






Sincere behaviour: Moderating leadership, culture and lecture performance in higher education



Authors:

Fullchis Nurtjahjani¹ 
 Forbis Ahamed² 
 Ayu F. Puspita³ 
 Kadek S. Batubulan⁴ 
 Ane F. Novitasari¹ 

Affiliations:

¹Department of Business Administration, State Polytechnic of Malang, Malang, Indonesia

²Department of Business Management and Law, Faculty of Business Management and Professional Studies, Management and Science University, Shah Alam, Malaysia

³Department of Accounting, Faculty of Economics and Business, Universitas Brawijaya, Malang, Indonesia

⁴Department of Information Technology, State Polytechnic of Malang, Malang, Indonesia

Corresponding author:

Fullchis Nurtjahjani,
 fullchis@polinema.ac.id

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Orientation: Higher education institutions have the potential to produce quality human resources. For this reason, it is necessary to monitor the quality of its teaching workforce.

Research purpose: The purpose of this study is to investigate the influence that transformational leadership and organisational culture have on the performance of lecturers and to examine the possible moderating effect that honest conduct may have on the link between these two factors.

Motivation for the study: This study was conducted because the author wants to know the influence that transformational leadership and organisational culture have on the performance of lecturers through moderating sincere behaviour.

Research approach/design and method: This study is considered explanation-grounded research. The sample consists of 170 Indonesian academics working at various universities. This research makes use of a technique known as structural equation modelling-partial least squares (SEM-PLS).

Main findings: The study findings show a significant relationship between transformational leadership culture in the workplace and the impact on lecturer success. Furthermore, the results of the study suggest that sincerity plays a moderating function in the connection between transformative leadership and organisational culture on lecturer performance.

Practical/managerial implications: The policy makers in higher education institutions could be able to implement policies for lecturers in improving lecturer performance through the application of transformational leadership and organisational culture.

Contribution/value-add: The results of this research provide valuable insights for decision makers in an effort to improve lecturer performance.

Keywords: lecturer performance; organisational culture; sincere behaviour; transformational leadership; higher education.

Introduction

Based on research conducted by Mubyl and Dwinanda (2019) and Nurdin et al. (2020), the term 'higher education institution' encompasses an institution dedicated to advanced intellectual endeavours, characterised by distinct attributes inherent in its bureaucratic organisational structure, thereby distinguishing it from other types of organisations. Drawing upon previous academic research, it has been widely recognised that institutions of higher education possess characteristics that closely resemble those of a professional bureaucracy. As to Jung's (2022) findings, the aforementioned institutions have a horizontal organisational framework, whereby faculty groups undertake leadership responsibilities in both pedagogical and scholarly pursuits. Rather than using a fragmented methodology, it is more desirable to formulate a complete and sustainable strategy aimed at enhancing the educational experience for students. There is an increased emphasis on continual professional development of teaching personnel in order to strengthen educators' capacities while also ensuring their efficacy in performing their instructional obligations (Kowang et al., 2020).

The primary responsibilities of lecturers involve the facilitation, advancement and dissemination of scientific information and technology advancements through educational endeavours, research

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endeavours and engagement with the community, in accordance with applicable legal and regulatory frameworks (Thi et al., 2024). These goals can be met by adhering to the tri dharma of higher education, cultivating a suitable business culture and demonstrating effective leadership talents (Aarons et al., 2019). In their study, Torlak and Kuzey (2019) put forward an alternative perspective, asserting that the attainment of organisational goals in a timely and efficient manner is contingent upon the implementation of a successful leadership style. It is contended by scholars that the implementation of this particular leadership style has a notable impact on the conduct and productivity of individuals under supervision, hence augmenting the overall efficiency and effectiveness of educational staff.

The notion of the transformational leadership style has garnered significant recognition in the field of leadership research and is often considered an excellent model for organisational leadership. The underlying justification for this phenomenon is in the inclination of non-traditional organisations to thrive when their executives embrace a visionary approach to management that promotes individual autonomy and encourages members to think beyond the box. This is in accordance with the goals specified in *Higher Education Law 12 of 2012*, which mandates that schools should actively contribute to the development of an academic community that is knowledgeable, innovative, flexible, creative, competitive and cooperative. The attainment of this goal is helped by recognising the incorporation of human values, the progress of knowledge and technology and the implementation of the principles of the *tri dharma*. The attainment of higher education goals is contingent upon the presence of academics who are reliable and possess a high level of credibility (Setiawati et al., 2021).

