

Good Management Affects Lecturer and Staff Performance: A Sustainable Educational Atmosphere at Lombok Business Academy (AKBIL)

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Abstract

Effective management practices are fundamental to strengthening the quality of higher education institutions, particularly within newly established campuses that are still shaping their academic culture, governance systems, and human resource capabilities. This conceptual article examines how good management influences lecturer and staff performance in creating a sustainable academic atmosphere at Lombok Business Academy (AKBIL), a young institution in North Lombok, Indonesia. Using a qualitative and conceptual approach, this article synthesizes classical and contemporary management theories, educational governance literature, and reflections on AKBIL's institutional dynamics. The findings reveal that inspirational leadership, structured academic governance, effective communication, and a performance-oriented organizational culture strongly determine the productivity, discipline, and commitment of lecturers and staff. For lecturers, the AKBIL emphasizes the importance of embodying the spirit of Tri Dharma Perguruan Tinggi—teaching, research, and community service—so that their contribution extends beyond classroom routines. For staff, AKBIL highlights the importance of service excellence, calling them to maintain accuracy, responsiveness, and student-centered administrative support. These elements together reinforce professional accountability and contribute to a sustainable academic atmosphere. The article proposes the AKBIL Sustainable Academic Atmosphere Model, which positions management as the driving force behind human resource performance and long-term institutional growth.

Keywords: Good Management, Lecturer Performance, Staff Performance, Academic Atmosphere, Educational Governance, AKBIL

INTRODUCTION

Effective management is a critical determinant of organizational success in higher education. Universities and colleges are not only academic institutions but also complex organizations that require systematic planning, professional governance, and human resource development to achieve academic excellence (Bush, 2011; Owens & Valesky, 2014). In the Indonesian context, especially among young private institutions, management quality directly shapes teaching performance, administrative effectiveness, accreditation outcomes, academic continuity, and student satisfaction (Fattah, 2012; Mulyasa, 2013). Without strong internal governance, higher education institutions struggle to maintain standards, build reputation, and foster a sustainable academic culture.

Lombok Business Academy (AKBIL) represents a relevant case to explore this issue. Established approximately two years ago in Tanjung, North Lombok, AKBIL currently offers three study programs: Public Sector Financial Management, Public Sector Accounting, and Digital Business. With around 20 lecturers and several administrative staff, AKBIL is still in its institutional development stage. At this phase, managerial decisions play a decisive role in shaping work culture, professionalism, and academic atmosphere. Early-stage institutions like AKBIL often face challenges such as limited resources, evolving structures, and varied competencies among academic and administrative personnel. This reinforces the need for management that is not merely administrative, but transformational—building systems, culture, discipline, and academic vision simultaneously.

This article aims to: (1) Analyze theoretically the influence of good management on lecturer and staff performance; (2) Contextualize the discussion within the AKBIL environment; and (3) Propose a sustainable management model for developing higher education institutions.

Theoretical Foundation

Management Theory

Classical scholars such as Fayol (1916) and Drucker (1974) assert that management consists of Planning, Organizing, Leading, and Controlling (POLC). In a higher education context, these elements guide workflow, discipline, and accountability. POLC is considered a foundational system that enables managers to translate institutional goals into concrete actions, ensuring clarity, direction, workflow, and performance discipline (Robbins & Coulter, 2018). In higher education settings, the implementation of POLC guides the development of academic processes, quality assurance mechanisms, and institutional accountability, thereby shaping an environment that supports sustainable teaching, research, and community service.

Recent studies further reveal that effective management practices have a positive correlation with lecturer and staff performance. For instance, strong management systems significantly enhance educator productivity, even though they may not always directly influence intrinsic motivation (Murtiningsih & Jailani, 2025). This implies that POLC must be supported by motivational leadership, professional development opportunities, and an engaging academic culture to generate maximum performance outcomes. In the context of higher education, management must therefore be adaptive—combining structural discipline with human-centered approaches that support academic identity and long-term institutional commitment.

Educational management literature also highlights that the functions of management in academic institutions have unique characteristics distinct from those in corporate settings. The role of management in higher education involves strategic planning, resource allocation, role distribution, coordination, and structured evaluation to support the academic mission (Shaked & Schechter, 2017). Because universities and academies must uphold the *Tri Dharma of Higher Education*—teaching, research, and community service—management must balance academic expectations with organizational systems. This reinforces that managerial effectiveness is not merely administrative, but academic and transformative in nature.

