

# ISLAMIC LEADERSHIP AND LECTURERS' PERFORMANCE: THE MEDIATING ROLE OF ISLAMIC ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

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**Abstract.** The performance of lecturers, including teaching, research, and engagement, is influenced by institutional support, workload management, and leadership effectiveness. Despite this, Islamic universities often rank lower on a national scale, underscoring the necessity to improve lecturer performance to compete with leading institutions. This research investigates lecturer performance through an Islamic lens, aiming to fill the empirical gap by analysing the impact of Islamic leadership and organisational citizenship behaviour from an Islamic perspective (OCBIP). The study seeks to create a conceptual framework that illustrates how Islamic leadership affects lecturer performance, with OCBIP as a mediator. The study involved 313 participants, with questionnaires distributed using Google Forms and directed to the respondents' official email addresses. Data analysis was performed using SmartPLS 4.0. The study's key findings reveal that Islamic leadership significantly and positively impacts OCBIP and lecturers' performance. Moreover, OCBIP fully mediates Islamic leadership and lecturers' performance. The findings meet the criteria of the PLS-SEM model. The research is grounded in social exchange theory and highlights how Islamic leadership fosters OCBIP, enhancing lecturers' performance through reciprocal positive behaviours. The inclusion of mediating roles further enhances its theoretical contributions. The results offer significant insights for lecturers, helping them identify critical behaviours and integrate psychological dimensions rooted in Islamic principles, such as Islamic leadership and OCBIP, that affect lecturers' performance. Furthermore, the study contributes to psychological and management literature by enhancing the understanding of key factors that shape the performance of university lecturers.

**Keywords:** *Islamic leadership, Organisational Citizenship Behavior in Islamic Perspective (OCBIP), performance, lecturers*

## Introduction

Performance is a critical determinant of success in any organisation, influencing productivity, efficiency, and overall institutional growth. High-performing individuals contribute to organisational excellence by meeting key performance indicators, exceeding expectations, and fostering a culture of continuous improvement (Magree et al., 2024; Rajapakshe, 2024). In the education sector, lecturer performance is particularly vital, as it directly impacts student learning outcomes, research advancements, and university reputation. Lecturers are expected to excel in teaching, research, and community engagement, ensuring that academic institutions remain competitive and relevant in an evolving global landscape (Ghasemy and Frömbing, 2024; Nelly et al., 2024). However, sustaining high lecturer performance presents challenges, particularly in Islamic universities, where integrating professional excellence with Islamic values is essential (Hisham et al., 2025; Sabiq et al., 2025). Leadership shapes lecturer motivation, engagement, and commitment to institutional

goals (Dubey et al., 2025). Islamic leadership, grounded in principles such as justice, trust, and servant leadership, offers a faith-driven approach that fosters responsibility, ethical behaviour, and a positive work environment (Abdelwahed et al., 2025; Sahrodi and Karim, 2025). Despite its significance, the mechanisms through which Islamic leadership influences lecturer performance remain underexplored. Lecturers are a vital component of higher education. Their roles and responsibilities extend beyond teaching to include research and community service, with their professional status often formalised through government-recognised certifications (Hisham et al., 2025). Lecturers are key human resources whose performance significantly influences a university's ability to achieve its objectives, making their development and enhancement crucial (Abboh et al., 2024). In the context of global growth and globalisation, effective human resource management necessitates that lecturers perform their duties optimally and to the best of their abilities (Sahrodi and Karim, 2025).