Transformational leadership is a leadership style that emphasises the development of shared goals and a strong understanding between leaders and their subordinates (Angriani et al., 2020). Jaroliya and Gyanchandani (2022) suggest that the effectiveness of transformational leaders can be evaluated by their capacity to inspire and motivate followers to participate in meaningful endeavours. Thermal et al. (2017) argues that transformational leadership can improve employee performance and engagement in organisational activities. Previous research conducted by Sani and Maharani (2012), Santoso et al. (2020) and Sarmiento et al. (2023) reveals that robust transformational leadership can improve the effectiveness of lecturers in fulfilling their duties and responsibilities. Handayani and Indrawan (2022), Muharlisiani (2020) and Setiawati et al. (2021) have collectively demonstrated a significant correlation between transformational leadership and employee performance. These findings support and validate the outcomes of the present research. Previous empirical studies conducted by Harefa et al. (2022) and Kwarteng et al. (2023) have found that the influence of transformational leadership on worker productivity is minimal or negligible. Moreover, the studies conducted by Ferdinand and Lindawati (2021) and Purwanto et al. (2020) found no statistically significant

relationship between transformational leadership and worker productivity.

Cultural norms and values maintained by an institution have been identified as an additional variable that influences the instructional effectiveness of educators in educational settings. The impact of organisational culture on employees' attitudes, emotions, behaviours, ideas and knowledge is a critical determinant of long-term success (Haffar et al., 2019). To evaluate an organisation, it is essential to analyse its unique characteristics, commonly known as its 'culture'. Redman and Wilkinson (2017) argue that uniqueness, scarcity and value are inherent attributes of cultures and can potentially provide a competitive advantage in the marketplace when these are strategically utilised. Aboramadan et al. (2020) suggest that the intricate and unique nature of an organisation's culture can enhance its potential as a valuable competitive advantage. However, previous empirical studies have consistently demonstrated a significant correlation between organisational culture and lecturer performance (Christian, 2018; Nugroho et al., 2021; Suma & Siregar, 2022; Tannady & Budi, 2023). Several previous studies (Sewang, 2022; Srinadi et al., 2022; Tjahjono et al., 2020) have indicated that the organisational culture of an educational institution can have a significant impact on the effectiveness of lecturers. Syariffudin et al. (2022) suggest that the implementation of a strong corporate culture may contribute to the improvement of lecturer performance. This culture involves various activities, including the exchange of information and the active participation of all members in achieving organisational goals. Several studies have presented conflicting results regarding the impact of organisational culture on lecturers' productivity, suggesting an inconclusive relationship (Atikah & Qomariah, 2021; L Wairisal, 2022).

This study employs moderating variables to address the observed variations and synthesise its findings. The use of moderating variables in this study enables to investigate boundary conditions or contingencies that influence the relationship between variables. The study's moderator variable is sincerity of character. Rossanty and Achmad (2018) argue that 'sincerity is a quality that stems from piety in the Islamic tradition'. This characteristic is developed through the adherence to and reflection upon religious doctrines that encourage dedication to the fundamental values of the religion. This phenomenon is regarded as a beneficial factor in improving efficiency. The assessment of employees encompasses not only their cognitive and emotional intelligence but also their spiritual intelligence, especially in the case of individuals who consistently surpass performance expectations. Agustian (2018) argues that achieving profound and all-encompassing spiritual significance requires the harmonisation and integration of one's intellectual quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ). Zohar and Marshall (2007) define spiritual intelligence as the ability to fully and willingly engage in one's pursuits without external coercion. This study examines transformational leadership and explores its

impact on corporate culture, workplace authenticity and educator effectiveness.

Literature review and hypothesis development

In this section, the researcher presents a summary of the concept and development of the research hypothesis. The research hypothesis directs the researcher in searching for and collecting data.