Furthermore, leadership and control are widely recognized as the most decisive elements in institutional performance, particularly in maintaining quality standards, accountability, and professional culture. Evidence from empirical research shows that leadership and controlling functions significantly influence organizational effectiveness in educational environments (Salleh & Ahmad, 2020). In higher education institutions, these functions ensure that academic processes are monitored, evaluated, and continuously improved. Therefore, the strategic application of POLC—supported by inspirational leadership—becomes essential for building a credible, disciplined, and performance-oriented academic atmosphere.

Organizational Culture Theory

Schein (2010) emphasizes that organizational culture shapes behavior, collaboration, and institutional identity. For a newly established campus, culture-building becomes a central management responsibility. Organizational culture also plays a strong role in providing direction and meaning for members of the institution. Hofstede, Hofstede, and Minkov (2010) argue that organizational culture functions as a shared system of values that helps individuals interpret workplace reality, understand expectations, and regulate appropriate behavior. In a higher education setting, culture determines how lecturers teach, how staff provide services, and how

academic decisions are made. When values, symbols, and norms are consistently communicated, members of the institution develop a shared identity and work cohesively toward institutional goals.

Furthermore, organizational culture influences workplace motivation and job satisfaction. According to Deal and Kennedy (2000), a strong culture fosters commitment, reduces internal conflict, and increases productivity by aligning personal goals with organizational expectations. In young academic institutions, consistency in cultural reinforcement is essential because employees—especially lecturers and staff—are still adapting to new systems, work rhythms, and institutional missions. Without cultural clarity, organizational members may work in isolation, leading to fragmented performance and weak academic climate.

Management also plays a crucial role in shaping culture through leadership behavior and daily practices. Tierney (1988) explains that in higher education, culture is formed through managerial decisions related to governance, communication, reward systems, and conflict resolution. Leaders do not merely administer rules—they symbolize institutional values through their conduct. Inspirational leadership, transparent communication, and fair supervision are therefore critical in building trust and cultivating positive behavior on campus.

Finally, a healthy organizational culture supports innovation, learning, and continuous improvement. Cameron and Quinn (2011) stated that institutions with adaptive cultures tend to be more successful in responding to change, improving academic quality, and meeting stakeholder expectations. For a developing campus like AKBIL, adaptability is vital because young institutions face volatile conditions—limited resources, evolving organizational structures, and the need to rapidly build credibility. A strong and adaptive culture allows lecturers to innovate in teaching and research, while staffs provide consistent, student-centered services that strengthen institutional reputation.

Human Resource and Performance Theory

Performance in educational institutions is influenced by competence, motivation, and reward systems (Armstrong, 2014). Human resources perform optimally when management provides structure, recognition, and development pathways. Human resource performance in educational institutions is widely understood as the result of the interaction between competence, motivation, and reward systems. Armstrong (2014) emphasizes that competence determines the capacity to perform tasks, motivation drives willingness to work, and rewards reinforce behavioral commitment. When management provides structure, recognition, and clear development pathways, human resources are more likely to perform optimally and align their work with institutional goals. In this context, HR development in universities requires a systematic approach that ensures lecturers and staff are not only qualified, but also continuously engaged and professionally supported.

Beyond competence, motivation has been widely discussed as a key determinant of human performance. Deci and Ryan's (2000) Self-Determination Theory argues that intrinsic motivation—driven by autonomy, mastery, and purpose—produces more sustainable performance than extrinsic motivation alone. In higher education, lecturers perform better when they are trusted to design learning, given academic autonomy, and appreciated for their scholarly contribution (Ryan & Deci, 2017). Meanwhile, Herzberg's Two-Factor Theory further distinguishes between hygiene factors, such as salary and supervision, and motivators, such as achievement, responsibility, and advancement (Herzberg, 1968). This implies that university management must not only enforce standards, but also ignite academic passion.

Human resource development in educational institutions is also linked to professional learning opportunities and organizational support. According to Guskey (2002), continuous professional development (CPD) significantly improves teaching quality and educational outcomes when aligned with institutional policy and supported by leadership. Similarly, Darling-Hammond et al. (2017) emphasize that structured mentoring, collaborative learning, and reflective practice strengthen educator effectiveness over time. For administrative staff, Robbins and Judge (2019) highlight that performance can be increased through skill-based training, role clarity, and supportive supervision. Therefore, HR capacity building must be embedded into institutional systems, not treated as an incidental activity.

