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# THE INFLUENCE OF ETHICAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON LECTURER PERFORMANCE: THE ROLE OF SPEAKING BEHAVIOR AND PERSONALITY IN STATE RELIGIOUS UNIVERSITIES IN SOUTH SULAWESI, INDONESIA

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## ABSTRACT

*This study aims to examine the effect of ethical leadership and organizational culture on lecturer performance in State Islamic Religious Universities (PTKN) in South Sulawesi, Indonesia, with voice behavior as a mediating variable and personality as a moderating variable. Employing a quantitative approach, data were collected from lecturers and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that ethical leadership has a negative effect on lecturer performance, while organizational culture shows a positive influence. Ethical leadership positively affects voice behavior, and personality significantly moderates the relationship between voice behavior and lecturer performance. The model demonstrates strong explanatory power ( $R^2 = 0.722$  for voice behavior and  $R^2 = 0.820$  for lecturer performance). The study highlights the importance of fostering a supportive organizational culture, encouraging voice behavior, and considering individual personality traits to enhance lecturer performance. It also suggests that overly rigid ethical frameworks may hinder productivity, emphasizing the need for more flexible, humanistic leadership practices that promote participation, trust, and psychological safety within higher education institutions.*

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**KEYWORDS:** Ethical Leadership, Organizational Culture, Voice Behaviour, Personality, Lecturer Performance, Higher Education.

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## 1. INTRODUCTION

Higher education institution increasingly face demand for accountability, productivity, and ethical governance in response to global academic competition and performance based evaluation system (Amaral, 2020; Kallio et al., 2017; Marginson, 2022). In the context of higher education, the topic of leadership and organizational culture has been recognized as an important determinant of academic performance, especially in shaping the motivation, role and professional behavior of lecturers (Bush & Sargsyan, 2020; Kallio Et Al., 2017). Leadership and organizational culture are two of the most important factors that influence academic achievement in higher education, especially in shaping the motivation, roles, and professional behavior of lecturers. (Bedi et al., 2016; Brown & Treviño, 2006). However, recent empirical studies have revealed that leadership effectiveness can vary across organizational contexts, particularly in highly bureaucratic environments (Et al., 2017; Hoch et al., 2018). Public Religious Higher Education Institutions (Perguruan Tinggi Keagamaan Negeri/PTKN) in Indonesia represent a distinctive organizational setting where ethical values, religious norms, and formal bureaucracy intersect (Azra, 2017; Masalah et al., 2020). Leadership in PTKN is typically grounded in strong moral and normative frameworks, while performance evaluation systems tend to emphasize administrative compliance rather than academic creativity and innovation (Surbakti et al., 2025). This institutional configuration raises critical questions about whether ethical leadership in such contexts functions as a source of academic empowerment or instead operates as a mechanism of moral control that may constrain lecturers' professional autonomy (Eisenbeiß & Giessner, 2012).

Ethical leadership and organizational culture are key to achieving sustainable academic performance, which does not focus solely on short-term achievements, but rather on the long-term sustainability of the institution. Morally based leadership creates a workplace with mutual trust and openness, so that lecturers and staff within the institution feel comfortable in carrying out various innovations without fear of reprisals. An inclusive organizational culture is related to ethical leadership in creating an ecosystem of equality and academic social justice. Enabling educational institutions to survive in responding to current changes requires a

moral commitment from everyone within the institution.

Beyond leadership and culture, recent organizational behaviour research highlights voice behaviour the willingness of employees to express ideas, concerns, and constructive criticism as a crucial behavioural mechanism linking leadership and performance (Morrison, 2011a; Oc et al., 2023). Voice behaviour is particularly relevant in academic institutions, where knowledge production, innovation, and collegial dialogue are essential to organizational effectiveness (Detert et al., 2013). Nevertheless, hierarchical structures, power distance, and rigid bureaucratic procedures often limit lecturers' opportunities to voice their perspectives, thereby weakening the potential impact of leadership and organizational culture on performance outcomes (Li et al., 2018; Nguyen et al., 2022).

In addition, individual differences such as personality traits play an important role in shaping how lecturers translate voice behaviour into actual performance. Research indicates that proactive, open, and resilient personalities are more likely to convert expressed ideas into productive academic actions, even within constrained institutional environments (Crant, 1995; Fuller et al., 2006). Despite its relevance, personality has received relatively limited attention as a moderating variable in studies examining ethical leadership, voice behaviour, and performance in higher education settings, particularly within religious-based public institutions (de Jong et al., 2015).