Transformational leadership

Jaroliya and Gyanchandani (2022) argue that the key feature of transformational leadership is the leader's capacity to inspire subordinates to transcend their own interests and unite them towards a shared objective. Consequently, the subordinates acquire the ability to achieve goals in domains that were previously seen as unattainable. Liu and Huang (2020) assert that the fundamental tenets of transformational leadership include the concepts of adaptability, facilitation and motivation. According to Karsono (2023):

[T]ransformational leadership may be identified by many distinct attributes, such as the promotion of subordinate performance, the establishment of a positive work atmosphere, and the ability to adeptly navigate difficult circumstances. (p. 362)

Organisational culture

A company's 'organisational culture' is its long-standing norms and practices that employees are expected to follow, comprising a set of norms and practices that have been accepted by workers at the company (Aboramadan et al., 2020). In addition, Robbins and Judge (2018) have established a thorough framework that includes eight essential characteristics of corporate culture. The aforementioned qualities include a wide range of traits, such as originality, bravery, risk taking, thoroughness, outcome-focused approach, introspection, autonomy, cooperation, assertiveness and stability.

Lecturer performance

Lecturer performance denotes the extent to which a lecturer effectively completes their duties, factoring in both the quantity and quality of their efforts (Angriani et al., 2020). The assessment of the performance of lecturers in Indonesia's universities is carried out within the context of the Tri Dharma of Higher Education. The three main pillars of this paradigm are academic study, community service and classroom instruction (Purwanto et al., 2020).

Sincere behaviour

The endeavour to achieve one's goals by conscientiousness and dedication, along with unwavering determination to attain achievement, is a fundamental element of sincere behaviour. A sincere labour will always exhibit diligent effort

exerted and results that are of superior quality. In the study conducted by Lestari et al. (2020), the term 'working truly' is defined as the act of engaging in work without any kind of external pressure or coercion and successfully doing the assigned tasks. Maintaining serenity, the workplace requires the ability to effectively manage negative energy and avoid circumstances that may elicit emotional reactions. Furthermore, it requires a steadfast attitude of contentment and gratitude for one's current achievements. There exists a prevalent belief among individuals that their exertion of effort serves as a manifestation of their dedication to a transcendent entity, and sincere behaviour has significant associations with religious beliefs and practices. Indicators of sincere behaviour include: (1) working quietly (superiority feeling), (2) not easily giving up (transcendental motives) and (3) capable of controlling emotions (self-control) (Lasman et al., 2023).

Transformational leadership influences lecturer performance

Yulk (2013) defines transformational leadership as a strategic approach that aims to increase team members' commitment and alignment with the group's purpose and values. Transformational leaders have a significant impact on the creativity and innovation of their work teams. This impact can be observed through various factors, including visionary leadership, autonomy, recognition, inspiration and the delegation of challenging tasks. Transformational leaders are characterised by their proactive nature, as they consistently strive to promote and recognise innovative and creative thinking within their team. In addition, effective leaders have the capacity to inspire and create a sense of confidence within their teams, thereby promoting a collective motivation towards achieving common objectives. This is accomplished by incorporating unique viewpoints and ethical standards, which improve the team's effectiveness and productivity. Bacha (2014) asserts that transformational leadership qualities in chief executive officers (CEOs) are essential for initiating cultural transformation that positively affects employee morale, encourages innovation and ultimately improves a company's financial performance. Existing research has demonstrated a positive correlation between transformational leadership and improved academic performance. Thermal et al. (2017) suggests that implementing transformational leadership styles may have the potential to improve employee morale and productivity within an organisation. Previous research conducted by Sani and Maharani (2012), Santoso et al. (2020) and Sarmento et al. (2023) suggests that implementing robust transformational leadership practices can improve lecturer performance. The findings of this study were supported by the research conducted by Muharlisiani (2020), Setiawati et al. (2021) and Handayani and Indrawan (2022). Existing data suggest that transformational leadership has a substantial influence on workplace productivity:

H1: Transformational leadership influences lecturer performance.

Organisational culture influences lecturer performance

Organisational culture refers to the unique attributes of an institution, which can offer a sustained competitive advantage if it possesses uncommon and desirable flaws, as described by Redman and Wilkinson (2017). The influence of organisational culture on creativity, productivity and performance is widely recognised in various research studies. Therefore, extensive research has been dedicated to investigating this topic. Son and Goddess (2019) suggest that a strong organisational culture, which prioritises transparent communication and collaboration, may contribute to improved lecturer performance. Multiple studies (Christian, 2018; Nugroho et al., 2021; Suma & Siregar, 2022; Tannady & Budi, 2023) have found that organisational culture has a significant impact on the productivity of workers and students within a company. Sewang (2022), Srinadi et al. (2022) and Tjahjono et al. (2020) have consistently shown in their research that organisational culture has a significant influence on lecturer performance. This study provides additional evidence to support this fact:

H2: Organisational culture influences lecturer performance.

