



Toxic leadership and its impact on organizational culture: a quantitative study on millennial lecturers

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ARTICLE INFO

Article history:

Received Oct 19, 2024

Revise Oct 26, 2024

Accepted Nov 11, 2024

Keywords:

Higher Education;
Millennials;
Organizational Culture;
Toxic leadership.

ABSTRACT

At present, a significant number of individuals in the education sector belong to the millennial generation. This generation is crucial for the future development of the education field. This study seeks to explore the effects of toxic leadership on organizational culture, specifically through the perceptions of millennials in higher education institution. Utilizing a quantitative approach, the research gathers primary data via online survey questionnaire. The analysis is conducted using linear regression. A key innovation of this study is that it is focusing on the views of millennial educators concerning toxic leadership and its impact on organizational culture in higher education in Indonesia, since there are lack of literatures in similar topic. As a result, toxic leadership found to negatively impacts organizational culture in higher education institution, based on millennials' perspectives. The outcomes of this research are anticipated to contribute valuable insights to the existing literature on leadership culture and the dynamics of educational organizations in Indonesia.

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INTRODUCTION

In the era of globalization and rapid advancement of information technology, the millennial generation has emerged as a group that not only has better access to information, but also has a new, innovative perspective in the world of education. In Indonesia, the role of the millennial generation as lecturers in higher education is increasingly important, considering the ever-evolving social and cultural dynamics. Through a creative approach and the use of technology, the millennial generation has great potential to bring positive changes in teaching methods, interactions with students, and in the development of curricula that are relevant to the needs of the times. Trickey & Hyde (2009) conducted a 10-year qualitative study focused on the dark side of leadership from the perspective of the millennial generation. The results of the study showed that millennials prefer to follow rules, try to please others, provide high-quality work, have less trust in leadership, and show low self-esteem. These findings suggest that millennials are vulnerable to

toxic leadership because they are more obedient and less assertive towards their superiors (Martin, 2014; Rehman et al., 2021).

The millennial generation currently dominates almost all organizations, both in the business, government, and education sectors, including in higher education institutions. The millennial generation is the generation born between 1981 and 1996. In terms of population size, millennials have a very large numbers and it is stated that the millennial generation is the largest generation that has existed for 50 years (Winn et al., 2015). This causes the atmosphere of the work environment to transform and adapt to developments in circumstances. Millennials are often associated with the idealistic generation (Winn & Dykes, 2019). However, Winn & Dykes also stated that in fact this millennial generation is much more active in organizations than the previous generation. What distinguishes the millennial generation from the previous generation is that millennials are a unique generation, which has been empirically proven to be more vulnerable to leaders with bad behavior (Winn & Dykes, 2019).

One of the organizations currently dominated by the millennial generation is higher education institutions. Higher education is an educational institution that plays an important role in forming quality students and graduates. Higher education has a role that is not only in teaching science, but also educating the character of students. Thus, along with the development of the era, higher education institutions must also be able to adapt in terms of organizational structure, leadership patterns, management control, and so on. This is inseparable from the role of the organization in building a system that is in accordance with the personnel in the organization that is also developing. With the large number of millennials in the organization, this requires the organization to have a good culture, which can support the performance of the millennial generation to develop and have good character. Organizational culture is defined as a set of beliefs, values, and assumptions shared by members of an organization (Meng & Berger, 2019). These shared values influence the behavior of organizational members because they rely on these values to guide their decisions and behavior, which in turn has an impact on the effectiveness of the organization (Meng & Berger, 2019).

In several previous studies, organizational culture was associated with leadership (Başkan, 2020; Fahie, 2020; Kaur Bagga et al., 2023; Metwally et al., 2019; Mozaffari, n.d.; Trivellas et al., n.d.; Winn & Dykes, 2019; Yaghi & Yaghi, 2021). There are six factors determined the organizational culture based on Tierney Framework, namely: Environment, Mission, Socialization, Information, Strategy, and Leadership (Başkan, 2020). Toxic leadership harms an organization's culture by undermining its legitimate interests and reducing the commitment and motivation of its members. The detrimental effects of toxic leaders inflict enduring damage on the organization's culture, environment, and its people. The way an organization reacts to or addresses toxic leadership directly influences the extent of this damage (Başkan, 2020). Furthermore, Toxic leaders diminish independent decision-making and foster a culture of dependence (Adytia et al., 2024).