Finally, performance management must be reinforced through clear evaluation systems and organizational culture. Aguinis (2019) stated that performance management is most effective when expectations are measurable, transparent, and tied to professional growth. Meanwhile, Schein (2010) asserts that organizational culture shapes behavior by embedding shared values, norms, and identity. In a higher education setting, performance culture is established when lecturers internalize *Tri Dharma* values and staff internalize service excellence as part of their institutional identity. Thus, strong management must align culture, reward systems, and evaluation mechanisms to sustain high-level performance across the institution.

Educational Management and Academic Atmosphere

Educational governance frameworks (Bush, 2011; Cheng, 1996) stress that institutional effectiveness emerges when academic, administrative, and leadership dimensions align—creating an atmosphere that supports teaching, research, and community service. Educational management and institutional governance frameworks play a pivotal role in aligning the academic, administrative, and leadership dimensions within higher education institutions. In particular, studies emphasise that effective governance fosters an environment where teaching, research and community engagement are not treated as isolated functions, but as inter-dependent components of institutional mission and culture (Bush, 2011; Cheng, 1996). For instance, research by Darwish et al. (2022) problematises how university governance and management must co-operate to achieve excellence in teaching, research and societal impact, arguing that well-configured governance processes (transparency, accountability, shared vision) serve as the foundational drivers of academic performance.

Moreover, contemporary literature on higher education governance demonstrates that alignment across leadership, academic departments and administrative services enhances institutional responsiveness and creates an academic atmosphere conducive to innovation. Sziegat (2022) in a study of German “Universities of Excellence” found that governance transformation, including mission alignment, strategic goal setting, and digitally-enabled administrative systems, was fundamental in ensuring that teaching, research and the “third mission” (community service) were fully integrated rather than treated separately. This suggests that the academic atmosphere emerges not purely from individual instructor or staff behaviours, but from how the institution as a whole embeds governance, management and leadership into its daily culture.

Another strand of research emphasizes that leadership style and shared leadership structures contribute significantly to creating a positive climate for teaching, research and engagement. Kezar (2017) argues that shared leadership — where leadership responsibilities are distributed rather than concentrated — fosters collaboration, empowerment, and shared purpose across academic and administrative units. When leadership is distributed, the organisational culture becomes more responsive, and the academic atmosphere is strengthened by joint ownership of mission among faculty, staff and administrators. This kind of leadership synergy enables

institutions to build coherence across multiple functions and thus supports a substantial educational climate.

Finally, the literature points to the role of quality assurance, strategic planning and management control systems in sustaining the academic atmosphere over time. Sun et al. (2023) conducted a systematic literature review in higher education and found that institutions with strong strategic planning, integrated quality assurance mechanisms, and data-informed decision-making were better positioned to sustain teaching excellence, research productivity and community engagement. By establishing these systems, leadership and management embed the culture of performance, which in turn reinforces the academic atmosphere necessary for long-term institutional development.

RESEARCH METHOD

This conceptual study uses a qualitative, interpretive lens to understand how management affects lecturer and staff performance. Observations of AKBIL's organizational culture, managerial behavior, and academic routines serve as interpretive material connecting theory and context. As a conceptual study, it does not employ numerical measurement or statistical generalization (Creswell, 2013).

DISCUSSION

Good Management as Institutional Foundation

Good management must integrate vision, structure, communication, and supervision. Fayol's POLC provides a logical foundation for institutional governance. For a young institution, planning ensures direction, organizing clarifies roles, leadership builds commitment, and control maintains accountability. Without these, lecturers work individually rather than institutionally, and staff merely "complete tasks" instead of "serving with purpose."

Impact of Good Management on Lecturer Performance (Tri Dharma Emphasis)

Lecturer performance—covering teaching, research, community service, and academic professionalism—is strongly shaped by managerial clarity and direction. The Chairman inspires lecturers to internalize the spirit of *Tri Dharma Perguruan Tinggi* as their academic mission. Through strong management, lecturers gain motivation, institutional loyalty, clarity of role, academic identity, and commitment to continuous improvement. When Tri Dharma becomes the compass, lecturers contribute not only to classroom learning but also to knowledge development and societal empowerment.

