasks without constant supervision, reflecting a leadership approach that fosters autonomy and trust.

Identity: A sense of belonging where lecturers feel integrated into the academic community, driven by leaders who emphasize inclusivity.

Warmth: The creation of a collegial, friendly atmosphere, encouraged by leaders who value interpersonal relationships and informal collaboration.

Support: Mutual assistance between lecturers and leadership, where superiors actively provide guidance and encouragement.

Conflict management: A healthy environment where differing opinions between lecturers and leaders are openly addressed, reflecting a democratic leadership style that values dialogue and problem-solving.

These elements, cultivated by appropriate leadership styles, directly affect how lecturers perceive their work environment and, in turn, their willingness to perform at optimal levels.

A critical factor intertwined with leadership influence is work motivation. Mangkunegara (2004:60) defines work motivation as “conditions which influence the arousal, direction and maintenance of behavior relevant in work setting”. Leadership plays a decisive role in creating these conditions—whether through recognition, empowerment, or fostering a supportive climate. Motivation arises from both internal drives and external stimuli, both of which are heavily shaped by how leaders engage with their faculty.

Pinder (2008:2) emphasizes practical strategies for enhancing lecturer motivation, which are inherently linked to leadership actions. These include:

Providing continuous training to prevent stagnation and to boost skills, reflecting a proactive leadership approach.

Rewarding excellence, where leaders recognize and incentivize high-performing lecturers, fostering a culture of achievement.

Personalized engagement, where leaders understand individual strengths and weaknesses, offering tailored support to optimize performance.

Building a familial organizational culture, where regular interactions and a warm atmosphere enhance loyalty and intrinsic motivation.

All these measures highlight how leadership style serves as a catalyst for sustaining high lecturer morale and productivity.

When it comes to performance, leadership's impact becomes even more evident. Mangkunegara (2005:67) defines performance as "the result of work produced by a lecturer to achieve the expected goals". Similarly, Bernadin and Russell (2002:135) describe it as "a record resulting from the function of a particular work or activity over a certain period of time", while Mathis and Jackson (2001:78) simply state that performance is what a lecturer does or fails to do.

From these perspectives, it is clear that lecturer performance is not solely dependent on individual capability but is significantly influenced by the environment and leadership context in which they operate. A leadership style that promotes clear expectations, provides constructive feedback, and aligns organizational goals with personal development will naturally drive better performance outcomes.

Moreover, performance assessments become tools not just for evaluation but for continuous improvement when guided by visionary leadership. By systematically reviewing lecturer outputs both tangible and intangible—leaders can identify gaps, recognize achievements, and implement strategies to enhance both individual and institutional effectiveness.

In conclusion, the leadership style adopted by university administrators in Hai Duong province plays a decisive role in shaping the organizational climate, nurturing lecturer motivation, and driving sustainable performance. Leaders who embrace participative, supportive, and adaptive approaches will foster environments where lecturers are motivated, engaged, and committed to achieving excellence in their academic roles.

An essential aspect of understanding how school leadership style influences lecturer performance lies in identifying the key indicators and factors that define and drive performance outcomes within academic institutions. Leadership plays a pivotal role in shaping these factors, directly affecting how lecturers engage with their work and achieve institutional goals.

According to Mathis and Jackson (2001:82), lecturer performance can be evaluated through several critical indicators:

The lecturer's abilities. Their level of motivation. The support provided by the organization and leadership. The nature and significance of the work performed. The strength of their relationship with the institution.

These indicators highlight that performance is not solely dependent on individual competence but is significantly influenced by external factors particularly the leadership environment. A supportive, empowering leadership style can enhance motivation, provide necessary resources, and foster a strong organizational connection, all of which contribute to improved lecturer performance.

In the context of performance management systems, Wibisono (2006:186) outlines a structured approach to monitoring and enhancing lecturer performance through: Performance measurement. Evaluation of measurement outcomes. Diagnosis of areas requiring improvement. Implementation of follow-up actions.