One potential factor shaping this relationship is Islamic Organizational Citizenship Behaviour (OCBIP), a set of voluntary, prosocial behaviours aligned with Islamic principles that enhance workplace harmony and effectiveness (Ranihusna, 2024; Zakiy and Ramadhani, 2024). Lecturers who exhibit OCBIP demonstrate cooperation, altruism, and ethical integrity, contributing beyond their formal job requirements (Mustofa and Tjahjono, 2024; Sonia et al., 2024). Understanding how OCBIP mediates the relationship between Islamic leadership and lecturer performance can provide valuable insights for academic institutions seeking to integrate leadership effectiveness with Islamic ethical values. OCBIP has provided constructive input for the progress of various types of organisations, including universities, such as the role of OCBIP in improving good university governance (Shohib et al., 2024; Sonia et al., 2024), and the role of OCBIP in increasing employment, satisfaction, and commitment to higher educational institutions (Kacaribu and Baskara, 2024; Zakiy and Ramadhani, 2024). The practice of OCBIP in tertiary institutions must continue to create a good work attitude characterised by work productivity and high levels of participation, harmonious work attitudes with subordinates, active communal enthusiasm, mutual respect, and collaboration (Sani and Ekowati, 2022). The role of leaders in higher education is directly related to the quality of human resource performance, especially lecturers. Several studies report a strong relationship between leadership style, lecturer satisfaction, and academic performance in Higher Education (Jakada, 2025; Yu et al., 2025; Khan and Gupta, 2024; Siburian, 2024). Islamic leadership has not been thoroughly investigated in the science of leadership and management. At the same time, Islam is the religion most widely accepted and practised by its followers; it involves the practice of the values taught by Muhammad SAW (Abdelwahed et al., 2025; Sodiq et al., 2024). Previous studies have also compared Islamic and Western leadership. Western leadership is solely based on rational thinking. In contrast, Islamic leadership is based on hadith and guided by the example of the Prophet Muhammad SAW, and the concept of Islamic leadership is most suitable to be applied in Islamic organisations (Azizi et al., 2025; Islam et al., 2024). As a country where the majority of the population is Muslim, it is only fitting for Indonesia, from a leadership perspective, to place Islamic law as the dominant one as well as a leadership pattern that gives its employees obedience to Islamic teachings (Rokhman et al., 2025).

Leadership approaches in organisations can influence OCBIP, and this is described in Social Exchange Theory, which focuses on exchanges between leaders and followers (Kim and Liden, 2025; Maksum and Khan, 2024). Leaders do not directly obligate

OCBIP to followers, but it is the result of mutual trust (Lee et al., 2025; Adyantama et al., 2024). Nearly all studies on OCBIP have achieved the desired objective and support the relationship between the leadership approach and followers' OCBIP (Maksum and Khan, 2024; Shohib et al., 2024; Sonia et al., 2024; Zakiy and Ramadhani, 2024). The logic behind this relationship is that followers often tend to exhibit behaviours that leaders emphasise by their behaviour (Ponce de Leon and Bailey, 2025; Kacaribu and Baskara, 2024; Hendijani Fard et al., 2021; Kang and Busser, 2018). Therefore, leadership approaches, regardless of the various types and entities, can influence OCBIP. OCBIP is a significant predictor that must be taken seriously by human resource management in ensuring and building competent employee human resources (Gong, 2025; Muafi et al., 2021); this is because performance can be improved well by OCBIP (Schwabsky and Somech, 2025; Hakim and Febriani, 2024). Meanwhile, the busyness experienced by academic staff in higher education institutions causes the practice of OCBIP to be increasingly rare in these institutions. Therefore, it will harm performance (Ho et al., 2025; Ranihusna, 2024). Thus, instilling high OCB values in employees is not impossible; every staff will always be cheerful and calm, giving full effort and commitment to their organisation. If asked to do work in a hurry or with limited time, employees will not complain. Higher OCBIP will result in better acceptable performance; conversely, lower OCBIP will result in worse work performance (Sonia et al., 2024). Previous research also explains that OCBIP positively and significantly influence employee performance (Harahap et al., 2023; Juliansyah et al., 2022; Muafi et al., 2021). This research digs deeper into OCBIP as a mediator between Islamic leadership and lecturers' performance. In a previous study, leadership has a positive and significant effect on employee performance, which the OCB mediates (Purwanto et al., 2023; Sarwar et al., 2023; Juliansyah et al., 2022; Kurniasih et al., 2022; Sunatar, 2022). OCBPI can also mediate the relationship between the dynamic of leadership and employee performance because, in previous studies, there are studies of Islamic leadership and OCBPI (Shohib et al., 2024; Juliansyah et al., 2022; Hendijani Fard et al., 2021) and also studies of OCBPI and performance (Shohib et al., 2024; Zulkifli et al., 2023; Juliansyah et al., 2022; Muafi et al., 2021; Ahmad Saifuddin, 2020). Thus, OCBPI has improved individual quality and workforce performance (Shohib et al., 2024; Sani and Ekowati, 2022; Supriyanto and Ekowati, 2020). There is a lack of study on OCBIP as a mediator; therefore, this research is necessary, particularly in examining behaviour from an Islamic perspective regarding individuals who work in Islamic-based contexts organisations. This study aims to bridge this gap by developing a conceptual model that examines the impact of Islamic leadership on lecturers' performance, with OCBIP serving as a mediating variable. The findings will offer theoretical and practical contributions by guiding university administrators and policymakers in fostering leadership strategies that enhance lecturer performance while upholding Islamic principles.