Sincere behaviour moderates the influences of transformational leadership on lecturer performance

Sincere behaviour is a behaviour that shows selfless deeds and only expects the pleasure of Allah Subhanahu Wa Ta'ala (Lasman et al., 2023). The theory of transformational leadership and its associated practice are intrinsically linked to the idea of sincere behaviour. When sincerity of behaviour is rewarded, transformational leadership is more successfully put into action. People who are really committed to something will always put in a significant amount of effort towards achieving their goals. The above-mentioned perception will, in turn, foster a person's commitment to work diligently, which will not be merely driven by a desire to fulfil their obligations but will rather be built on real sincerity. A person's commitment to work diligently will not be solely motivated by a desire to fulfil their responsibilities. The development of a sincere work ethic is important in the context of employment because it decreases the risk of stress connected to one's job and creates a desire to comply with the instructions of one's leadership and standard operating procedures:

H3: Sincere behaviour moderates transformational leadership affecting lecturer performance.

Sincere behaviour moderates the influences of organisational culture on lecturer performance

Aboramadan et al. (2020) provide a concise definition of organisational culture as the collective set of behaviours, beliefs and values shared by members within an organisation. An effective and efficient work system is essential for achieving outstanding performance. However,

it also requires the unwavering commitment of every worker to diligently fulfil their assigned tasks and duties. Intention is a crucial factor in assessing an individual's commitment to a cause. The term 'intention' refers to an internal mental state or characteristic that serves as a motivating force for action. The word 'intention' is used to convey this idea. Sincerity is a fundamental value in Islam, permeating all aspects of its practice. This investigation examines the interaction between an individual's religious convictions, knowledge of religious doctrines, personality formation and corresponding behaviours. Being 'Sincere' can be understood as denoting a state marked by sanctity and purity, providing a more precise characterisation. The statement reflects a willingness to engage in an action solely to satisfy a higher authority, without taking into account any other motivations or factors (Lasman et al., 2023):

H4: Sincere behaviour moderates organisational culture and affects lecturer performance.

Methodology

This study falls under the category of explanatory research. It targets university lecturers in Indonesia as research participants. While the exact population size is unknown, guidelines proposed by Hair et al. (2019) suggest a sample size ranging from n multiplied by 5 to n multiplied by 10 observed variables (indicators). In this case, the study employs 17 statement items to evaluate four distinct factors, resulting in a sample size ranging from 85 individuals to 170 individuals. The sample selection method chosen for this research is purposive sampling.

Data were collected from both primary and secondary sources. Primary data was gathered through a questionnaire completed by the respondents, serving as the research instrument. Additionally, secondary data were sourced from online platforms, notably websites and previous research investigations.

Data collection techniques involved the use of questionnaires and documentation, while the measurement scale employed was a Likert scale, offering a range of responses from strongly agree to strongly disagree. Data analysis was conducted using partial least squares structural equation modelling (PLS-SEM) with the assistance of SmartPLS software. The PLS-SEM method is very appealing to many researchers as it enables them to estimate complex models with many constructs, indicator variables and structural paths without imposing distributional assumptions on the data (Sarstedt et al., 2021).

Ethical considerations

Ethical clearance to conduct this study was obtained from the Ministry of Higher Education, Science and Technology Malang State Polytechnic (No. 37278/PL2.1/PT/2024).

Analysis and results

Outer model evaluation

This study examined the measurement modes of two tests, specifically focusing on their validity and reliability. The validity test consists of two components: convergent validity and discriminant validity. The results of the calculations indicate that the variables of locus of control, student competency, career maturity and job preparedness all have loading factor values greater than 0.60. Based on the findings presented in Figure 1, it can be inferred that all the items included in the instrument utilised in this study were deemed valid.

The next test will be proven by the average variance extracted (AVE). Average variance extracted is used as a test of both convergent and divergent validity. It reflects the average communality for each latent factor in a reflective model. The next test will be proven by the AVE value as displayed in Table 1.