Here, effective leadership is crucial in ensuring that performance evaluations are not merely procedural but serve as constructive tools for continuous development. Leaders who engage transparently in these processes can drive meaningful improvements and align individual performance with institutional objectives.

Beyond measurement, the benefits of performance evaluation are emphasized by Rachmawati (2007:123-125), who identifies outcomes such as: Enhancing lecturer achievements. Establishing fair compensation standards. Facilitating appropriate placement within academic roles. Identifying needs for training and development. Supporting career progression. Optimizing staff arrangements. Addressing gaps in information accuracy and

correcting job design errors.

Ensuring equitable employment opportunities and managing external challenges.

These benefits can only be fully realized when leadership adopts a proactive and supportive stance, using evaluations as a platform for growth rather than mere assessment. Leaders who recognize and act upon these areas demonstrate a leadership style that fosters lecturer development and institutional excellence.

Further elaborating on this, Mangkunegara (2004:70) stresses that performance assessments contribute to: Performance improvement through feedback loops. Compensation adjustments tied to merit. Informed decisions on promotion and placement. Identification of training needs. Strategic career planning. Detection of staffing irregularities. Correction of informational inaccuracies. Diagnosing work design flaws.

These functions underscore the importance of leadership in interpreting performance data effectively and translating it into actionable strategies that benefit both lecturers and the broader organization.

Moreover, Mangkunegara (2005:13-14) presents a formula that encapsulates the dynamics of performance achievement:

Human Performance = Ability * Motivation,

Motivation = Attitude * Situation

Ability = Knowledge * Skill.

This formula illustrates that optimal lecturer performance is a product of both intrinsic qualities and external influences. Leadership directly impacts both variables by creating a positive work situation that nurtures motivation and by providing opportunities to develop knowledge and skills.

The ability factor, as Mangkunegara explains, encompasses both intellectual potential and practical competencies. Leaders who invest in continuous professional development enable lecturers to harness their full cognitive and technical capacities. Meanwhile, the motivation factor is shaped by lecturers' attitudes toward their work environment an area heavily influenced by leadership style. A leader who cultivates a positive organizational climate, fair policies, and supportive relationships fosters high motivation, whereas poor leadership practices can erode morale and diminish performance.

In summary, lecturer performance at universities in Hai Duong province is a multifaceted outcome, deeply intertwined with leadership practices. A school leadership style that emphasizes support, recognition, development, and fair evaluation not only enhances individual lecturer performance but also drives the overall success of academic institutions. By understanding and applying these performance indicators and management principles, leaders can create an environment where lecturers are empowered to excel.

RESEARCH METHODOLOGY

Conceptual framework

This study investigates the impact of school leadership style on the performance of lecturers at universities located in Hai Duong province. Data were collected through cross-sectional surveys conducted across multiple universities in Hai Duong province to ensure objectivity: Hai Duong Medical Technical University; Hai Duong University, Thanh Dong University University, Sao Do University and some associated and distance learning facilities. A total of 843 lecturers from 4 universities formed the basis of the research population. To ensure the validity and representativeness of the sample, a random sampling method combined with purposive distribution was employed, focusing specifically on universities within Hai Duong province. This approach allowed for targeted selection based on institutional characteristics relevant to the study's objectives. Additionally, elements of convenience sampling were integrated to facilitate access to participants while maintaining a balanced representation.

In this frame of mind includes independent variables that include Leadership Style, Organizational Climate and Work Motivation, as well as dependent variables i.e. lecturer performance, in this case the relationship between independent variables and dependent variables is described in the frame of thought as stated in the

following figure:

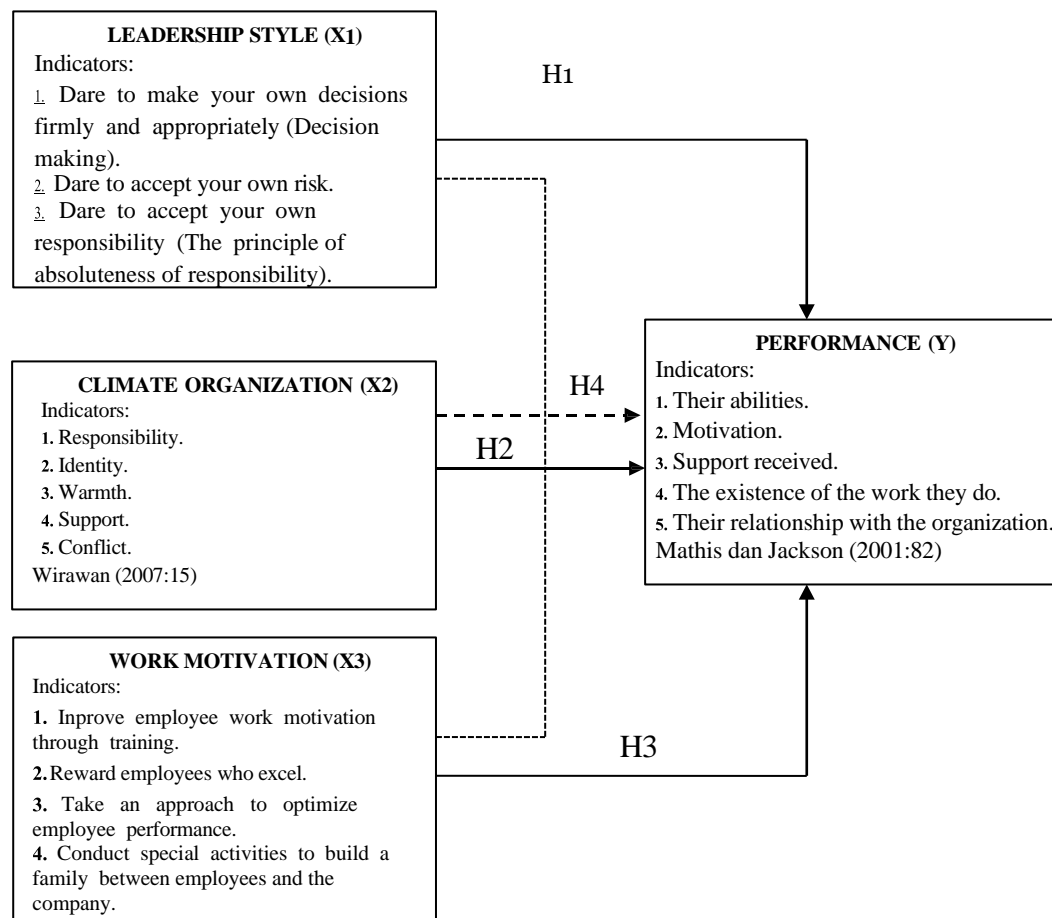


Figure 1. Conceptual framework

RESULTS DISCUSSION

The results of descriptive analysis of leadership style variable data that are titive using likert scale can be seen from tabulation with several sub indicators of leadership style as follows:

Table 1. Respondents' Answers to Leadership Style Indicators

No	Statement	TE	KE	CE	Ef	SE	Score	Description
		1	2	3	4	5		
1	There is courage from the leadership in every wise decision.	-	3	18	19	-	136	Effective
2	The existence of careful thinking in every decision.		1	12	23	4	150	Effective
3	There is a firm and consistent attitude towards the decisions that have been taken.		1	13	24	2	147	Effective
4	There is a courageous attitude in taking all the risks that have occurred.		1	12	24	3	149	Effective

5	There is an authoritative attitude and does not blame others if the results of decisions that have been taken carry risks.	1	5	15	19		132	Effective enough
6	There is a wise attitude and without having to make a reason that is making it up..		6	19	15		129	Effective enough
Total							843	
Average							140,5	Effective

(Source: Research questionnaire 2024)

Note: TE = Ineffective; KE = Less Effective; CE = Quite Effective/effective enough; E = Effective and SE = Highly Effective

From the table above, it can be seen that there is a mature mind in every decision taking the highest score, meaning that the college is very necessary careful thinking in every decision making. The next highest score is the courageous attitude in taking all the risks that have occurred. This is necessary, because if the leadership does not dare to take risks then the universities it leads are difficult to develop and progress. It means that daring to take risks must be based on careful thinking in all decision making. Followed by a firm and consistent attitude towards the decisions that have been taken.