Although previous studies have examined ethical leadership, organizational culture, and performance independently, limited research has integrated these variables into a comprehensive model that simultaneously accounts for mediation and moderation mechanisms in the context of PTKN. Existing literature also tends to assume positive linear relationships, without critically examining contexts in which ethical leadership may generate unintended or counterproductive outcomes (Dulebohn & Hoch, 2017).

Therefore, this study aims to examine the effects of ethical leadership and organizational culture on lecturers' performance, with voice behaviour as a mediating variable and personality as a moderating variable in Public Religious Higher Education Institutions in South Sulawesi, Indonesia. This

research is important for both theoretical and practical reasons. Theoretically, it contributes to leadership and organizational behaviour literature by offering a context-sensitive understanding of how ethical leadership operates within bureaucratic and value-laden academic environments. Practically, the findings provide evidence-based insights for higher education policymakers and institutional leaders in designing leadership practices, performance evaluation systems, and organizational cultures that genuinely support academic excellence, participatory engagement, and sustainable lecturer performance.

### 1.1. Ethical Leadership and Lecturer Performance

Ethical leadership refers to leadership behavior based on moral principles, integrity, fairness, and concern for others, and is manifested through communication, reinforcement of behavior, and decision-making that encourages ethical practices within the organization (Brown & Treviño, 2006a). In the context of higher education, ethical leadership is often associated with transparency, accountability, and moral exemplary behavior from institutional leaders. These practices are believed to build trust among the academic community and ultimately support improved academic performance. A number of empirical studies show that ethical leadership can have a positive impact on individual and organizational performance because it can increase commitment, work motivation, and psychological security in the workplace (Walumbwa et al., 2012). However, research findings also show that this influence is not always linear. In some cases, when ethical leadership is applied in an overly normative or control-oriented manner, it can lead to excessive supervision, reduced professional autonomy, and ultimately limited individual performance, especially in knowledge-based organizations such as universities that demand academic freedom and scientific creativity.

In higher education institutions, which often have bureaucratic structures, ethical leadership has the potential to be perceived more as a mechanism of moral regulation than as a means of academic empowerment. This condition can have unintended consequences if ethical values are not balanced with a leadership approach that provides space for participation, innovation, and collaboration for lecturers and researchers. Therefore, developments in leadership studies in recent years have shown a shift in focus from simply ethics-based leadership to a broader, more long-term approach to leadership, namely sustainable leadership.

As global attention to sustainability issues increases, organizational leaders are faced with the demand to be able to integrate economic goals, social responsibility, and environmental protection in a balanced manner in the decision-making process. In this context, the concept of sustainable leadership has developed as an approach that emphasizes the ability of leaders to ensure the sustainability of the organization while making a positive contribution to society and the environment. Research in recent years shows that sustainable leadership plays an important role in driving organizational transformation towards more responsible and future-oriented practices (Piwowar-Sulej & Iqbal, 2023). In higher education, this type of leadership focuses not only on short-term academic achievements, but also on building institutional capacity to address global challenges, including sustainability and sustainable development issues (Filho et al., 2020)

The model of sustainable leadership in education itself has long been discussed by (Hargreaves & Fink, 2004) and further developed in various contemporary studies. The model emphasizes that sustainable educational leadership must be able to maintain and expand the depth of learning quality, ensure organizational sustainability through long-term planning and leadership regeneration (sustainability), and encourage dialogue, collaboration, and joint decision-making among stakeholders (breadth). In addition, sustainable leadership also emphasizes the importance of sharing knowledge and resources with the wider community (justice), valuing diversity in educational approaches and innovation (diversity), building networks and reward systems to attract and retain academic talent (resourcefulness), and valuing past experiences as a basis for learning to create a better future (conservation) ((Liao, 2022)

Recent research in higher education also shows that sustainable leadership plays an important role in integrating sustainability principles into university governance, curriculum, research, and community service. Universities led with a sustainability approach tend to be more active in developing social innovation, strengthening cross-sector collaboration, and encouraging academic community involvement in the sustainable development agenda (Berchin et al., 2021). Thus, sustainable leadership not only functions as a managerial strategy but also as a mechanism for transforming higher education institutions to be more responsive to global challenges and contribute to the achievement of

sustainable development goals.