Based on the calculated results, it is apparent that the model variables used to examine the relationship between indicators and their latent variables, such as transformational leadership, organisational culture, sincere behaviour and lecturer performance, can be considered valid. The review of model measurements has demonstrated that they meet the minimum measurement criteria, particularly in relation to the AVE

value exceeding the threshold of 0.5. Hence, the indicator is considered valid for evaluating the variable.

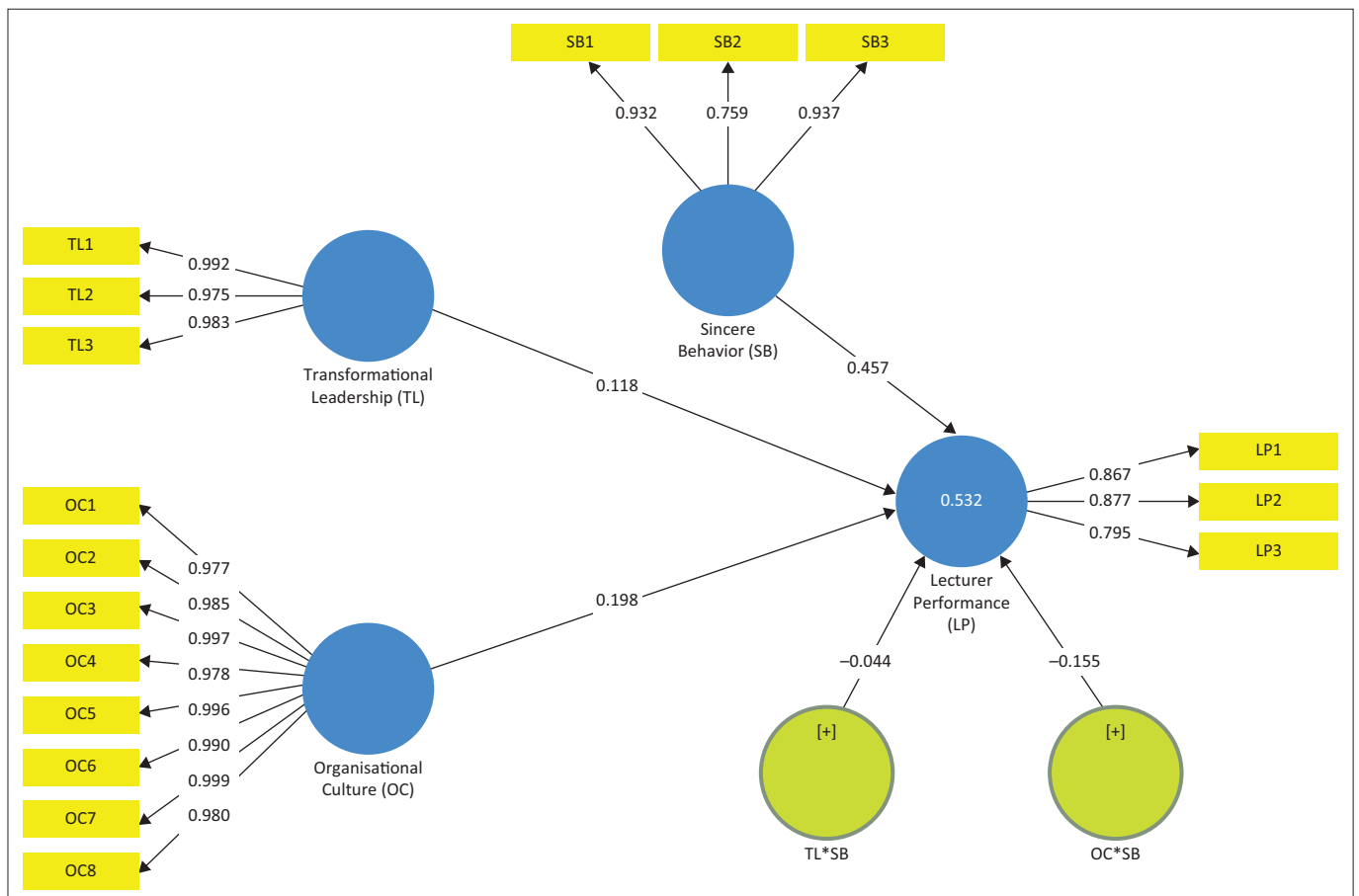
Another factor that can be used to evaluate the credibility of a study is the analysis of discriminant validity. Discriminant validity applies to the assessment of a measurement model through the analysis of cross-loading measures with the construct. A valid indication is determined by comparing its cross-loading value to the cross-loading values of other variables within the relevant variable. The computed results demonstrate that each indicator of the research variable has the highest cross-loading value on its corresponding variable, compared to the cross-loading values on other variables. The findings suggest that the indicators used in this study have good discriminant validity in measuring their respective factors.

