



# Influence of Leadership Competence, Achievement Motivation, and Organizational Learning Culture on Administrative Staff Performance at Universitas Gadjah Mada Graduate School

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## Abstract

**Purpose** – This study aims to examine the factors influencing the performance of administrative staff at the Graduate School of Universitas Gadjah Mada (UGM). Specifically, the research focuses on the roles of leadership competence, achievement motivation, and organizational learning culture in determining staff performance, addressing gaps in previous studies that lacked a comprehensive integration of these factors.

**Methods/Design/Approach** – A quantitative approach with an explanatory survey design was employed. Data were collected using questionnaires distributed to all 89 administrative staff at the UGM Graduate School, yielding 78 valid responses. The relationships between leadership competence, achievement motivation, organizational learning culture, and performance were analyzed using multiple linear regression. Validity and reliability tests, alongside classical assumption tests, were conducted to ensure the robustness of the model.

**Findings** – The results demonstrate that both leadership competence and achievement motivation positively and significantly affect staff performance. Achievement motivation was identified as the most dominant factor, while organizational learning culture showed no significant influence. The model explains 57.2% of the variance in staff performance, indicating that other unexplored factors may contribute to performance outcomes.

**Originality/Value** – This study provides a novel integration of leadership competence, achievement motivation, and organizational learning culture within a single analytical model, contributing to the literature on human resource management in higher education in Indonesia. The findings offer a comprehensive understanding of key factors influencing staff performance in public higher education institutions.

**Practical Implications** – The findings suggest that higher education management should prioritize leadership development and motivation enhancement initiatives to improve staff performance. Although the organizational learning culture did not significantly affect performance, efforts should still be made to foster a learning environment to support long-term organizational success.

**Keywords** Leadership competence, achievement motivation, organizational learning culture, staff performance, higher education management

**Paper type** Research paper

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## 1. Introduction

Employee performance within an organization, whether in the public or non-public sector, remains a focal point in management studies due to its critical role in determining overall organizational effectiveness. In the context of higher education, effective human resource management (HRM) becomes particularly crucial, especially amidst increasing global competition (Khan, 2010). Currently, universities in Indonesia are facing the challenge of competing internationally, a challenge further amplified by the growth of new universities and the entry of foreign educational institutions (Altbach & Knight, 2007). Consequently, the demand on universities to enhance the quality of academic and administrative services has intensified. The success of a university not only depends on the overall institutional performance but also on the contributions of individual performance from both academic and administrative staff, who play key roles in carrying out academic and administrative tasks (Dhar, 2015).

Previous research has highlighted several factors that influence employee performance in higher education organizations (Burke, 2013; Smerek & Peterson, 2007). High-performing administrative staff is a key element in achieving the vision and mission of the organization (Lamm et al., 2021). Employee engagement, which includes vigor, dedication, and absorption, was also found to significantly affect organizational performance (Gede & Huluka, 2024). The need for redesigning leadership development programs in higher education to be more relevant to the complex environmental dynamics has been proposed (Dopson et al., 2018). The importance of transformational leadership in boosting productivity and innovation through ideal influence, inspirational motivation, and intellectual stimulation was emphasized (Akpan, 2022). Motivational strategies were found to differ between public and private institutions, with private institutions being more effective in implementing incentive-based motivation strategies (Kassa & Tegegne, 2023). Factors such as salary, work relationships, and social recognition play a crucial role in motivating educators, ultimately impacting institutional performance (Karaj & Stawicka, 2023).

However, these studies also have several limitations. For instance, previous research tends to focus on one or a few factors in isolation, without integrating variables such as leadership competence, achievement motivation, and a learning organizational culture into a comprehensive model. Furthermore, there are contextual limitations, as most studies focus on institutions outside Indonesia or on private institutions, leaving a gap in understanding the dynamics of employee performance in Indonesian public universities. Additionally, previous studies have often overlooked aspects of work discipline and employee dissatisfaction with incentive systems, which are significant issues in many educational institutions, including the Graduate School of Universitas Gadjah Mada (UGM).