Based on these studies, leadership is influenced by the culture that exists in an organization. Leadership in the context of various studies is leadership that has positive and negative impacts. According to research by Winn & Dykes (2019), negative leadership that is assumed to be a leader who has bad behavior is called toxic behavior. Toxic behavior from a leader will have a negative impact on the millennial generation, who tend to be vulnerable to toxic leadership behavior (Winn & Dykes, 2019). Toxic leadership can lead to dark leadership (Milosevic et al., 2020). Toxic leadership has also been previously studied (Pelletier, 2012), and is defined as leadership that focuses on managing control positions through bad influence. Milosevic's research shows that with toxic leadership, followers/personnel in the organization not only decide to stop following their leaders, but also actively seek to neutralize the influence through solutions and learning. Especially in higher education context, toxic leadership can impact on ineffective educational environment as the effect of of vulnerability of millenials (Rahman, 2023) in facing

toxic leadership. The ineffective educational environment related to toxic leadership can be affected by the decrease of job satisfaction (Bakkal et al., 2019; Meng & Berger, 2019), high turnover intention (Bakkal et al., 2019; Commer et al., n.d.; Hattab et al., 2022), stress (Borle et al., 2021; Saleem et al., 2021; Shah et al., 2022), impairing communication (Syakur et al., 2020). This, in turn, leads to a detrimental effect on their interactions with students, resulting in a less engaging and supportive learning environment.

Based on the description of previous studies, this study will examine the influence of toxic leadership in the context of Indonesia. The novelty of this study is that this study was conducted in Indonesia, which we know that Indonesia has a culture that tends to follow the orders of superiors, so that their positions tend to be safe. With toxic superior behavior, it is possible that lecturers in universities will continue to follow the orders of their superiors even though their superiors are toxic and have bad behavior. This allows toxic leadership to increasingly form a culture of obedience to superiors, not to the organization. Thus, the influence of organizational culture will be different. Since previous research examining the influence of toxic leadership has been conducted (Başkan, 2020b; Smith & Fredricks-Lowman, 2020) with the context of higher education, and found that toxic leadership has an influence on organizational culture. Therefore, the hypothesis of this study is "toxic leadership has a negative impact on higher education organizational culture".

RESEARCH METHOD

This research was conducted through the following steps. First, the researcher determines the topic to be carried out, then collects literature related to toxic leadership, organizational culture, and characteristics of the millennial generation. Next, the literature is summarized as a basis for formulating research objectives, research design, basic assumptions, and assumptions in the new research. Based on this formulation, the measuring instrument used to measure each variable to be tested is determined. The measuring instrument consists of several indicators according to the variables being tested, which are described in the following table.

Table 1. Operational Definition and Measurement of Variables

No.	Variables	Operational Definition	Measurement	Dimensions
1	Toxic Leadership	Toxic leadership is a type of leadership that influences others for selfish purposes and personal interests, and this results in negative consequences for personnel in the organization and the organization itself in the long term by disrupting the health of the organization through such behavior (Dogan & Baloglu, 2019)	The questionnaire contains 43 7-point Likert scale questions adopted from previous research (Yavaş, 2016)	Egocentrism, negative mood, unappreciation, instability and uncertainty, dan autocratic management behavior
2	Organizational Culture	Organizational culture is defined as a set of beliefs, values, and assumptions shared by members of an organization (Meng & Berger, 2019)	The questionnaire contains 43 7-point Likert scale questions adopted from previous research (Haider et al., 2022)	Mission, involvement, adaptability, consistency

Each measuring instrument was tested through a pilot test to meet the validity and reliability criteria. After the measuring instrument was declared to meet the validity and reliability criteria, primary quantitative data collection was carried out using the survey method. The survey was conducted on respondents, namely millennial lecturers who met the following criteria: 1) are

full-time lecturers in higher education to ensure that lecturers have an intense communication with their leaders; 2) have had a minimum of 1 (one) year of teaching experience in the last institution to ensure that lecturers are familiar with the culture in the organization where they work.

The respondent selection was carried out using purposive random sampling. A total of 340 millennial lecturers were the samples in this study. The survey was distributed online through Google Form. In maintaining objectivity and validity in responses from respondents, researcher implemented purposive random sampling to ensure a representative sample of the population and reduce selection bias, using well-structured and validated survey instruments to ensure consistency in the questions asked, assured anonymity and confidentiality to encourage honesty and reduce response bias, and conducting pilot studies to test the instruments for clarity and reliability before full-scale data collection.