This study focuses on the Social Exchange Theory (SET), the most influential conceptual framework for understanding behaviour in the workplace. In SET, if a leader behaves poorly, employees, as treatment recipients, tend to react negatively, making them less likely to achieve high performance (Shahzad et al., 2024). SET also observes that when individuals perceive they are treated fairly, they are compelled to reciprocate by engaging in OCB (Gandhi, 2024) and are more involved in their work (Kidron and Vinarski Peretz, 2025). The theoretical gap in SET can be overcome and narrowed through suggestions by integrating Islamic leadership, OCBIP and the performance of

private Islamic university lecturers. This study uses an Islamic rather than a Western perspective, which has not been comprehensively studied using SET. Therefore, this research contributes to the body of knowledge, especially SET from an Islamic perspective, and SET's contribution to handling the OCBIP variable as a mediator.

## Materials and Methods

The sampling frame for this study is 1114 Islamic universities. According to the G\* Power sample size calculation (Kang, 2021), 294 samples were deemed appropriate. Nevertheless, the sample increased by 20% per cent to ensure a sizeable response, resulting in an adjusted sample size of 368. The online self-administered questionnaire yielded 313 valid responses, with a response rate of 85%. The Islamic leadership construct was measured using a 15-item scale (Islam and Karim Miajee, 2017). The Organizational Citizenship Behaviour from an Islamic Perspective was using a 25-item scale (Kamil et al., 2014). The Lecturer's Performance used a 15-item scale from Undang-Undang Republik Indonesia (Pemerintah Pusat Indonesia, 2012). A five-point Likert scale was utilised, with '1' indicating "strongly disagree" and '5' representing "strongly agree" to measure the responses. Authorisation to use the original instruments was obtained from their creators. Additionally, three experts meticulously examined the final survey forms to ensure accuracy and comprehensiveness. Partial Least Squares-Structural Equation Modelling (PLS-SEM) was employed using SmartPLS 4 to analyse the relationships between constructs. This method is suitable for modelling latent variables, even with small sample sizes and non-normal data distributions (Hair Jr et al., 2023). The model in this study was constructed using multi-item components, representing reflective rather than formative measures. The constructs demonstrated intercorrelation, one-dimensionality, and strong internal consistency. The analysis followed a two-step approach, assessing the measurement model before proceeding with the structural model estimation. The study was presented to and approved by Universiti Malaysia Kelantan (reference number: UMK.A01.800-5/2/1JLD3-84). The survey does not address any sensitive topics and is designed to examine relationships between variables. Participation is entirely voluntary. The questionnaire includes details assuring respondents that all responses will remain confidential and their anonymity is protected.

## Results and Discussion

### *Research participants and measurement model*

*Table 1* shows the summary of the respondents' profiles. 179 (57%) male and 134 (43%) female lecturers voluntarily participated in the survey. It shows that males within Islamic universities slightly dominate the lecturers' position at this juncture. Most of the lecturers in this survey were in the age group 31-40 years ( $n=165$ ; 53%) and 25-30 years ( $n=81$ ; 26%). All the respondents have attended higher education and have various awards (master's, PhDs, and professional certifications). The respondents exhibited significant employment at the present university in the survey form. Participants' work experiences helped to justify a fair response to the survey. Only a few lecturers were relatively new, having served the institution for less than two years. Twenty-nine individuals had been with the university for over ten years, while 130 managers reported a tenure of 6 to 10 years, followed by 144 who had worked for the university for 1 to 5