Impact of Good Management on Staff Performance (Service Excellence Emphasis)

Administrative staff are the heartbeat of academic services. Their performance depends on workflow clarity, SOP consistency, communication culture, and supervision. The Chairman emphasizes a student-centered service culture, calling staff to uphold accuracy, responsiveness, hospitality, and accountability. Good management ensures that administrative routines are not mechanical, but meaningful—building trust and institutional credibility.

From Management to Academic Atmosphere

A substantial academic atmosphere emerges when lecturers teach with purpose, staff serve with excellence, and management governs with integrity. When Tri Dharma and service culture move in harmony, the academic environment becomes active, collaborative, and sustainable.

AKBIL Sustainable Academic Atmosphere Model

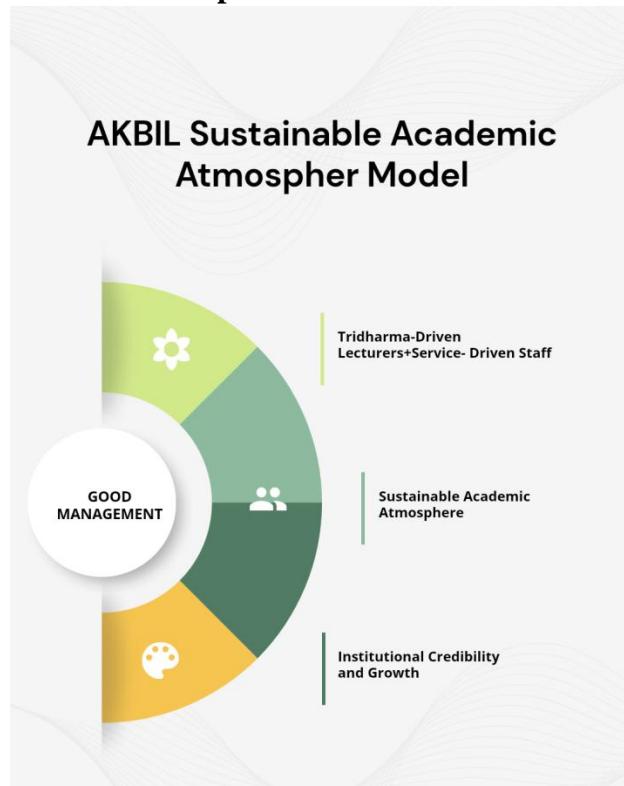


Figure 1. Model of AKBIL Sustainable Academic Atmosphere

The AKBIL Sustainable Academic Atmosphere Model illustrates a linear and interdependent relationship between management quality, human resource performance, and institutional climate. The model emphasizes that good management—characterized by clear governance, inspirational leadership, and consistent supervision—serves as the primary driver that shapes lecturer and staff behavior. When lecturers embody the spirit of *Tri Dharma Perguruan Tinggi* and staff uphold service excellence, human resource performance becomes both mission-oriented and service-oriented. This alignment ultimately produces a sustainable academic atmosphere that supports productive teaching, research, and community engagement, while simultaneously strengthening administrative credibility and institutional growth. In this model, the academic atmosphere is not accidental, but the result of deliberate and continuous managerial effort.

CONCLUSION

Good management is the central determinant of institutional growth in young higher education environments. For AKBIL, management serves not only as an administrative function but as the architect of culture, discipline, *Tri Dharma* commitment, and service excellence. When

management leads with clarity, lecturers become mission-oriented and staff become service-oriented, resulting in a sustainable academic atmosphere and long-term institutional credibility.

RECOMMENDATIONS

6.1 Managerial Recommendations

- (1) Strengthen governance and SOP standardization
- (2) Institutionalize transparent communication and supervision
- (3) Build an inspirational leadership culture

6.2 Lecturer Performance Recommendations (Tri Dharma)

- (1) Encourage research productivity and publication
- (2) Conduct community service programs regularly
- (3) Strengthen teaching innovation and pedagogy

6.3 Staff Performance Recommendations (Service Excellence)

- (1) Improve administrative response time and accuracy
- (2) Build student-centered service behavior
- (3) Provide ongoing service training and digital administration skills

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