Based on observations at the Graduate School of UGM, there have been significant fluctuations in the attendance levels of administrative staff, indicating issues with discipline such as tardiness and early departures. Employee attendance data from January to June 2018 showed a trend of indiscipline, which could negatively affect productivity. Additionally, the newly introduced performance-based incentive system (PBIS) at UGM has led to dissatisfaction among employees, which has negatively impacted their motivation and performance. Dissatisfaction with the incentive system, perceived as unfair, can damage morale, ultimately reducing the quality of academic services provided to students.

This study aims to fill these gaps by identifying the factors influencing the performance of administrative staff at the Graduate School of UGM, with a focus on three main variables: leadership competence, achievement motivation, and learning organizational culture. Leadership competence is considered a crucial factor in determining management effectiveness, as competent leaders can provide clear direction and motivate subordinates to achieve organizational goals. Achievement motivation is also an important factor that

drives employees to work optimally and achieve desired outcomes. Meanwhile, learning organizational culture plays a role in creating a work environment that supports performance improvement through innovation and collective learning.

This research offers a novel contribution by integrating these three variables into a single analytical model, providing a more comprehensive perspective on the factors influencing administrative staff performance. Furthermore, this study is expected to provide practical recommendations for university management in improving staff performance, while also contributing to the development of the literature on HRM in higher education in Indonesia.

## 2. Theoretical Framework

### 2.1 Performance

Performance is a central concept in management and organizational studies, defined as behaviors or actions that are relevant in achieving organizational goals, encompassing both the outcomes and the behavioral processes themselves (McCloy et al., 1994). To achieve expected performance levels, individuals must possess adequate knowledge, skills, and motivation to carry out tasks within a specified time frame while making optimal efforts (Schultz & Schultz, 1994). Performance results from efforts directed toward specific goals, where employees are motivated to achieve desired outcomes (Schultz & Schultz, 1994).

Performance is differentiated into two types: task performance, which refers to the completion of specific core tasks, and contextual performance, which includes behaviors that support the organization's social and psychological environment (Motowidlo & Van Scotter, 1994). This concept is expanded by adding citizenship performance and counterproductive performance, with the latter referring to behaviors that harm the organization (Rotundo & Sackett, 2002). In the context of higher education, the performance of academic support staff often focuses on administrative tasks and student services, making performance measurement more complex and multidimensional (Rotundo & Sackett, 2002).

### 2.2 Performance Appraisal

Performance appraisal is a systematic process used to evaluate individual work results within an organization, typically conducted periodically (Mondy & Noe, 1990). Two main functions of performance appraisal have been identified: the summative or evaluative function, which is used for administrative decisions such as promotions and salary increases, and the formative function, which aims to improve employee skills through training and development (Cummings & Schwab, 1973).

Performance appraisal is crucial in modern organizations as it not only provides feedback to individuals but also enhances the overall efficiency of the organization. In the higher education context, performance evaluation for academic staff should include additional dimensions such as support for learning processes and involvement in university-related support activities.

### 2.3 Aspects of Performance Measurement

The main aspects of performance measurement include output quantity and quality, time taken to complete tasks, workplace attendance, and cooperative attitudes (Churchwell et al., 2006). Performance measurement can also be viewed from two main dimensions: task

proficiency, which refers to the ability to complete tasks accurately, and interpersonal relationships, which involve the ability to interact with colleagues (Bernardin & Russel, 1998). In higher education, these aspects can be expanded to include inter-departmental collaboration, responsiveness to student needs, and innovation in administrative procedures (Bernardin & Russel, 1998).

## *2.4 Leadership Competence*

Leadership competence involves the knowledge, skills, and attributes necessary to lead effectively within an organization and is essential for achieving the organization's vision and mission (Swiderski, 1981). Three main roles of a leader include setting direction, aligning people, and motivating and inspiring (Kotter, 1982).

Additionally, leadership competence comprises three main aspects: managerial skills, humanistic skills, and conceptual skills (Swiderski, 1981). In the context of higher education, competent leaders must be able to support and motivate academic staff, as well as create an environment that fosters collaboration and innovation in academic and administrative services (Swiderski, 1981).

## *2.5 Achievement Motivation*

Achievement motivation is defined as an individual's internal drive to accomplish goals and achieve success (McClelland, 1987). This motivation is crucial in the work environment as it encourages individuals to work hard and achieve optimal results. In the educational setting, achievement motivation among academic support staff is often associated with improving the quality of academic and administrative services (McClelland, 1987).