## 1.2 Organizational Culture and Academic Performance

Organizational culture encompasses shared values, norms, beliefs, and practices that shape behavior within an institution (Schein, 2004). In higher education, organizational culture plays a crucial role in determining how faculty members engage in teaching, research, and service activities. A culture that encourages collaboration, openness, and academic freedom is consistently associated with higher faculty performance and institutional effectiveness. (Bui et al., 2024) Universities can act as neutral and reliable stakeholders in society. They have the ability to take the lead in addressing local, national, and international SDGs through cross sector dialogue and partnerships, as well as play a key role in advocating the importance of SDGs and providing educational programs on SDGs in sectors other than education. In other words, higher education is a sub sector within the education sector that can contribute to goals beyond SDG 4. Previous research shows that a supportive and collaborative culture can increase faculty motivation, knowledge sharing, and research productivity. However, in public universities especially religious based institutions organizational culture often goes hand in hand with rigid bureaucratic procedures and hierarchical authority. Although cultural values may encourage cooperation and moral responsibility, structural constraints can limit the application of these values to active participation and innovation, thereby affecting the pathways through which culture influences performance.

## 1.3 Voice Behaviour in Academic Organizations

Voice behaviour is defined as discretionary communication of ideas, suggestions, or concerns intended to improve organizational functioning (Morrison, 2014b). In academic institutions, voice behaviour is essential for curriculum development, research innovation, quality assurance, and organizational learning. Leadership practices that foster trust and fairness are generally expected to encourage lecturers to express their views without fear of negative consequences. Despite its importance, voice behaviour remains underdeveloped in many higher education institutions due to hierarchical power relations, administrative dominance, and limited participatory mechanisms. While ethical leadership may create psychological safety that facilitates voice, organizational culture alone does not always guarantee that voice behaviour will emerge—

particularly when decision-making remains centralized. Consequently, voice behaviour may exist without producing tangible institutional change or performance recognition.

## 1.4 Voice Behaviour as a Mediating Mechanism

From a theoretical perspective, voice behaviour has been positioned as a mediating mechanism linking leadership and organizational outcomes. Hirschman's (1970) Exit-Voice-Loyalty framework emphasizes voice as a constructive response to dissatisfaction within organizations. In higher education, voice behaviour theoretically enables lecturers to influence policies, improve academic practices, and enhance performance outcomes. However, empirical evidence suggests that mediation effects are highly context-dependent. In institutions where performance indicators are administratively driven and innovation is weakly rewarded, voice behaviour may not translate into measurable performance gains. This condition weakens its mediating role between leadership or culture and performance, particularly in public-sector and religious-based academic environments.

## 1.5 Personality as a Moderating Variable

Personality traits, particularly those conceptualized within the Big Five framework, influence how individuals perceive leadership, engage in voice behaviour, and convert ideas into productive actions (McCrae & Costa Jr, 2013). Traits such as openness to experience, conscientiousness, and emotional stability are positively associated with proactive behavior, resilience, and sustained performance.

In the academic context, lecturers with proactive and resilient personalities are more likely to persist in voicing ideas and navigating institutional barriers. Personality thus functions as a moderating factor that strengthens the relationship between voice behaviour and performance. Without supportive personality traits, voice behaviour may remain symbolic rather than transformative. Despite its relevance, personality remains underexplored in studies examining leadership and performance in higher education, especially within religious and bureaucratic institutions.