Primary data were tested using linear regression to evaluate the support of the research hypothesis. Before the regression was carried out, a classical assumption test and a model fit test were carried out to determine whether the model was suitable and regression could be carried out. The linear regression model in this study is as follows: $Y = a + bX + e$, with the following information: Y is organizational culture, a is a constant, b is the regression coefficient, X is toxic leadership, and e is the error term.

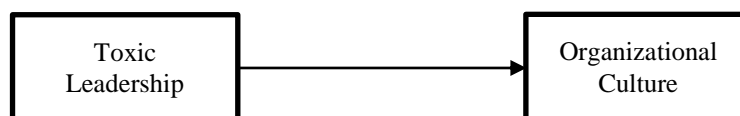


Figure 1. Research Model

RESULTS AND DISCUSSIONS

The respondents of this study consisted of 53.5 percent women and 46.5 percent men, who worked in state (44 percent) and private (56 percent) higher education. The length of work at the last institution of the respondents was between 1 (one) year to 16 years. The average length of work of the respondents was 6 years. Respondents were a minimum of 27 years old, and a maximum of 42 years old, with an average of 36 years old. The distribution areas of the respondents are Java Island (as much as 58 percent), Sumatra Island (as much as 23 percent), Bali Island (as much as 8 percent), Sulawesi Island (as much as 7 percent), Kalimantan Island (as much as 2 percent), and the Nusa Tenggara, Maluku, and Papua Islands (as much as 2 percent). The number of respondents in this study is still limited. This is because many millennial generation lecturers do not meet both criteria to become respondents. Millennials who are currently lecturers may prefer to be part-time lecturers and have less than 1 (one) year of work experience at their current institution because they work by moving around.

The instrument was tested using validity and reliability testing using the SPSS statistical tool after conducting a pilot test of the research instrument. The results of this validity and reliability test can be seen in Table 2. Based on the validity and reliability testing of the instruments conducted, it was found that the two instruments used to measure the Toxic Leadership and Organizational Culture variables were valid and reliable.

Table 2. Results of Validity and Reliability Tests

Construct	Validity Test Result	Reliability Test Result
Toxic Leadership	> 0.700	0.992
Organizational Culture	> 0.600	0.943

To find out whether the model used in this study is feasible or not, a goodness of fit test is carried out. Goodness of fit is carried out to measure the accuracy of the sample regression function in estimating the actual value statistically. The goodness of fit model can be measured from the F statistic value which shows whether all independent variables included in the model have a joint influence on the dependent variable. The test criteria are as follows: if the p-value is less than 0.05, then it can be said that the research model is fit. Meanwhile, if the p-value shows a value of more than 0.05, then it can be concluded that the model is not fit. Based on the SPSS output shown in Table 3, it can be concluded that according to the results of the Goodness of Fit test, the model is suitable for use because the significance value is less than 0.05 (i.e. 0.000). Table 3 also shows the results of other tests, including t-Test, Correlation, and R-Square. t-Test is used to test the effect of independent variables on dependent variables, in this case Toxic Leadership and Organizational Culture. The provision in the t-Test is if the significance value is less than 0.05, then the independent variable (in this case Toxic Leadership) has a significant effect on the dependent variable (Organizational Culture).

To find out how the correlation between the Toxic Leadership variable and Organizational Culture, a correlation test was conducted. If R is getting closer to 1, the level of relationship between the two variables is getting stronger (Sugiyono, 2017). In addition, the correlation relationship between the two variables can be shown through a positive/negative sign produced through a correlation test using SPSS. Based on the SPSS output shown in Table 3, the resulting correlation value is -0.457, which means that Toxic Leadership is negatively correlated with Organizational Culture with a correlation coefficient of 0.457. Furthermore, the R-Square test or coefficient of determination is carried out, which aims to measure the magnitude of the contribution of the independent variable to the dependent variable. The R value is in the range between 0 and 1. The greater the R-Square value and the closer it is to 1, it can be said that the independent variable is better at explaining the dependent variable (Sugiyono, 2017). According to the SPSS output results shown in Table 3, the R-Square value in this study is 0.209, which means that Organizational Culture is influenced by Toxic Leadership by 20.9 percent, the rest is influenced by other variables not captured in this study.