Several aspects influence achievement motivation, including responsibility, innovation, feedback, and the desire to achieve high work performance (McClelland, 1987). In the educational context, academic support staff with high motivation tend to be more innovative in improving the quality of administrative services and more responsible in tasks related to student services (McClelland, 1987).

## *2.6 Organizational Learning Culture*

Organizational learning culture is defined as the mindset and behaviors within an organization that promote continuous learning (Marsick & Watkins, 2003). Successful organizations are those that can learn faster than their competitors and adapt to changes in the environment (Senge, 1990).

Seven key dimensions of organizational learning culture include creating opportunities for continuous learning and providing strategic leadership for learning (Marsick & Watkins, 2003). In higher education, a culture of organizational learning promotes innovation and efficiency in administrative processes, while also improving the quality of educational services (Marsick & Watkins, 2003).

## *2.7 Conceptual Framework and Hypothesis Development*

The performance of academic support staff in an organization is influenced by leadership competence, achievement motivation, and organizational learning culture. Leadership competence plays a key role in affecting performance, where competent leaders can direct and motivate academic staff to achieve organizational goals (Robbins, 2005; Spreitzer et al., 2005). Additionally, achievement motivation encourages academic staff to work hard and achieve optimal results (McClelland, 1987; Wang, 2010). The organizational learning

culture also contributes significantly by creating an environment that supports continuous learning (Marsick & Watkins, 2003; Senge, 1990).

Based on this review, the following hypotheses can be developed:

- Ha1: Leadership Competence has a positive effect on the performance of academic support staff.
- Ha2: Achievement Motivation has a positive effect on the performance of academic support staff.
- Ha3: Organizational Learning Culture has a positive effect on the performance of academic support staff.

This conceptual framework illustrates the relationship between leadership competence, achievement motivation, and organizational learning culture on the performance of academic support staff. This study is expected to provide new insights into the factors that influence performance in the context of higher education, particularly in institutions that are adopting a learning and innovation culture.

### 3. Methods

#### 3.1 Research Design

This study employs a quantitative approach with an explanatory survey design. This design was chosen to analyze the causal relationships between the independent variables—leadership competence, achievement motivation, and organizational learning culture—and the dependent variable, employee performance at the Graduate School of Gadjah Mada University (UGM) (Singarimbun & Efendi, 1995). Data were collected via questionnaires and analyzed using statistical methods to identify the relationships between variables (Creswell, 2003).

#### 3.2 Research Location

The research was conducted at the Graduate School of UGM, selected due to its relevance to the research topic and its status as a leading public university in Indonesia.

#### 3.3 Participants and Sample

The participants in this study consist of all administrative staff at the Graduate School of UGM, totaling 89 individuals, including 50 civil servants (PNS) and 39 non-civil servants (Non-PNS). This study uses the total sampling method, where the entire population serves as the sample (Arikunto, 1993; Cooper & Emory, 1998).

#### 3.4 Data Collection

Primary data were collected using a questionnaire designed based on the study variables: leadership competence, achievement motivation, organizational learning culture, and employee performance. Measurements were made using a 5-point Likert scale, where respondents rated the extent to which they agreed or disagreed with statements related to the research variables (Sekaran, 2006).

**Table 1.** Score Values Based on Likert Scale

Statement (Item)	Favorable (+)	Score	Unfavorable (-)	Score
Very appropriate	5	1	Very inappropriate	1

Statement (Item)	Favorable (+)	Score	Unfavorable (-)	Score
Appropriate	4	2	Inappropriate	2
Less appropriate	3	3	Less inappropriate	3
Inappropriate	2	4	Appropriate	4
Very inappropriate	1	5	Very appropriate	5

Secondary data, including the number of employees and attendance rates, as well as relevant literature, were also collected to support the research analysis.

### 3.5 Operational Definitions and Measurement of Research Variables

The variables in this study are operationalized as follows:

#### 3.5.1 Leadership Competence

The characteristics and abilities a leader possesses to influence subordinates (Swiderski, 1981). It is measured by 28 questionnaire items based on three main aspects: managerial skills, humanistic skills, and conceptual skills.