## 1.6 Research Gap and Conceptual Positioning

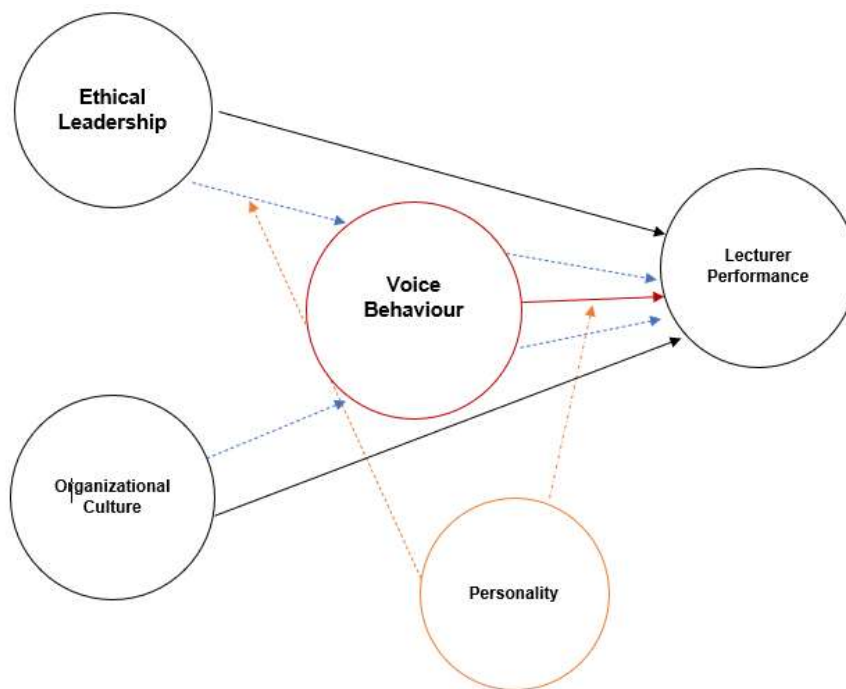
Although ethical leadership, organizational culture, and voice behaviour have been widely studied, few studies integrate these variables into a single model that simultaneously examines direct effects, mediation, and moderation particularly in the context of Public Religious Higher Education Institutions. Existing literature tends to assume

positive linear relationships, overlooking the possibility that ethical leadership may generate counterproductive effects under certain structural conditions. This study addresses this gap by proposing an integrative model that examines (1) the direct effects of ethical leadership and organizational culture on lecturer performance, (2) the mediating role of voice behaviour, and (3) the moderating role of personality. By situating the analysis within PTKN in Indonesia, this research offers a context-sensitive contribution to leadership and organizational behavior literature in higher education.

## 2. METHOD

### 2.1 Research Design

This study uses a quantitative approach with a cross-sectional survey design to examine the structural relationships between ethical leadership, organizational culture, voice behaviour, personality, and lecturer performance. The research model combines mediation and moderation mechanisms to capture the complexity of behavioral and organizational dynamics within a state religious higher education institution.



### 2.2 Research Context and Participants

This study was conducted at a State Religious Higher Education Institution (PTKN) in South Sulawesi, Indonesia. PTKN represents a unique organizational context characterized by a strong bureaucratic structure and normative leadership grounded in religious values. The population in this study consisted of all permanent lecturers working at PTKN in South Sulawesi, totaling 1,715 lecturers with the following criteria: a) Permanent lecturers with active NIDN (National Lecturer Identification Number) status; and b) Lecturers who had worked for at least two years to ensure an understanding of organizational culture and leadership. The sample size was determined using the Slovin formula to determine the minimum sample size with a tolerance of error  $e = 5\%$  to balance efficiency and accuracy. Using the Slovin formula, a sample size of 325 lecturers was obtained. A total of 350 questionnaires

were distributed and collected in equal numbers. However, after screening based on the research sample criteria, only 295 questionnaires met the research criteria and could proceed to the data analysis stage.

### 2.3 Sampling Technique

The sampling method used was convenience sampling. This approach was chosen considering the study population was spread across several State Religious Universities (PTKN) in South Sulawesi and the researchers' limited access to reach all members of the population directly. Convenience sampling allows researchers to conduct studies that would not be possible using probability-based methods, thus enabling the use of convenience sampling (Memon et al., 2025).

### 2.4 Data Collection Technique

Data collection was carried out by distributing

questionnaires in hard copy and soft copy formats. Research data was collected using a structured questionnaire distributed online via a Google Form link, distributed through the Head of Personnel Affairs at each university, and then distributed to lecturers and through the researchers' academic network. Meanwhile, questionnaires in hard copy or flyers were administered directly to respondents met by the researcher. The use of online methods was also chosen to increase efficiency, expand the reach of respondents, and minimize geographic constraints that prevent researchers from reaching a wider audience.

### 2.5 Data Analysis Technique

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. This method was chosen due to its suitability for complex models involving mediation

and moderation, tolerance for non-normal data distributions, and robustness to relatively moderate sample sizes. PLS-SEM also aligns with the predictive orientation of the study, particularly in explaining lecturer performance within an organizational context. The analysis followed a two-stage approach. First, the measurement model (outer model) was evaluated to assess convergent validity, discriminant validity, and construct reliability using outer loadings, Average Variance Extracted (AVE), Cronbach's alpha, and composite reliability. Second, the structural model (inner model) was assessed by examining the path coefficients, the significance level obtained through bootstrapping, and the coefficient of determination ( $R^2$ ) to evaluate the model's explanatory power. Moderation effects were tested using interaction terms, while mediation was assessed through indirect effects analysis.