The composite reliability and Cronbach's alpha values obtained in this investigation are presented in Table 2.

The results of this study suggest that each variable has achieved composite reliability; hence leading to the conclusion that all variables exhibit a substantial level of reliability.

Evaluation of the inner model

Goodness of fit models in PLS analysis performed by employing R-Square (R^2) and Q-Square predictive relevance



TL, transformational leadership; OC, organisational culture; SB, sincere behavior; LP, lecturer performance.

FIGURE 1: Outer model.

(Q^2). The summary of the results of the goodness of fit model is presented in Table 3.

The R -value² from lecture performance indicates 0.532. This value interpreted that transformational leadership and organisational culture variables are able to explain lecture performance of 53.2% while the remaining 46.8% is influenced by other variables that are not part of this study.

TABLE 1: Average variance extracted values.

Variable	AVE	SD	Information
Transformational leadership	0.97	0.05	Valid
Organisational culture	0.97	0.05	Valid
Sincere behaviour	0.77	0.05	Valid
Lecturer performance	0.71	0.05	Valid

AVE, average variance extracted; SD, standard deviation.

TABLE 2: Composite reliability.

Variable	Cronbach's alpha	Composite reliability	Information
Transformational leadership	0.98	0.88	Reliable
Organisational culture	0.99	0.99	Reliable
Sincere behaviour	0.85	0.91	Reliable
Lecturer performance	0.80	0.88	Reliable

TABLE 3. R-Square.

Variable	R-Square
Lecturer performance	0.53

The results of the evaluation of the inner model in this study are illustrated in Figure 2.