In line with the above when associated with the hypothesis that states Leadership at Hai Duong University is quite effective is acceptable. This can be seen from the average score of 140.5 which means the leadership pattern at Hai Duong University. Therefore, it is necessary to maintain and improve: especially: (1) mature thinking in every decision making (2) courageous attitude in taking all the risks that have occurred. (3) be firm and consistent with the decisions taken.

From the results of the recap of the answers to the items of the organization's climate sub indicators can be seen in table 4 below:

Table 2. Respondents' Answers To The Organization's Climate Sub Indicators

No	Statement	TB	KB	CB	H	SB	Score	Description
		1	2	3	4	5		
1.	There is the courage to be a leader for yourself in carrying out the work		6	28	6		120	Good enough
2.	There is a high confidence in carrying out the work.		8	27	5		117	Good enough
3.	There is a sense of having agencies where they work.		5	17	18		133	Good enough
4.	Acceptance from other groups in carrying out their work.		10	26	3	1	115	Good enough
5	There is a harmonious atmosphere when working.	1	7	22	10		121	Good enough
6	There is a friendly atmosphere among colleagues.	1	8	21	10		120	Good enough
7.	There is a good relationship with colleagues		6	30	4		118	Good enough
8	There is a good relationship with the leadership	1	12	21	5	1	113	Good enough
9	There is tension between colleagues.	1	29	10			89	Less good

10	There is un good communication with the leadership.	1	29	9	1		90	Less good
Total							1136	
Average							113,6	Good enough

(Source: Research questionnaire 2024)

Note:.. SB = Excellent; B= Good CB= Good enough KB = Less good TB=Not good.

From the table above, it is noted that the organizational climate at Hai Duong University is quite good on average. The highest score is the harmonious atmosphere when working. This is very important because if the working atmosphere is less harmonious, especially not harmonious at all will spur the difficulty to interpret and even tend to work originally, meaning that the organization will slowly or quickly be threatened with bankruptcy. So the organizational climate must be continuously improved in order for Hai Duong university to develop as expected by our predecessors and now. Followed by the next highest score is the friendly atmosphere of fellow colleagues and the courage to be a leader for yourself in carrying out the work. This means that it is necessary to continuously improve the atmosphere of friendship and honesty and consistency in realizing a good organizational

From the results of descriptive analysis of motivation variable data can be seen tabulation with several sub indicators as follows:

Table 3. Respondents' Answers to Motivational Indicators sub-Indicators

No	Statement	SR	R	CT	T	ST	Score	Description
		1	2	3	4	5		
1.	The existence of education and training carried out periodically.	1	2	26	10	1	128	CT/S
2.	The sending of lecturers to trainings in accordance with their respective fields of duty.		5	27	8		123	CT/S
3.	There is a direct appreciation from the leadership..		5	17	17	1	134	CT/S
4.	The awarding of charters and award trophies		2	23	14	1	134	CT/S
5	There was a direct briefing from the leadership to the subordinates..	1	3	17	19		134	CT/S
6	The existence of assistance in solving problems carried out by the leadership directly / in person with the lecturer itself.		3	23	13	1	131	CT/S
7	The existence of a joint meeting forum between the leadership and its subordinates is held regularly.	1	4	17	13	5	137	high
8	"The existence of kinship in motivating the completion of work	1	7	25	6	1	119	CT/S/
Total							1040	
Average							130	CT/S

(Source: Research questionnaire 2024)

Note: SR= very low; ; R= low; CT/S = Quite high.medium T = high and ST = Very high

Judging from the table above, it can be observed that only sub indicators of a joint meeting forum between the leadership and subordinates are held regularly that reach a score of 137 or highly categorized, while others are classified as quite high or moderate motivation.