**Table 2.** Blueprint of Leadership Competence Questionnaire

No Factors	Behavioral Indicators	Item Numbers	Total Items
1	Managerial Skills Ability to maintain health, enforce environmental rules, ensure safety, etc.	1-12	12
2	Humanistic Skills Understanding group dynamics, resolving conflicts, building trust, etc.	13-20	7
3	Conceptual Skills Solving problems, making sound decisions, recognizing potential dangers, etc.	21-28	9

#### 3.5.2 Achievement Motivation

The internal drive of individuals to achieve goals and accomplishments (McClelland, 1987). It is measured by 16 questionnaire items based on four aspects: responsibility, feedback, innovation, and job performance

**Table 3.** Blueprint of Achievement Motivation Questionnaire

No Factors	Behavioral Indicators	Item Numbers	Total Items
1	Responsibility Responsibility for problem-solving, enjoyment of challenges, choosing proportionate risks	1-4	4
2	Job Performance Good performance, perseverance	5-8	4
3	Feedback Preference for quick feedback, strong drive to know concrete results	9-12	4
4	Innovation Seeking new information, future-oriented	13-16	4

### 3.5.3 Organizational Learning Culture

Attributes, behaviors, habits, and systems that support learning within the organization (Marsick & Watkins, 2003). It is measured by 35 questionnaire items based on seven dimensions: creating continuous learning opportunities, promoting inquiry and dialogue, etc.

**Table 4.** Blueprint of Organizational Learning Culture Questionnaire

No	Factors	Behavioral Indicators	Item Numbers	Total Items
1	Creating learning opportunities	Mutual support in learning, providing opportunities for further education	1-5	5
2	Promoting inquiry and dialogue	Asking questions, listening to reasons, open to new perspectives	6-10	5
3	Encouraging collaboration and learning	Supporting cooperation and collaborative skills	11-15	5
4	Establishing learning-sharing systems	Creating innovative learning systems, sharing knowledge among employees	16-20	5
5	Empowering collective vision	Sharing knowledge, contributing to organizational vision	21-25	5
6	Connecting organization to the environment	Responding to external customer needs	26-30	5
7	Strategic leadership for learning	Leaders encouraging a learning culture, shaping collective insights	31-35	5

### 3.5.4 Employee Performance

The work results of individuals, both in terms of quality and quantity (Bernardin & Russell, 1998; Coole, 2003). It is measured by 16 questionnaire items based on two aspects: task proficiency and interpersonal relationships.

**Table 5.** Blueprint of Employee Performance Questionnaire

No	Factors	Behavioral Indicators	Item Numbers	Total Items
1	Task Proficiency	Attention to detail, high-quality standards, good decision-making, etc.	1-12	12
2	Interpersonal Relationship	Level of confidence, cooperation with colleagues	13-16	4

## 3.6 Data Analysis

The data were analyzed using multiple linear regression to examine the influence of the independent variables on the dependent variable. Classical assumption tests (*normality, multicollinearity, and heteroscedasticity*) were conducted to ensure the validity of the model. Additionally, partial significance tests (t-tests) and simultaneous significance tests (F-tests) were performed to determine the effect of each independent variable, both individually and collectively, on the dependent variable (Gujarati, 2003). The coefficient of

determination ( $R^2$ ) was used to measure the extent to which the independent variables explain variations in the dependent variable (Kuncoro, 2007).

### 3.7 Ethical Considerations

This study received informed consent from all participants. They were fully informed about the research objectives and their right to decline participation or withdraw at any time.

### 3.8 Instrument Testing

Validity and reliability tests were conducted to ensure the quality of the data collection instruments. Validity was tested using Pearson's correlation, while reliability was tested using Cronbach's Alpha coefficient, with a value of  $\geq 0.7$  indicating good reliability (Sekaran, 2000).

### 3.9 Data Presentation

The research findings will be presented descriptively in the form of tables and narratives that illustrate the influence of the independent variables on the dependent variable.

## 4. Results

### 4.1 Respondent Characteristics

This research was conducted at the Graduate School of Universitas Gadjah Mada (UGM), with respondents consisting of 78 administrative staff members, all working at the Graduate School of UGM. Data collection was carried out by distributing questionnaires to the entire population of 89 individuals, but only 78 questionnaires were returned and completed, yielding a response rate of 87.6%. This is considered very good, given that some respondents were unable to participate fully due to reasons such as maternity leave, resignation, or other unspecified reasons.