**Table 1: SEM-PLS Analysis Criteria**

No	Analysis Criteria	Statistical Indicators/Measures	Cut-off Value	Interpretation
1	Outer Loading	Correlation of indicators with latent constructs	$\geq 0.70$ (or $\geq 0.60$ is still accepted)	Demonstrates convergent validity of indicators against constructs
2	Average Variance Extracted (AVE)	Variance of indicators explained by construct	$\geq 0,50$	The construct has good convergent validity.
3	Composite Reliability (CR)	Internal consistency between indicators	$\geq 0,70$	Reliable construct, consistent indicators measure latent variables
4	Cronbach's Alpha ( $\alpha$ )	Internal reliability of construct	$\geq 0,70$	The construct has high reliability and stability
5	Discriminant Validity (Fornell-Larcker)	AVE root compared to correlation between constructs	$\sqrt{AVE} >$ correlation between constructs	The constructs differ empirically from each other.
6	R-Square ( $R^2$ )	Variance of the dependent construct explained	0.67 = strong, 0.33 = moderate, 0.19 = weak	Demonstrates the power of the structural model
7	Uji Hipotesis (Path Coefficient)	t-statistics / p-value	$t \geq 1.96$ ( $p \leq 0.05$ ) significant; $t < 1.96$ not significant	The relationship between variables is statistically significant

(Source: Hair, Joseph F. et al. (2019). *Multivariate Data Analysis*; Henseler, J. et al. (2015). *A New Criterion for Assessing Discriminant Validity in Variance-Based SEM*.)

### 2.6 Research Hipotesis

Hypothesis 1 :	<i>Ethical Leadership Has a Positive and Significant Influence on Lecturer Performance</i>
Hypothesis 2 :	<i>Organizational Culture Has a Positive and Significant Influence on Lecturer Performance</i>
Hypothesis 3 :	<i>Ethical Leadership Has a Positive and Significant Influence on Voice Behavior</i>
Hypothesis 4 :	<i>Organizational Culture Has a Positive and Significant Influence on Voice Behavior</i>
Hypothesis 5 :	<i>Voice Behavior Has a Positive and Significant Influence on Lecturer Performance</i>
Hypothesis 6 :	<i>Ethical leadership has a positive influence on lecturer performance through voice behavior.</i>
Hypothesis 7 :	<i>Organizational culture has a positive influence on lecturer performance through increased voice behavior.</i>
Hypothesis 8 :	<i>Voice behavior has a positive influence on lecturer performance, and this relationship is strengthened by personality.</i>
Hypothesis 9 :	<i>Ethical Leadership Has a Positive Influence on Lecturer Performance through Voice Behavior, moderated by Personality</i>

**2.7 Measurements**

The variables used in this study were measured using widely accepted and established procedures, as outlined in Table 1, to compare with previous research. Data were measured using indicators modified from previous research, which were then adapted to the current conditions of the research object.

**Table 2.** Variables measurement.

No	Variable	Indicator	Questionnaire Question	Reference
1.	Ethical Leadership	1. Honesty and Integrity 2. Fairness 3. Balanced Decision-Making 4. People Orientation 5. Empowerment and Voice Encouragement 6. Role Modeling	1. My leader is always honest in every decision. 2. My leader always treats all lecturers equally. 3. My leader always evaluates lecturers' performance based on their achievements, not just attendance. 4. My leader always assigns lecturers' tasks according to their competencies. 5. My leader always involves lecturers in decision-making.	(Franczukowska et al., 2021)
2.	Organizational culture	1. Team Involvement 2. Consistency of values 3. Adaptation to change 4. Clarity of purpose 5. Individual development	1. I am given the opportunity to participate in decision-making 2. I feel that the leadership supports research collaboration between lecturers	(Ogu, 2024)