Table 3. Goodness of Fit, t-Test, Correlation, and R-Square

	Value	Sig.
Goodness of Fit Test	F = 89.395	0.000
t-Test	t = -9.455	0.000
Correlation	-0.457	
R-Square	0.209	

The classical assumption test is carried out as a prerequisite for conducting a linear regression test. The classical assumption tests carried out in this study including normality test, multicollinearity test, autocorrelation test, and heteroscedasticity test. The normality test aims to determine whether the data used in the research is normally distributed or not (Santoso, 2000). The normality test is carried out by looking at the Skewness and Kurtosis values from the unstandardized residual descriptive statistics. Based on Table 4, the Skewness ratio can be calculated, namely $0.149/0.186 = 0.80$. Meanwhile, the Kurtosis ratio value is $0.014/0.370 = 0.038$. Based on the results of the normality test, the Skewness and Kurtosis ratio values are between -2 and 2, so it can be said that the research data is normally distributed.

Table 4. Skewness and Kurtosis Values of Unstandardized Residual

	N Statistics	Skewness		Kurtosis	
Unstandardized Residual	340	0.149	0.186	0.014	0.370

Valid N (listwise) 340

Next, the classical assumption test conducted is the multicollinearity test. The purpose of the multicollinearity test is to determine whether there are symptoms of multicollinearity. This test is conducted using the VIF Test and Correlation Test. Based on the VIF test, the VIF value is less than 10 (Kuncoro, 2000). Therefore, it can be said that this regression model does not have a multicollinearity problem when viewed from its VIF value. The second way is to use the correlation test. Based on the results of the correlation test, the two-tailed significance value shows a figure of less than 0.05, so it can be said that the model does not have a multicollinearity problem.

Table 5. Multicollinearity Test Results

	Statistics	Sig. 2-tailed	
	VIF	Toxic Leadership	Organizational Culture
Toxic Leadership	1.000		
Toxic Leadership		0.000	
Organizational Culture			0.000

The next classical assumption test is the autocorrelation test. The autocorrelation test is conducted to determine whether there is a symptom of autocorrelation. The way to determine the symptom of autocorrelation is by conducting the Durbin-Watson test. Because this study used 340 samples, which means there were 340 observations, and used 1 explanatory variable, then $dL = 1.7051$, and $dU = 1.7347$ were obtained. The decision on whether there is autocorrelation is: if the DW value is between dU and $4 - dU$, then there is no autocorrelation. In Table 6 which shows the SPSS output for the Durbin-Watson test, it is known that the Durbin-Watson (DW) value is 1.714, then $4 - dU$ is $4 - 1.7347 = 2.2653$. Thus, the DW value is between dU and $4 - dU$. So, it can be concluded that there is no autocorrelation problem.

Table 6. Autocorrelation Test Result

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	0.457	0.209	0.204	7.55180	1.714

Next, a heteroscedasticity test is performed. The heteroscedasticity test is performed to determine whether a research model is free from heteroscedasticity problems. Heteroscedasticity tests can be performed in several ways, including White Test, Park Test, Glejser Test, and others. One of the easiest tests to perform using SPSS is the Glejser Test. Based on the results of the Glejser Test conducted to determine the problem of heteroscedasticity, it can be concluded that the model does not experience heteroscedasticity, because the results of the Glejser test show that the t value is not significant.

To evaluate the influence of Toxic Leadership on Organizational Culture, a regression analysis tool using SPSS was used. Regression testing showed significant results, with a negative direction of influence. Based on Table 7, the resulting regression coefficient is negative, with a significance value of 0.000. This means that the influence of Toxic Leadership on Organizational Culture is negative, and a significance value of 0.000 (less than 0.05) means that the influence caused is significant (Gujarati, 1995). In other words, the hypothesis of this study is supported.

Table 7. Hypothesis Testing Results

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	54.883	0.967			56.752	0.000

Toxic Leadership	-0.085	0.009	-0.457	-9.455	0.000
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Grace (2022) explains that Toxic in an organization has a very broad meaning. Grace quotes a human resources consultant, Sauzanne Benoit, that a toxic environment is a work environment that is disturbed by gossip, drama, and various unproductive employee activities. This is the result of toxic employees or leaders, who are motivated by personal gain, such as power, money, or a certain status (Grace, 2022). Millennials, who are perceived as a generation that is vulnerable to bad behavior, especially that carried out by a leader (Martin, 2014), can be proven by the results of this study through regression testing which shows significant results. Based on previous research (F. Luthans et al., 1998; W. Luthans, 2011), Bad leadership can influence habits in a culture that avoids uncertainty, is collectivist, and can create a large distance between power and its employees. The characteristics of millennials in dealing with toxic leaders often reflect their unique values and experiences. Millennials are considered to tend to have a high awareness of mental health (Štefko et al., 2020), so that they are better able to recognize toxic behavior and its impact on the organizational environment (Winn & Dykes, 2019). However, the openness and honesty of the millennial generation is considered capable of influencing general openness in communicating with their leaders through available channels (Rahman, 2023).