The demographic characteristics of respondents include employment status, gender, age, length of service, and education level, all of which are important for understanding the context and background of the administrative staff that might influence their perceptions of the research variables. Table 1 presents the distribution of respondent characteristics.

**Table 6.** Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Employment Status	PNS	46	59
	Non-PNS	32	41
Gender	Male	48	62
	Female	30	38
Age	20-30 years	6	8
	31-40 years	27	35
	41-50 years	23	29
	>50 years	22	28
Length of Service	<2 years	2	3

Characteristics	Category	Frequency	Percentage (%)
Education Level	2-5 years	6	8
	6-10 years	21	27
	11-15 years	11	14
	16-20 years	11	14
	>20 years	27	35
	Junior High	3	4
	Senior High	29	37
	Diploma	8	10
	Bachelor's	26	33
	Master's	12	15

Based on Table 1, the majority of respondents are civil servants (PNS) (59%), and most are male (62%). The respondents' age is dominated by productive age groups, with 35% aged 31-40 and 29% aged 41-50. A significant portion of respondents have more than 20 years of service (35%), indicating a high level of experience within the organization. However, most respondents have a high school education as their highest level of education (37%), which could impact their level of competence and perception of performance and organizational learning variables.

#### 4.2 Statistical Description of Research Variables

The statistical description of the research variables provides an overview of the distribution of respondents' data. The variables studied include leadership competence, achievement motivation, organizational learning culture, and administrative staff performance. Table 2 presents the statistical description for each variable.

**Table 7.** Description of Research Variable Scores

Variable	Hypothetical Score	Empirical Score	N	Min	Max	Mean
Leadership Competence	28-140	84.00				
Achievement Motivation	16-80	48.00				
Organizational Learning Culture	35-175	105.00				
Employee Performance	16-80	48.00				

The data distribution shows that respondents tended to give moderate ratings for performance (77%), leadership competence (68%), achievement motivation (64%), and organizational learning culture (76%).

**Table 8.** Categorization of Employee Performance Scores

Category	Score Interval	Frequency	Percentage (%)
Low	$X < 54.96$	4	5%
Moderate	$54.96 \leq X < 65.98$	60	77%
High	$65.98 \leq X$	14	18%

The majority of respondents rated their performance in the moderate category, indicating that employee performance at the UGM Graduate School is not yet optimal.

Some performance aspects, such as task proficiency, scored lower, particularly in decision-making abilities and efficient use of office equipment.

### 4.3 Instrument Validity and Reliability Tests

Validity and reliability tests were conducted to ensure that the measurement instruments used in this study accurately measured what they were supposed to measure and were consistent in their measurements.

- **Validity:** The validity test results showed that all items for leadership competence, achievement motivation, and organizational learning culture variables were valid, with Pearson correlation coefficient values ( $r$ -calculated) greater than the  $r$ -table (0.223). However, one item from the performance variable was invalid and was excluded from further analysis.
- **Reliability:** The reliability test results indicated that all variables had a Cronbach's Alpha coefficient  $> 0.60$ , with values ranging from 0.800 to 0.931, indicating that the instruments used were reliable and consistent in their measurements.

Table 9. Reliability Test Results

Variable	Cronbach's Alpha	Conclusion
Leadership Competence	0.928	Reliable
Achievement Motivation	0.800	Reliable
Organizational Learning Culture	0.931	Reliable
Employee Performance	0.847	Reliable

### 4.4 Classical Assumption Tests

Before performing regression analysis, classical assumption tests were conducted to ensure that the regression model used was free from issues of normality, multicollinearity, and heteroscedasticity.

- **Normality Test:** The Kolmogorov-Smirnov test showed that the residual data distribution was normal, with a significance value (Asymp. Sig. 2-tailed) of 0.439  $>$  0.05.
- **Multicollinearity Test:** No multicollinearity issues were found, with VIF values for all independent variables being less than 10, and tolerance values greater than 0.05.
- **Heteroscedasticity Test:** The Glejser test showed no heteroscedasticity issues, with significance values for all independent variables greater than 0.05.

Table 10. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Leadership Competence	0.633	1.580	No Multicollinearity
Achievement Motivation	0.880	1.137	No Multicollinearity
Organizational Learning Culture	0.705	1.418	No Multicollinearity

### 4.5 Hypothesis Testing

To test the effect of the independent variables on the dependent variable, multiple regression analysis was conducted. The results show that leadership competence and

achievement motivation significantly and positively influence employee performance, while organizational learning culture has no significant effect.