years. The study did not collect any identifying information from respondents, ensuring full anonymity. This helped reduce concerns about negative social judgment and encouraged more authentic responses. Additionally, no sensitive or confidential company information was requested, minimising the risk of common method variance (CMV). Exploratory factor analysis using Harman's single-factor test revealed that the first factor accounted for only 23.19% of the variance, confirming that CMV was not a concern, as no single factor exceeded 50% of the variance. Furthermore, the variance inflation factor (VIF) scores (*Table 2*) remained below the recommended threshold of 5, further supporting the absence of common method bias (CMB). The assessment of construct validity considered all requirements. An indicator loading greater than 0.70 was considered acceptable in this analysis. All 15 items related to IL, 25 items of OCBIP, and 15 items of LP fulfilled the measurement model assessment requirements, refer to *Table 3*. Thus, the PLS-SEM analysis covered all survey items without any omissions. Heterotrait–Monotrait Ratio correlations (HTMT) criteria help determine discriminant validity. The HTMT criterion is a more rigorous indicator for identifying potential discriminant validity between the latent variables than the Fornell-Larcker criterion. *Table 3* showed that all HTMT values remained below 0.90, thereby confirming the successful fulfilment of the discriminant validity analysis.

**Table 1.** Profile of respondents.

Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	179	57
	Female	134	43
Age	25-30	81	26
	31-40	165	53
	41-50	56	18
	>50	11	3
Education	Master	272	87
	Doctoral	41	13
Length of service	1-5	144	46
	6-10	130	42
	11-15	29	9
	>15	10	3

**Table 2.** Models fit test.

Exogenous Construct	R-square; Endogenous Construct	f-square; effect size	Q-square; Endogenous Construct
IL	OCBIP (0.269: Moderate)	0.373 (significant effect)	OCBIP (Q2=0.452); Good predictive relevance
OCBIP	LP (0.702: Moderate)	0.837 (significant effect)	LP (Q2=0.192); Good predictive relevance

*Note: IL=Islamic Leadership. LP=Lecturers' performance. OCBIP=Organisational citizenship behaviour from an Islamic perspective*

**Table 3.** Results of constructs reliability, convergent and discriminant validities.

Construct	Reliability (CA & CR); Convergent Validity (AVE)			Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)	
	CA	CR	AVE	LP	IL
OCBIP	0.984	0.985	0.728	0.803	0.521
IL	0.976	0.978	0.745	0.613	-
LP	0.962	0.966	0.652	-	-

### Structural model

R-squared values of endogenous constructs are robust if they are equal to or greater than 0.75. On the other hand, if it is  $\geq 0.50$  and  $< 0.75$ , then it is moderate; otherwise, weak if  $\geq 0.25$  and  $< 0.50$ . Regarding the statistics obtained from SmartPLS 4.0, the model fit outcomes report is in *Table 3*. IL significantly contributed to the observed

variance of OCBIP (26.9%). In return, OCBIP contributed 70.2 % of the observed variance in LP. The effect size is determined using the  $f^2$  values with the following guide: small effect if  $f^2 \geq 0.02$  and  $< 0.15$ , medium if  $\geq 0.15$  and  $< 0.35$ , and lastly, substantial if  $\geq 0.35$ . Both constructs affected LP, which was spotted to have an enormous effect. The Q-square values of the endogenous constructs from the blindfolding analysis indicated the models had good predictive relevance, ranging from 0.192 to 0.452. Before further testing the direct and indirect effects, it was essential to confirm there was no issue with multicollinearity. In ensuring the research data is accessible from the multicollinearity dispute, the variance inflated factor (VIF) is assured not to exceed 5 points. Since VIF values were under the prescribed thresholds, multicollinearity was not an issue. *Table 3* shows the paths and multicollinearity values. There was no instance where the confidence interval between the lower level (LL) and upper level (UL) contained a zero value. It indicates all the direct paths are significant and similarly suggests the presence of mediation effects. Bootstrapping techniques were employed, with 5000 retests and the complete model PLS algorithm. Path coefficients for direct and indirect relationships are in *Table 4*. It was confirmed that a positive relationship exists between IL and LP ( $\beta = 0.211$ ,  $t = 3.805$ ,  $p < 0.001$ ) and between IL and OCBIP ( $\beta = -0.474$ ,  $t = 9.196$ ,  $p < 0.001$ ). Through the bootstrapping (5000 subsamples) at the 95% CI, OCBIP ( $\beta = 0.316$ ,  $t = 6.642$ ,  $p < 0.001$ ) mediates the relationship between IL and LP. The observed direct and indirect effects are statistically significant. Bias-corrected bootstrap confidence further supports the decisions for indirect relationships.