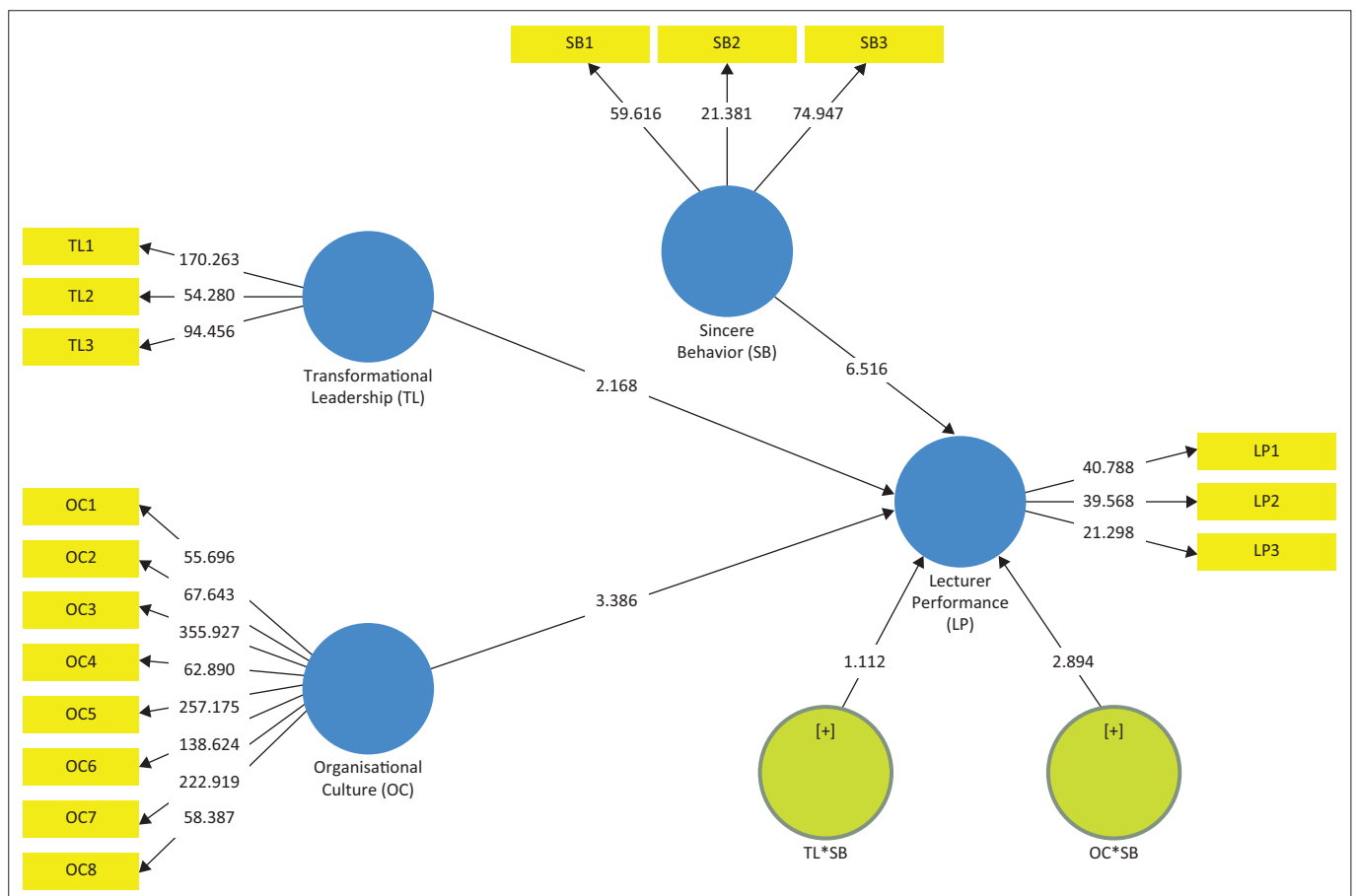
Hypothesis testing

The results of direct hypothesis testing are presented in Table 4.

Based on Table 4, it can be described as follows:

According to the results, it can be concluded that $H1$ is accepted, indicated by the t -statistic value of 2.168, which exceeds the critical t -value of 1.97, and the significance level of 0.031, which falls below the predetermined threshold of 0.05. Based on statistical and empirical evidence, it may be concluded that there is a considerable relationship between transformational leadership and lecture performance. The efficacy of implementing transformational leadership in the context of higher education positively correlates with the performance outcomes of lecturers.

According to the findings obtained from the implementation of the bootstrapping method, it can be concluded that $H2$ is accepted, indicated by the t -statistic value of 3.386, which exceeds the critical t -value of 1.97, and the significance level of 0.001, which is below the predetermined threshold of 0.05.



TL, transformational leadership; OC, organisational culture; SB, sincere behavior; LP, lecturer performance.

FIGURE 2: Inner model.

TABLE 4: The results of the direct relationship hypothesis test.

Hypothesis	Influence	t-statistics	p	Information
H1	TL -> LP	2.17	0.031	Accepted
H2	OC -> LP	3.39	0.001	Accepted

TL, transformational leadership; LP, lecturer performance; OC, organisational culture.

TABLE 5: The results of the indirect relationship hypothesis test.

Hypothesis	Influence	t-statistic	p	Information
H3	TL*SB -> LP	6.52	0.000	Accepted
H4	OC*SB -> LP	2.89	0.004	Accepted

TL, transformational leadership; LP, lecturer performance; OC, organisational culture; SB, sincere behaviour.

Based on statistical and empirical evidence, it may be concluded that there is a substantial impact of organisational culture on lecture performance. There exists a positive correlation between the quality of the organisational culture within the higher education sector and the overall performance of lecturers.

Subsequently, an explanation of the outcomes of hypothesis testing related to the indirect relationship will be provided as shown in Table 5.

Based on the test results, it can be concluded that *H3* is accepted as the *t*-statistic value of 6.516 exceeds the *t*-table value of 1.97, and the significance level is lower than the predetermined *p*-value of 0.05. Based on statistical and empirical evidence, it can be observed that the results indicate a moderating effect of sincere behaviour on the relationship between transformational leadership and lecture performance. When lecturers demonstrate sincerity in their work, they could enhance the application of the transformational leadership style employed by leaders in higher education institutions, contributing to the improvement of lecturer performance.

According to the test results, the *t*-statistic value of 6.516 is greater than the *t*-table value (1.97), and the significance is smaller than the *p*-value (0.05), thereby indicating that *H4* is accepted. Statistically and empirically, these findings demonstrate that sincerity can moderate the relationship between organisational culture and lecture performance. If lecturers show sincerity in their work, they can strengthen the organisational culture of higher education in order to improve lecturer performance.