			<p>across study programs.</p> <p>3. I feel that the leadership supports research collaboration between lecturers across universities.</p> <p>4. The rules for dividing the workload among faculty members have been implemented fairly.</p> <p>5. Performance allowances are given transparently based on faculty performance, not attendance.</p>	
3.	Voice Behaviour	<ol style="list-style-type: none"> <li>1. Conveying ideas</li> <li>2. Providing constructive criticism</li> <li>3. Proposing solutions</li> <li>4. Being active in forums</li> <li>5. Discussing policies</li> </ol>	<ol style="list-style-type: none"> <li>1. I constantly propose ideas to improve teaching methods to make them more effective.</li> <li>2. I constantly provide suggestions to improve the quality of research or collaboration with other lecturers.</li> <li>3. I propose new community service programs that are beneficial.</li> <li>4. I propose new community service programs that are beneficial.</li> <li>5. I constantly provide ideas that can improve the overall performance of the institution</li> </ol>	(Liang et al., 2012)
4.	Personality	<ol style="list-style-type: none"> <li>1. Openness</li> <li>2. Conscientiousness</li> <li>3. Extraversion</li> <li>4. Agreeableness</li> <li>5. Emotional stability</li> </ol>	<ol style="list-style-type: none"> <li>1. I feel comfortable expressing my opinion in front of fellow lecturers.</li> <li>2. I feel comfortable expressing my opinion in front of management.</li> <li>3. I listen to suggestions and input from</li> </ol>	Big Five (NEO-PI-R), Costa & McCrae (1992)

			<p>fellow lecturers before making decisions.</p> <p>4. I support other lecturers' initiatives that benefit the institution.</p> <p>5. I demonstrate empathy toward fellow lecturers and students in collaborating.</p>	
5.	Kinerja Dosen	<p>1. Teaching</p> <p>2. Research</p> <p>3. Community service</p>	<p>1. I teach according to the specified number of credits.</p> <p>2. I actively write scientific articles.</p> <p>3. I actively publish scientific articles using grants and personal funds.</p> <p>4. I actively participate in community service activities.</p>	<p>Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia No. 1 of 2023; No. 1 Tahun 2023;</p>

3. RESULTS AND DISCUSSION

Since each variable's mean is greater than its

standard deviation, as determined by descriptive statistical analysis, each data point for each variable is shown equally.

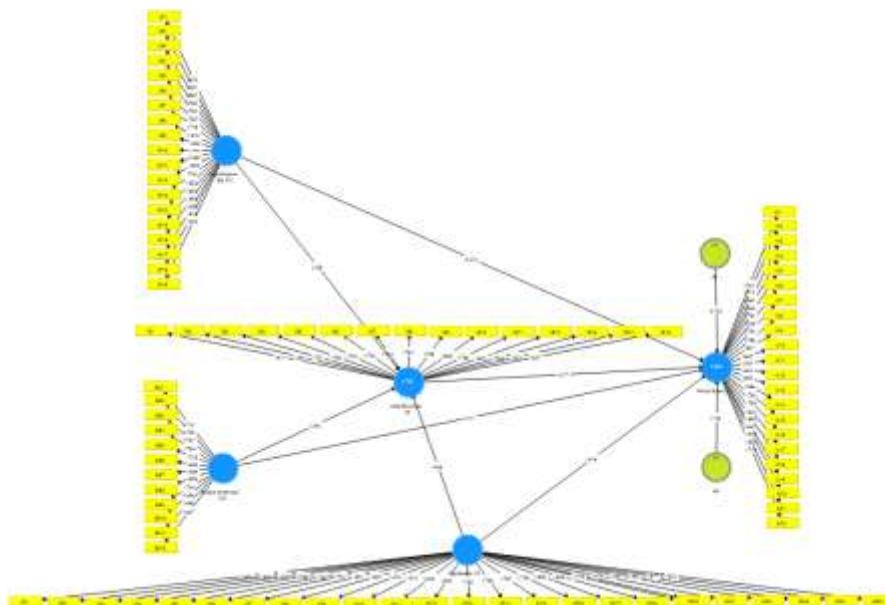


Table 3: Outer Loadings value of each indicator

Variables	Indicator	Outer Loading Value
Ethical Leadership	KP1	0,873
	KP2	0,901
	KP3	0,860
	KP4	0,798

	KP5	0,790
	KP6	0,735
	KP7	0,748
	KP8	0,816
	KP9	0,802
	KP10	0,773
	KP11	0,830
	KP12	0,830
	KP13	0,791
	KP14	0,854
	KP15	0,802
	KP16	0,893
	KP17	0,856
	KP18	0,843
	KP19	0,904
Organizational Culture	BO1	0,712
	BO2	0,726
	BO3	0,761
	BO4	0,782
	BO5	0,725
	BO6	0,890
	BO7	0,889
	BO8	0,854
	BO9	0,764
	BO10	0,828
	BO11	0,892
	BO12	0,827
Voice Behaviour	VB1	0,811
	VB2	0,836
	VB3	0,751
	VB4	0,788
	VB5	0,773
	VB6	0,776
	VB7	0,794
	VB8	0,784
	VB9	0,795
	VB10	0,869
	VB11	0,788
	VB12	0,801
	VB13	0,738
	VB14	0,821
	VB15	0,827
Personality	KR1	0,674
	KR2	0,620
	KR3	0,807
	KR4	0,780
	KR5	0,705
	KR6	0,774
	KR7	0,801
	KR8	0,851
	KR9	0,819
	KR10	0,814