**Table 4.** Results of direct and indirect effects.

Path Relationship	Std. Beta ( $\beta$ )	$\sigma$	t-value	p-value	LL	UL	VIF	Decision
Direct Effects								
IL→LP	0.211	0.055	3.805	0.001	0.101	0.316	1.745	Accept
IL→OCBIP	0.521	0.055	9.472	0.001	0.402	0.620	1.000	Accept
Indirect effects								
IL→OCBIP→LP	0.316	0.048	6.642	0.001	0.229	0.409	-	Accept

*Note: Bias-corrected bootstrap confidence interval for upper level (UL), bias-corrected bootstrap confidence interval for lower level (LL); IL=Islamic Leadership. LP=Lecturers' performance. OCBIP=Organisational citizenship behaviour from Islamic perspective.*

The research findings indicate that Islamic leadership and Organisational Citizenship Behaviour from an Islamic Perspective (OCBIP) significantly impact lecturers' performance in Islamic universities. Additionally, Islamic leadership directly influences lecturers' OCBIP in these institutions. These results align with previous studies, which also highlight the significant role of Islamic leadership in shaping OCBIP (Aini and Jaber, 2022; Hendijani Fard et al., 2021; Subiyanto and Aini, 2021; Qasim et al., 2020). Integrating Islamic values and principles into leadership practices can enhance lecturers' performance. Islamic leadership, which prioritises these values, has a profound impact on Muslim individuals who follow the Qur'an and the Sunnah of the Prophet. This adherence fosters personal development and improves performance (Sodiq et al., 2024). By adopting Islamic leadership, the university can empower lecturers to enhance its overall performance. Additionally, lecturers can actively participate in continuous improvement initiatives, benefiting both their and the university's performance. This study highlights the Islamic perspective on lecturers' voluntary behaviour shaped by Islamic leadership. Leaders who embody strong spiritual values can effectively fulfil their roles in enhancing OCBIP, ultimately contributing to achieving Islamic universities' goals (Mustofa and Tjahjono, 2024). Moreover, this finding aligns with

previous studies (Adyantama et al., 2024; Sonia et al., 2024; Sani and Ekowati, 2022; Supriyanto and Ekowati, 2020). The role of Islamic leadership is essential for fostering OCBIP. Employees who view their leaders as trustworthy, supportive, and encouraging are likelier to develop citizenship traits and exhibit behaviours beyond their formal job responsibilities. Excessive workload necessitates the practice of OCBIP among lecturers to ensure tasks are effectively completed. Islamic leadership, characterised by a strong sense of responsibility, ethical decision-making, trustworthiness, and practical guidance, fosters trust in leadership and inspires lecturers to engage in OCBIP (Sonia et al., 2024; Hendijani Fard et al., 2021). Islamic leadership promotes a work environment rooted in Islamic values, encouraging employees to go beyond their formal job roles for the organisation's benefit.

Islamic leadership instils in employees the belief that every action they take is observed by Allah (Mosbah and Rahmoune, 2025). This leadership approach encourages a higher level of voluntary engagement among employees. In Islam, such extra-role behaviour is considered an act of charity performed with sincerity. Employees go beyond their formal duties solely to seek Allah's pleasure. As educators, lecturers contribute to advancing education and knowledge that benefits society. Their work is regarded as worship in Islam, aligning with the pursuit of divine rewards (Rokhman et al., 2025). Another research finding is that OCBIP mediates the relationship between Islamic leadership and Lecturers' performance. This is aligned with previous studies by (Chaman and Siddiqui, 2023; Juliansyah et al., 2022; Nuraini and Maksum, 2022; Mustofa, 2021). Lecturers exhibiting OCBIP are inclined to support their colleagues in enhancing teaching quality, including sharing knowledge of teaching methods and gaining recognition in teaching, research, and service (Shohib et al., 2024). Additionally, they encourage their peers to increase research and service publications with a spirit of selflessness and a collective drive for progress. Lecturers who actively seek information to support organisational growth, cultivate moral and ethical behaviour, act in the best interest of the institution, and remind colleagues of actions that may be harmful are engaging in OCBIP (Ranihusna, 2024). This practice enhances teaching, research, and service performance, ultimately improving overall university performance. Lecturers with strong OCBIP demonstrate behaviours such as assisting colleagues in times of need, actively seeking and sharing valuable information for the improvement of the study program, upholding and promoting ethical work practices, and taking actions that benefit others while preventing potential harm (Ranihusna, 2024; Sonia, 2024). The Qur'an and the teachings of Prophet Muhammad (PBUH) emphasise proactiveness, selflessness, and dedication to societal well-being, all of which are key elements of OCBIP (Shohib et al., 2024). This implies that lecturers who exhibit OCBIP are likely to be more effective in their roles, leading to enhanced student learning outcomes, increased research productivity, and a more substantial institutional reputation.