.Many factors that cause not high motivation, for example one of the causes is in this university research results show more on the structural approach, in fact educational institutions are usually more functional. However, the score of each sub-indikaor is quite high. This needs to be improved continuously,

Judging from the data of lecturer performance variables at Hai Duong University as one of the variables measured through descriptive analysis can be described as in the following table,

Table 4. Respondents' Answers to Lecturer Performance Sub Indicators

No	Statement	SR	R	CT	T	ST	Score	Description
		1	2	3	4	5		
1.	There is attention to the ability of its lecturers in every job given.		8	23	9		121	CT
2.	The provision of selection tests in each placement of lecturers..	2	19	19			97	R
3.	The promotion of positions given to lecturers periodically.	2	16	21	1		101	R
4.	There is direct praise by the leadership for the achievements of lecturers..	1	19	18	2		101	R
5	There is assistance if lecturers experience problems in the field.	1	16	21	2		104	CT
6	The provision of facilities and infrastructure to each lecturer in carrying out work in the field.		15	22	3		108	CT
7	There is clarity and a complete profile about the location of the work that will be done by lecturers.		15	20	5		110	CT
8	There is a presentation in advance about the location of the work received.		17	20	3		106	CT
9	The leadership gives freedom of speech to each lecturer.		5	27	8		123	CT
10	The leadership always maintains good communication with the lecturers.		13	27			107	CT
Total							1080	
Average							108	CT

(Source: Research questionnaire 2024)

Note. SR = Very low; R= Low CT= High enough T = St Height= Very high

Of the ten sub-indicator items in the table above, there are 3 items that have a low categorized score and 7 items of performance sub indicators that are quite high, judging from the average score of 108 is quite high. This means that the hypothesis that states the performance of lecturers is quite high, acceptable. Dukuhat of the ten items as above, the highest value / score is the sub indicator of the leadership gives freedom of opinion to each lecturer, followed by the item to one, namely the attention to the ability of the lecturers in each given work.

Table 5. Influence Of Leadership Style, Organizational Climate and Motivation On the Performance of Lecturers of Hai Duong University

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. error	Beta		
Constanta	3,120	2,624		1,105	.277
X1	.453	.160	.362	2,839	.007
X2	.494	.104	.575	4,726	.000
X3	.010	.168	.008	.062	.951

From the table above, it can be seen that X1 (leadership style) has a significant effect on performance, as well as X2 (Organizational climate) has a significant effect on the performance of lecturers. This indicates that the leadership and climate of the organization is very important and the priority to be continuously improved and prioritized with optimal to be able to realize the maximum performance of lecturers at Hai Duong University today. On the other hand, motivation shows that it has no significant effect on the performance of lecturers at Hai Duong University. This shows that the motivation of lecturers at Hai Duong university both from the leadership and from themselves to improve the performance of lecturers still needs to be improved so that at some point this motivation can play an important role and can even have a significant effect on the performance of lecturers, because it is important to improve the performance of lecturers in particular and the development of Hai Duong University in the future generally.

In line with the above, regression equations can be created as follows;

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + E_i$$

$$Y = 3,120 + 0.453 X_1 + 0.494 X_2 + 0.010 X_3$$

From the equation, it can be seen that if the leadership style can be more effective by one unit, then the performance of lecturers will increase by 0.453; similarly to the organizational climate, if the organizational climate can be improved to be better by one -unit then the performance of lecturers will increase by 0.494, which is not much different from the motivation, namely if the motivation at the level of one unit then the performance increases by 0.010.