**Table 11.** Multiple Regression Results

Variable	B	$\beta$	t	Sig.
Leadership Competence	0.098	0.256	2.416	0.018
Achievement Motivation	0.575	0.574	6.379	0.000
Organizational Learning Culture	-0.026	-0.067	-0.667	0.507

- Leadership Competence: Has a positive and significant effect on performance, with  $\beta = 0.256$  and  $p < 0.05$ , indicating that an increase in leadership competence improves employee performance.
- Achievement Motivation: Is the most dominant variable affecting performance, with  $\beta = 0.574$  and  $p < 0.001$ , indicating that high motivation drives better employee performance.
- Organizational Learning Culture: Has no significant effect on performance, with  $\beta = -0.067$  and  $p > 0.05$ , suggesting that the learning culture in this organization is not yet optimized to improve employee performance.

#### 4.6 F-Test and Coefficient of Determination ( $R^2$ )

The F-test was used to test the simultaneous effect of the independent variables on the dependent variable. The results showed that leadership competence, achievement motivation, and organizational learning culture together significantly affect employee performance ( $F = 22.072$ ,  $p < 0.001$ ).

The coefficient of determination ( $R^2$ ) of 0.572 indicates that 57.2% of the variation in employee performance can be explained by leadership competence, achievement motivation, and organizational learning culture, while the remaining 42.8% is explained by other factors not included in this model.

**Table 12.** Anova (F-test) and Coefficient of Determination Results

Statistical Test	Value
F-calculated	22.072
Sig. (p-value)	0.000
R	0.687
R Square	0.572
Adjusted R Square	0.451

The findings of this study indicate that leadership competence and achievement motivation are significant factors in improving the performance of administrative staff at the Graduate School of UGM. High leadership competence enables leaders to provide appropriate direction, motivate subordinates, and enhance work efficiency, thereby improving organizational performance. This finding is consistent with the theory, which states that effective leadership is closely related to increased job satisfaction and performance (Hughes et al., 2009).

Achievement motivation was found to be the most dominant variable influencing performance. Employees with a strong drive to achieve will put forth maximum effort in their work, aligning with the theory that high achievement motivation is positively correlated with high performance (McClelland, 1961).

In contrast, organizational learning culture did not show a significant influence on employee performance. This may indicate that the learning processes in the organization are not yet well integrated, or that there are barriers to implementation. Factors such as a lack of management support, limited individual awareness of the importance of learning, and differences in intellectual capacity and learning motivation among employees may be contributing to this. These obstacles can reduce the effectiveness of an organizational learning culture in enhancing performance.

This finding aligns with previous research showing that an organizational learning culture requires full support from all elements of the organization to function effectively. In the context of the UGM Graduate School, the implementation of a learning culture may still require more time and greater support to significantly contribute to performance improvement.

This study concludes that in order to improve the performance of administrative staff at the UGM Graduate School, improvements are needed in the aspects of leadership competence and achievement motivation. Although important, the organizational learning culture has not yet had a significant impact in this context and may require additional interventions to be effectively implemented. These findings can serve as a basis for policy decisions that focus more on leadership development and work motivation in efforts to enhance overall organizational performance.

## 5. Discussion

This study aimed to analyze the influence of leadership competence, achievement motivation, and organizational learning culture on the performance of administrative staff at the Graduate School of Universitas Gadjah Mada (UGM). From the results of the multiple regression analysis, it was found that leadership competence and achievement motivation have a significant effect on employee performance, while organizational learning culture does not show a significant impact.

**Leadership Competence:** The findings indicate that leadership competence positively influences the performance of administrative staff. Competent leaders can provide clear direction, motivate staff, and enhance operational efficiency. This result supports leadership theories, which state that effective leadership is strongly linked to improved employee performance (Hughes et al., 2009). Additionally, this aligns with a study emphasizing the importance of transformational leadership in increasing productivity (Akpan, 2022).