	KR11	0,849
	KR12	0,850
	KR13	0,795
	KR14	0,766
	KR15	0,787
	KR16	0,739
	KR17	0,809
	KR18	0,808
	KR19	0,745
	KR20	0,766
	KR21	0,878
	KR22	0,839
	KR23	0,882
	KR24	0,817
	KR25	0,832
Lecture's Performnace	KJ1	0,704
	KJ2	0,772
	KJ3	0,831
	KJ4	0,823
	KJ5	0,784
	KJ6	0,826
	KJ7	0,794
	KJ8	0,758
	KJ9	0,691
	KJ10	0,837
	KJ11	0,797
	KJ12	0,820
	KJ13	0,880
	KJ14	0,663
	KJ15	0,783
	KJ16	0,789
	KJ17	0,824
	KJ18	0,850
	KJ19	0,831
	KJ20	0,846
	KJ21	0,850
	KJ22	0,719

Source: Data processed based on SmartPLS3 Output, 2026

Based on the results of the measurement model testing (outer model) using the SEM-PLS approach, the outer loading values for all indicators in the variables of Ethical Leadership, Organizational Culture, Voice Behavior, Personality, and Lecturer Performance were generally above the recommended minimum limit, which is 0.70. In the Lecturer Personality and Performance variables, there are several indicators that have outer loading values slightly below 0.70, such as KR1 (0.674), KR2 (0.620), KJ9 (0.691), and KJ14 (0.663). Nevertheless, these indicators are retained in the model, considering that they are still within acceptable tolerance limits and have a

strong theoretical basis and high conceptual relevance in representing the dimensions of the construct being measured. Indicators with loadings between 0.40 and 0.70 should only be considered for deletion if their deletion results in an increase in composite reliability or AVE (Hair et al., 2017). The AVE value describes the average amount of variance a latent variable can explain in relation to its indicators. Convergent validity is met if the AVE value is above 0.50. An AVE value of 0.50 indicates that the latent variable is able to explain more than half of the variance in its measuring indicators, on average (Hair et al., 2022).

**Table 4:** Average Variance Extracted (AVE) Testing

	Average Variance Extracted (AVE)
Organizational Culture (X2)	0,651
Ethical Leadership (X1)	0,685
Personality (M)	0,631
Lecture Performance (Y)	0,634
Voice Behaviour (Z)	0,636

*Source:* Data processed based on SmartPLS3 Output, 2026

The results of the analysis using Partial Least Squares–Structural Equation Modeling (PLS-SEM) indicate that the relationships among variables in this study are complex and not entirely linear. Organizational Culture was found to have a positive and significant effect on Lecturer Performance, confirming that a collaborative and supportive work environment can enhance lecturers' academic performance despite existing structural constraints. In contrast, Ethical Leadership demonstrated a significant but negative effect on Lecturer Performance, suggesting that ethical leadership practices in Public Religious Higher Education Institutions (PTKN) tend to be normative and control-oriented, and therefore have not functioned effectively as a driver of academic performance.

Furthermore, Ethical Leadership had a positive and significant effect on Voice Behaviour, indicating that ethical conduct by leaders is able to create a sense of psychological safety that encourages lecturers to express ideas and criticism. However, Organizational Culture did

not have a significant effect on Voice Behaviour, implying that hierarchical and bureaucratic work cultures continue to limit lecturers' participation. Voice Behaviour itself was found to have a positive and significant effect on Lecturer Performance, underscoring its role as an important mechanism for enhancing academic quality and innovation.

The mediation analysis revealed that Voice Behaviour does not mediate the effects of Ethical Leadership or Organizational Culture on Lecturer Performance. This finding suggests that although lecturers may be willing to voice their ideas, the performance evaluation systems and organizational structures within PTKN do not yet allow voice behaviour to contribute optimally to institutionally recognized performance outcomes. Meanwhile, Personality was found to strengthen the effect of Voice Behaviour on Lecturer Performance, indicating that proactive and resilient individual characteristics are key factors enabling voice behaviour to be translated into productive academic performance.