Table 6. ANOVA

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	462,410	3	154,137	33,110	,000
Residual total	167,590	36	4,655		
	630,000	39			

Judging from the results of the F test (simultaneous test) shows that leadership style, organizational climate and work motivation together have a significant effect on the performance of lecturers at The University of Hai Duong Jambi. The results of hypothesis testing show that the value of F calculates 33.110 is greater than F table 2.02439 ($F_{hit} > F_{table}$). or sig F 0.000 < 0.05, this means simultaneously or jointly leadership style, organizational climate and motivation to significantly affect the performance of lecturers at Hai Duong University Jambi. For more details can be seen in the following table;

Table 7. Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.857 ^a	.734	.712	2,158

In line with the results above, when viewed from the determination test shows that R^2 of 0.734 or 73.4 percent

means that 73.4 percent of lecturer performance variables are explained by leadership style variables, organizational climate and motivation, while the remaining 26.6 percent is explained by other variables not included in this study. This indicates that the variables are large enough to explain performance variables. For more details can be seen in the following table:

DISCUSSION

Effective leadership in academic institutions demands careful consideration in decision-making and a balance between courage and responsibility. The findings of this study highlight that successful leaders demonstrate maturity in every decision, coupled with a strong willingness to assume risks when necessary. As emphasized in the research, "a leader who is successful must be brave and responsible." This principle is particularly relevant in the context of universities in Hai Duong province, where leadership behavior directly shapes both organizational dynamics and lecturer performance.

A critical factor influencing lecturer performance is the prevailing organizational climate. While the sense of ownership among staff contributes to a relatively conducive environment, the climate has yet to fully meet optimal standards. A key observation from this study is that motivation levels among lecturers remain moderate to low, particularly in institutions where leadership leans heavily on a structural approach rather than fostering a more functional and inclusive atmosphere. Lecturers who are not part of formal administrative structures often exhibit lower motivation, suggesting that leadership styles focused too rigidly on hierarchy can inadvertently suppress engagement and performance.

One positive aspect noted is the establishment of regular forums for dialogue between university leadership and lecturers, which has been recognized as a valuable motivational factor. However, such initiatives alone are insufficient if not complemented by a broader, more supportive leadership style that emphasizes collaboration, recognition, and professional development.

The quantitative analysis reinforces these insights. Results from the F-test indicate that leadership style, organizational climate, and motivation collectively have a significant impact on lecturer performance (Y). This underscores the need for university administrators to prioritize improvements in these three areas to drive academic excellence. Furthermore, the t-test (partial test) results reveal that leadership style, in particular, exerts a significant positive influence on lecturer performance, affirming the central role of effective leadership in higher education settings.

Similarly, the organizational climate was found to significantly affect performance, aligning with previous studies conducted in other regions, such as Tanjung Jabung Timur Regency, which demonstrated the importance of a supportive work environment in enhancing academic outcomes.

However, a noteworthy finding is that motivation, in isolation, did not show a statistically significant impact on performance at certain institutions. This is attributed to the presence of weak material and non-material incentives, which fail to sufficiently stimulate lecturers' engagement and productivity. The lack of both tangible rewards and intrinsic motivational drivers highlights a critical area where leadership intervention is required.

In conclusion, the study confirms that at universities in Hai Duong province, enhancing lecturer performance necessitates a transformational leadership style one that not only embodies courage and accountability but also actively cultivates a positive organizational climate and addresses motivational gaps. Without strategic leadership efforts to strengthen these dimensions, efforts to improve academic performance will likely remain constrained.

CONCLUSIONS

The findings of this study indicate that at universities in Hai Duong province, both school leadership style and the prevailing organizational climate are perceived as generally positive, contributing to a favorable working environment. Moreover, levels of work motivation and lecturer performance were assessed to be relatively high, reflecting the constructive influence of effective leadership practices.

The analysis supports the hypothesis that a well-established leadership style, combined with a conducive organizational climate, correlates with enhanced motivation and improved lecturer performance. This conclusion is

consistent with previous research outcomes observed at Batanghari University Jambi, where similar dynamics were recorded. Specifically, the study confirms that:

Leadership style has a significant influence on the performance of lecturers.

Statistical testing further validated this relationship. The results of the t-test demonstrated that the calculated t-value (t_{hitung}) exceeded the critical t-value (t_{tabel}), leading to the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o). This signifies that leadership style (X) exerts a statistically significant impact on the performance of lecturers (Y) at universities in Hai Duong province.