Discussion

Transformational leadership on lecturer performance

The results of the hypothesis test suggest a significant association between transformational leadership and lecturer performance. The statement suggests that implementing a transformational leadership style in higher education could enhance the effectiveness of lecturers. Leaders who effectively motivate and support their subordinates, create a positive work environment and possess the ability to navigate complex situations have the potential to improve the performance of lecturers in higher education. The findings of

this study are consistent with prior research (Sani & Maharani, 2012; Santoso et al., 2020; Sarmiento et al., 2023) that demonstrate the beneficial effects of strong transformational leadership on lecturers' performance in meeting their duties and obligations. The present study's results are consistent with previous scholarly investigations conducted by Handayani and Indrawan (2022), Muharlisiani (2020) and Setiawati et al. (2021), all of which confirm the significant impact of transformational leadership on employee performance.

Organisational culture on lecturer performance

The test results indicate a significant correlation between organisational culture and lecturer performance. This statement suggests that a strong organisational culture in higher education can enhance academic performance, which is viewed as a positive outcome. Lecturer performance may improve when the corporate culture prioritises creativity, risk taking, attention to detail, outcomes orientation, self-development, teamwork, assertiveness and stability. The present analysis aligns with the findings of previous studies (Christian, 2018; Nugroho et al., 2021; Suma & Siregar, 2022; Tannady & Budi, 2023). The study's findings indicate that organisational culture influences lecturer performance improvement, which is in accordance with previous research conducted by Sewang (2022), Srinadi et al. (2022) and Tjahjono et al. (2020).

Sincere behaviour moderates transformational leadership on lecture performance

The results of the hypothesis test indicate that sincere behaviour can effectively mitigate the impact of transformational leadership on lecturer performance. The comprehension of this statement assumes that educators are committed to their profession and have the capacity to enhance the implementation of transformational leadership strategies, as employed by leaders in higher education institutions, to improve educators' performance. An individual who demonstrates genuine dedication will undoubtedly invest significant effort. This perspective will subsequently enhance an individual's commitment to diligent work, driven not solely by the pursuit of fulfilling their responsibilities, but rather by genuine sincerity. Developing a genuine work ethic is highly valuable in the context of employment. It helps reduce stress and promotes a willingness to follow leadership and established rules and regulations (Karsono, 2023).

Sincere behaviour moderates organisational culture on lecture performance

The results of the hypothesis test indicate that lecturers' performance can be improved by sincere behaviour. This claim shows that the credibility of lecturers and their capacity in promoting organisational culture in higher education institutions can have an impact on increasing lecturer effectiveness. Genuine job engagement may be viewed as a state in which an individual can approach their work with a sense of calmness, effectively managing and diminishing any

negative emotions that may arise and exhibiting resilience in the face of emotional triggers. Moreover, those who demonstrate genuine commitment have a profound sense of satisfaction and appreciation for their achievements in the present context. Individuals who believe that their work serves as a means of expressing their devotion to God view genuine labour as closely related to the concept of worship (Karsono, 2023).

Conclusion

The findings of this study suggest that transformational leadership has a positive impact on increasing lecturer performance. Moreover, the data indicate that a good organisational culture can increase lecturer performance. In addition, the study hypothesises that sincerity may serve as a moderating factor in the indirect relationship between transformational leadership, organisational culture and lecturer performance. Nevertheless, it is crucial to observe that the scope of this study was limited to university professors in Indonesia. As a result, the findings are limited in their applicability to universities in other countries. It is expected that future researchers will include a broader spectrum of participants in their studies.

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Competing interests

The authors declare that they have no financial or personal relationships that may have inappropriately influenced them in writing this article.

Authors' contributions

F.N. contributed towards conceptualisation, designing the methodology, writing original draft, supervision and funding acquisition. F.A. assisted with conceptualisation, designing the methodology, conducting formal analysis and validation. A.F.P. conducted formal analysis, visualisation, validation, acquisition of resources, reviewing and editing. K.S.B. did the investigation, data curation, review, editing and supervised the study. A.F.N. conducted the formal analysis, investigation, wrote the original draft, performed data curation and supervised the research.

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Data availability

The authors confirm that the data used to support the findings of the study are included within the article.

Disclaimer

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