**Achievement Motivation:** Achievement motivation was the most dominant variable influencing performance. Motivated employees tend to work harder to meet their targets. This finding is consistent with the theory, which posits that individuals with high achievement motivation have a strong drive to attain optimal results in their work (McClelland, 1961). This study also reinforces findings that employee engagement significantly impacts organizational performance (Smerek & Peterson, 2007).

**Organizational Learning Culture:** The lack of a significant influence of organizational learning culture on employee performance may be due to several barriers to implementing this culture at the Graduate School of UGM. This could indicate that the learning processes within the organization are not yet effectively integrated. Organizational learning requires full support to function effectively (Marsick & Watkins, 2003). This finding also aligns with the suggestion that the higher education environment requires redesigning to better support an effective learning culture (Dopson et al., 2018).

This study contributes to the literature on the performance of administrative staff in higher education institutions, particularly in Indonesia. The findings related to the importance of leadership competence and achievement motivation provide empirical

support for human resource management theories that emphasize leadership development and work motivation as key performance drivers. Meanwhile, the non-significant result for organizational learning culture suggests that the application of learning culture theories in the context of higher education in Indonesia, particularly in public institutions, may require adjustment.

From a practical perspective, this study suggests that the management of the UGM Graduate School should focus on developing leadership competence and achievement motivation. Leadership training programs and initiatives aimed at enhancing motivation, such as performance-based rewards, can be implemented to improve the performance of administrative staff. Although organizational learning culture did not prove to be significant in this study, it is still important for management to support the development of a learning culture by strengthening internal learning systems and providing opportunities for continuous learning.

This study has several limitations. First, the research focus on the UGM Graduate School limits the generalizability of the findings to other educational institutions, both in Indonesia and abroad. Second, other factors that may affect performance, such as incentive systems or working conditions, were not included in this research model. Third, as this study used a cross-sectional survey design, the causal relationships between the variables can only be partially identified.

Given the identified limitations, future research could expand the scope by involving more higher education institutions, both in the public and private sectors. Future studies may also explore other factors that could influence the performance of administrative staff, such as incentives, job satisfaction, or employee involvement in decision-making processes. Additionally, longitudinal studies would provide a better understanding of the dynamics of performance changes over time.

This study concludes that leadership competence and achievement motivation have a significant impact on the performance of administrative staff at the UGM Graduate School. Organizational learning culture, although important in the literature, did not show a significant effect on performance in this context. This research contributes to human resource management literature in higher education and provides practical recommendations for management to focus more on leadership development and work motivation to improve overall organizational performance.

## 5. Conclusion

This study aimed to analyze the influence of leadership competence, achievement motivation, and organizational learning culture on the performance of administrative staff at the Graduate School of Universitas Gadjah Mada (UGM). The results indicate that leadership competence and achievement motivation significantly affect staff performance, while organizational learning culture does not have a significant impact.

These findings support existing leadership and motivation theories in human resource management literature. Leadership competence plays a crucial role in providing clear direction and motivating staff to improve productivity and efficiency, while achievement motivation proves to be a primary driver of staff performance. On the other hand, organizational learning culture has not demonstrated a significant effect in this research context, possibly due to challenges in its implementation or a lack of organizational support.

These findings offer several practical implications for higher education management, particularly at UGM. Leadership competence development can be accelerated through more structured training programs and leadership development initiatives. Additionally, management could implement more specific work motivation programs, such as performance-based rewards and effective feedback systems, to encourage better

performance among administrative staff. Although the organizational learning culture did not show a significant impact, it remains essential for organizations to build sustainable learning systems and foster innovation among staff.

This study has several limitations. First, it focuses on a single educational institution, which may limit the generalizability of the findings to other contexts. Second, other potentially relevant variables, such as working conditions and incentive systems, were not explored in depth. Third, due to the cross-sectional nature of the study, understanding the long-term dynamics of the relationships between variables is challenging.

Future research could expand the scope by involving more institutions from both public and private sectors to gain broader insights. Additionally, other factors such as incentives and working conditions could be included as additional variables for analysis. Longitudinal studies would also provide better insights into how employee performance changes over time.

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## Declarations

### Author contribution statement

**Tri Nugroho:** Conceptualization, Writing - Original Draft, Writing - Review & Editing, Project Administration, Methodology, Investigation, Formal Analysis, Resources, Data Curation, Visualization.

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### Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

### Declaration of interest statement

No potential conflict of interest was reported by the authors.

### Additional information

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