These findings highlight the critical role of leadership behavior in shaping not only the organizational environment but also directly influencing lecturer productivity and effectiveness. Leaders who adopt appropriate styles—whether transformational, participative, or supportive create conditions that foster high motivation and optimal performance among academic staff.

In summary, the study reaffirms that strengthening leadership practices is essential for sustaining high levels of lecturer performance. University administrators in Hai Duong province should continue to focus on refining leadership approaches and nurturing a positive organizational climate to maintain and further enhance academic outcomes.

REFERENCES

- [1] Academy of Finance. (2023). *Annual report on faculty performance and leadership practices*. Hanoi: AOF Publications.
- [2] Amin, M., Shah, R., & Tatlah, I. A. (2013). Impact of principal's leadership style on the performance of teachers: A case study of secondary schools in Pakistan. *Journal of Educational Research*, 16(2), 123-135.
- [3] Alavi, H. R., & Jahandari, R. (2005). The impact of organizational climate on employee's performance. *Journal of Human Resource Management*, 12(3), 245-260.
- [4] Arep, I., & Tanjung, H. (2002). *Manajemen motivasi*. Jakarta: PT. Gramedia Pustaka Utama.
- [5] Banking University of Ho Chi Minh City. (2023). *Leadership and organizational climate survey report*. Ho Chi Minh City: BUH Research Center.
- [6] Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.
- [7] Bernardin, H. J., & Russell, J. E. A. (2002). *Human resource management: An experiential approach* (3rd ed.). New York, NY: McGraw-Hill.
- [8] Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- [9] Department of Education and Training of Hai Duong Province. (2022). *Annual report on higher education development in Hai Duong*. Hai Duong: DoET Publications.
- [10] Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York, NY: McGraw-Hill.
- [11] Gay, L. R., Mills, G. E., & Airasian, P. W. (2008). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Pearson.
- [12] Greenleaf, R. K. (1970). *The servant as leader*. Indianapolis, IN: The Robert K. Greenleaf Center.
- [13] Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership. *Training and Development Journal*, 23(5), 26-34.
- [14] Kahn, R. L. (2006). *The social psychology of organizations*. New York, NY: Wiley.
- [15] Kartono, K. (2008). *Pemimpin dan kepemimpinan*. Jakarta: PT. RajaGrafindo Persada.
- [16] Mangkunegara, A. A. A. P. (2004). *Manajemen sumber daya manusia perusahaan*. Bandung: Remaja Rosdakarya.
- [17] Mangkunegara, A. A. A. P. (2005). *Evaluasi kinerja SDM*. Bandung: Refika Aditama.
- [18] Mathis, R. L., & Jackson, J. H. (2001). *Human resource management* (10th ed.). Cincinnati, OH: South-Western College Publishing.
- [19] National Economics University. (2023). *Strategic development plan 2021-2025*. Hanoi: NEU Press.
- [20] Nguyen, T. H., & Pham, M. Q. (2021). The role of leadership in enhancing academic performance: A case study of universities in Hai Duong province. *Vietnam Journal of Educational Management*, 33(4), 45-58.
- [21] Pinder, C. C. (2008). *Work motivation in organizational behavior* (2nd ed.). New York, NY: Psychology Press.
- [22] Rachmawati, R. (2007). *Manajemen kinerja*. Jakarta: PT. RajaGrafindo Persada.

- [23] Srivastav, A. K. (2006). Organizational climate as a predictor of job satisfaction. *Journal of Management Research*, 6(3), 121-135.
- [24] Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
- [25] Vardi, Y. (2001). The effects of organizational climate on dysfunctional behavior at work. *Journal of Business and Psychology*, 15(3), 327-340.
- [26] University of Education, Ho Chi Minh City. (2022). *Faculty motivation and performance improvement initiatives*. Ho Chi Minh City: HCMUE Press.
- [27] Wibisono, D. (2006). *Manajemen kinerja*. Jakarta: PPM.
- [28] Wirawan. (2007). *Budaya dan iklim organisasi*. Jakarta: Salemba Empat.