Lecturers who share similar attitudes and beliefs with their colleagues will likely develop more constructive relationships, enhancing their performance and fostering positive behaviours (Ahmad, 2025). A strong Islamic leadership quality fosters voluntary behaviour and a deep sense of cooperation among lecturers. Moreover, it promotes ethical conduct and encourages greater contributions to the organisation, benefiting others while preventing harmful or inconsistent actions with Islamic principles. Thus, OCBIP serves as a link between Islamic leadership principles and lecturers' performance. Incorporating values such as Altruism (Ta'awun), Civic

Benevolence, Sportsmanship (Dakwah), Consciousness (Mujahadah), and Courtesy (Raf'al Haraj) helps create an environment that enhances both lecturers' performance and overall university success (Sodikin et al., 2024). While Islamic leadership directly impacts performance, its influence is also mediated through OCBIP. Islamic leadership positively and significantly indirectly impact performance through OCBIP (Sonia, 2024). This indicates that when Islamic leadership and OCBIP are strongly practised, they enhance performance. Islamic leadership qualities such as honesty, advocacy, trustworthiness, and wisdom have positively impacted employee engagement and OCBIP (Chaman and Siddiqui, 2023). Based on Islamic ethics and individual behaviour literature, this study demonstrates that Islamic leadership, defined as trustworthiness, responsibility, effective communication, and care, can cultivate a sense of meaning and purpose in work (Zaim et al., 2024). It also strengthens community and alignment with organisational values (Abdelwahed et al., 2025). As a result, this can lead to enhanced OCBIP that is deeply rooted in Islamic teachings and practices. Organisations can enhance lecturers' performance by cultivating an OCBIP culture and reinforcing Islamic leadership values while aligning with the Islamic principles embedded in the university's vision and mission.

## Conclusion

The findings of this study add to the ongoing discourse on lecturers' performance within the academic literature, particularly in non-Western contexts. While a substantial body of research exists on performance, much of it has concentrated on people management in developing countries. However, it does not sufficiently address Islamic perspectives or the intersection of OCBIP and performance within this framework. The desired goals of this investigation are to examine the significant influence of Islamic leadership on OCBIP and the mediating effect on the relationship between Islamic leadership and performance among lecturers in Islamic universities. Islamic leadership has been linked to boosting performance among employees, including lecturers. Islamic leadership transforms job demands into opportunities for growth by integrating ethical, spiritual, and practical strategies. It enhances resilience, job satisfaction, and productivity, creating a sustainable and high-performing work environment. Islamic leadership is trusted to influence work behaviours, but its relationship with OCBIP and performance is limited and may become more established in future major research databases. Islamic leadership promotes brotherhood (Ukhuwwah) and OCBIP, where employees support one another beyond formal job roles. This cooperation reduces job strain and enhances overall team performance. OCBIP can mediate the relationship between leadership styles and organisational outcomes, such as performance.

Future empirical support undoubtedly helps to strengthen the direct and indirect effects of the variables in the study with SET as the theoretical foundation. Empirical research is necessary to generalise the strength of previous studies and for speculative purposes. These can help lecturers at any level of experience and at any university enhance their professional performance. Despite the substantial effort required to implement the essential changes, the benefits of moving forward will be significant. Individual performance begins with Islamic leadership, enabling OCBIP while engaging in a better work routine with extraordinary performance. Future research could replicate this study across a broader scope or in different contexts, including various industries. Additionally, future studies may explore alternative factors influencing performance,



such as diverse leadership styles or resource constraints, which could offer valuable insights. Furthermore, as this cross-sectional study raises concerns about causality, a longitudinal approach could be used to track lecturers' performance over time. Lastly, this study utilised a survey-based quantitative method; future research could adopt qualitative or mixed-method approaches to enhance the validation of constructs and measurement items.

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### Conflict of interest

The authors declare that there is no conflict of interest in relation to this research. All data collection, analysis, and findings were conducted impartially and without external influence or personal bias. The research is self-funded, and no financial or non-financial relationships exist that could be perceived to influence the study's outcomes.

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