The current environment is experiencing high uncertainty, therefore organizations must have flexibility and adaptability to be able to adjust to the times. The millennial generation is considered capable and accustomed to change and has flexibility in dealing with difficult situations. Organizations that are not good for them make them tend to choose alternatives to find new job opportunities, this is also related to the value of balance they are looking for (Birknerová & Koval'ová, 2020). This is related to the tendency that the millennial generation cares about a positive and inclusive corporate culture, so if they find a toxic leader, they will consider leaving the organization to maintain their mental health (Grace, 2022).

In addition, because the millennial generation was born between 1981 - 1996, they live in an era of the emergence of various new technologies, so they experience a very rapid technological transition. The millennial generation makes more use of technology to communicate and share experiences and uses social platforms to explore issues of leader behavior and seek literacy that supports mental health. In this case, the millennial generation is considered capable of dealing with all forms of unstable environmental changes. Nevertheless, previous research stated that an environment with a high level of change and instability, which is not supported by good supervision, can create toxic leaders (Pelletier, 2012). Meanwhile, Klahn Acuña & Male (2022) who conducted research in Chile concluded that toxic leadership did not have a significant effect on the work involvement of personnel in the organization. The results of these studies are not consistent in explaining the relationship between such kind of leadership and organizational culture. Another previous study (Haider et al., 2022) positioning organizational culture as a moderating variable that can influence the relationship between leadership and person-organization fit. Therefore, developing research related to organizational culture still needs to be done because previous research indicates that organizational culture can be a predictor variable, dependent variable, and even a moderating variable in the context of leadership.

In this study, researchers conducted additional tests that may provide a broader picture of how Toxic Leadership and Organizational Culture are perceived by the millennial generation. This additional testing was conducted on gender and college status (state and private), using a comparison of sample means. The results of additional testing related to Toxic Leadership showed that the average perception of Toxic Leadership did not differ significantly between male and female respondents. Likewise, respondents from state and private colleges did not perceive Toxic Leadership significantly differently. Additional testing was also conducted on the Organizational Culture variable. Male and female respondents did not have significantly different perceptions in

terms of Organizational Culture. Likewise, respondents from state and private colleges, there was no significant difference in terms of perceptions of organizational culture. This average similarity indicates that the respondents studied have relatively the same perceptions of the variables tested. Additional test results related to Toxic Leadership and Organizational Culture can be seen in Tables 8 and 9.

Table 8. Additional Test Results of Toxic Leadership

Variables	Gender	N	Mean	Higher Education Status	N	Mean
Toxic Leadership	Male	158	93.6329	Public	150	96.6000
	Female	182	100.8462	Private	190	98.2000
Organizational Culture	Male	158	46.1013	Public	150	46.4533
	Female	182	47.0220	Private	190	46.7053

Table 9. Independent Samples Test

Variables		Significance 2-tailed
Toxic Leadership	Equal Variances Assumed	0.748
	Equal Variances not Assumed	0.752
Organizational Culture	Equal Variances Assumed	0.317
	Equal Variances not Assumed	0.315

Based on Table 8, especially for the Toxic Leadership variable, there are 158 male respondents. Of the 158 male respondents, an average value of 93.6329 was obtained, while the other 182 respondents (female) had an average value of 100.8462. From the absolute average value, it can be said that the average perception of Toxic Leadership is higher for female respondents. However, from Table 9 we can see that the 2-tailed significance value obtained from the independent samples test shows an insignificant value because it is above 0.05, both for Equal Variances Assumed and Equal Variances not Assumed. Meanwhile, the perception of Toxic Leadership from respondents who are lecturers from state and private universities also has a difference in absolute numbers, namely 96.6000 for respondents from state universities, and 98.2000 for respondents from private universities. However, from the 2-tailed significance value, it can be seen in Table 9 that the value is not significant, both for Equal Variances Assumed and Equal Variances not Assumed. Tables 8 and 9 also show that in the perception related to Organizational Culture, for male and female respondents have different averages, namely 46.1013 for male respondents, and 47.0220 for female respondents, with an insignificant 2-tailed significance, namely above 0.05. Meanwhile, in the perception of Organizational Culture, there is no significant difference between respondents from state and private universities, although the average value shown in Table 8 is 46.4533 for respondents from state universities and 46.7053 for respondents from private universities.

The implication of this study is that the perception of Toxic Leadership and Organizational Culture among the millennial generation is very important to note, especially in relation to instilling a good organizational culture through positive leadership. In the context of higher education, the dominance of the millennial generation among lecturers or teachers can have several positive and negative impacts. One of the positive impacts of the dominance of the millennial generation in higher education is openness in the use of technology in education. Millennial lecturers are generally more responsive in using technology and social media. The use of well-adapted technology can increase effectiveness in teaching activities. The use of well-adapted technology can improve the learning process which can increase student interaction and participation. In addition, in conducting research and community service, the millennial generation is more open in using technology such as software, applications, and Artificial Intelligence, which can help them be more productive in achieving good performance.

Another positive impact of the dominance of the millennial generation in forming a positive organizational culture can be seen from the existence of innovation (Grace, 2022; Haider et al., 2022; Winn & Dykes, 2019), especially in learning. The millennial generation tends to innovate in varied teaching methods. They are more open to interactive and project-based learning methods, which can increase student engagement. In the flexibility of the teaching process, millennial lecturers are often more flexible in terms of curriculum and teaching schedules, which can help in adjusting to the diverse needs of students. This, if balanced with a responsive leadership pattern, will help the organization to be more adaptive in facing uncertainty in the development of the times. Moreover, lecturers from this generation tend to be more sensitive to social issues, diversity, and inclusivity, so that they can create a fairer and friendlier organizational environment. These various positive impacts will be able to bring good benefits to organizational culture, if later the leaders in the organization come from the millennial generation. It is hoped that if the millennial generation becomes a leader, the organization can be more flexible, adaptive, positive, and humanistic.

In addition to the positive impacts, of course the dominance of the millennial generation can also have negative impacts on the organization, for example if there are differences of opinion with other lecturers or leaders who are more senior or come from the previous generation. The emergence of millennial lecturers in academic ranks can cause clashes of views between generations, especially in terms of teaching methods and evaluation. Younger lecturers also tend to have less mature experience in organizing, so if they experience clashes of opinion with senior lecturers, this can have a direct and indirect effect on harmony and synergy in the organization.

Another weakness of the dominance of the millennial generation in higher education organizations is the possibility that millennial lecturers tend to focus more on fast and innovative achievements, but sometimes ignore fundamental academic basics. This requires adjustments, one of which is by increasing the competence of the millennial generation in matters needed in organizing and thinking fundamentally academically. Overall, the dominance of the millennial generation in the ranks of lecturers in higher education has the potential to bring positive change, but also needs to be balanced with the experience and wisdom of previous generations to create a balanced and effective academic environment.

CONCLUSION

Based on the results of testing and variable analysis conducted on the collected survey data, it was concluded that Toxic Leadership has a significant negative effect (with coefficient value of -0.085 and significance value of 0.000) on Organizational Culture based on the perceptions of lecturers from the millennial generation. This finding has both positive and negative impacts. A positive impact on the organization will be obtained if the dominance of the millennial generation in higher education can transmit a positive, friendly, adaptive, flexible, and wise spirit, which of course is expected to bring the organization to a positive culture, not toxic. Meanwhile, the negative impacts that arise from the dominance of the millennial generation, especially those related to clashes of opinion with senior lecturers or leaders, are expected to be mitigated by training or increasing competence in the basics of organization and academic fundamentals, so that the millennial generation can be wiser and clashes of thought can be minimized.

The implications of the results of this study for higher education and millennial lecturers in general are that the results of this study can be a basis for thinking for organizational leaders to provide greater opportunities for the millennial generation to develop innovative and positive thinking in order to form an organizational culture that is far from toxic. Meanwhile, for the

millennial generation, the results of this study are expected to be able to be the basis for thinking to continue trying to adapt and bring positive influence to the higher education organization.

This study has limitations in the number of samples, because many lecturers do not meet the criteria set by the researcher, so that further research is expected to be able to improve in terms of the number of respondents studied. In addition, because the millennial generation is full of fast and communicative information distribution, further research needs to consider other factors that may be influenced by the perception of toxic leadership that is felt, such as the possibility of inhibiting knowledge sharing behavior caused by toxic leaders and an organizational culture that is less supportive.

ACKNOWLEDGEMENTS

We would like to extend our sincere gratitude to Universitas Terbuka for their generous support and funding that made this research possible. Their commitment to advancing knowledge in the field of education has been instrumental in enabling us to explore the critical relationship between toxic leadership and organizational culture within the context of millennial educators in higher education. We appreciate the resources and encouragement provided by the university, which have significantly contributed to the success of this study.

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