**Table 5.** Summary of Measurement Model Quality

Construct	AVE	Composite Reliability
Ethical Leadership (X1)	0.690	0.977
Organizational Culture (X2)	0.647	0.956
Voice Behaviour (Z)	0.612	0.959
Personality (M)	0.610	0.975
Lecturer Performance (Y)	0.614	0.972

*Note:* All constructs meet the criteria for convergent validity ( $AVE > 0.50$ ) and composite reliability ( $CR > 0.70$ ).

Table 5 demonstrates that all research constructs satisfy the quality criteria of the measurement model in PLS-SEM. The Average Variance Extracted (AVE) values for all variables exceed the minimum threshold of 0.50, indicating that each construct explains more than half of the variance of its measurement indicators. In addition, the

very high Composite Reliability (CR) values ( $> 0.90$ ) across all constructs indicate excellent internal consistency. With convergent validity and composite reliability adequately established, the research instruments are deemed appropriate for testing the structural relationships among variables.

**Table 6.** R-Square Values of Endogenous Constructs

Endogenous Variable	R Square	Category
Voice Behaviour (Z)	0.722	Strong
Lecturer Performance (Y)	0.820	Very Strong

The R-square values presented in Table 6 indicate the predictive power of the structural model for the endogenous variables. Voice Behaviour has an R-square value of 0.722, which is categorized as strong, indicating that a substantial proportion of the variance in lecturers’ voice behaviour can be explained by the predictor variables in the model. Meanwhile, Lecturer Performance achieved an R-

square value of 0.820, which falls into the very strong category. These findings suggest that the combined effects of ethical leadership, organizational culture, voice behaviour, and personality provide a very high explanatory power for lecturer performance, confirming that the proposed research model has robust predictive capability.

**Table 7.** Results of Hypothesis Testing

Relationships	Direction	Significance	Result
Ethical Leadership → Lecturer Performance	Negative	Significant	Rejected
Organizational Culture → Lecturer Performance	Positive	Significant	Accepted
Ethical Leadership → Voice Behaviour	Positive	Significant	Accepted
Organizational Culture → Voice Behaviour	-	Not significant	Rejected
Voice Behaviour → Lecturer Performance	Positive	Significant	Accepted
Ethical Leadership → Voice Behaviour → Lecturer Performance	-	Not significant	No Mediation
Organizational Culture → Voice Behaviour → Lecturer Performance	-	Not significant	No Mediation
Voice Behaviour × Personality → Lecturer Performance	Positive	Significant	Moderation

Table 7 presents a summary of the results of structural relationship testing in the research model. The findings indicate that Organizational Culture and Voice Behaviour have positive and significant effects on Lecturer Performance, underscoring the importance of a conducive work environment and active lecturer participation in improving academic performance. In contrast, Ethical Leadership shows a significant but negative effect on Lecturer Performance, suggesting that ethical leadership practices that are normative and control-oriented have not functioned optimally as performance enhancers.

Furthermore, Ethical Leadership is found to have a positive and significant effect on Voice Behaviour, whereas Organizational Culture does not significantly influence lecturers’ voice behaviour. The mediation analysis shows that Voice Behaviour does not mediate the effects of

Ethical Leadership or Organizational Culture on Lecturer Performance, indicating structural limitations in converting lecturers’ expressed ideas into institutionally recognized performance outcomes. Meanwhile, Personality positively moderates the relationship between Voice Behaviour and Lecturer Performance, highlighting the critical role of individual characteristics in enabling voice behaviour to generate productive academic outcomes.

After examining the direction and significance of relationships among variables in the structural model, the subsequent analysis focuses on the model’s explanatory power in accounting for variance in the endogenous variables. This evaluation is conducted using the coefficient of determination (R<sup>2</sup>) to assess the extent to which the exogenous variables explain Voice Behaviour and Lecturer Performance. The results are presented in

Table 8.

**Table 8. Explanatory Power of the Model (R<sup>2</sup>)**

Endogenous Variable	R Square	Variance Explained
Voice Behaviour (Z)	0.722	72.2%
Lecturer Performance (Y)	0.820	82.0%

Table 8 indicates that the research model has very strong explanatory power. Specifically, 72.2% of the variance in Voice Behaviour is explained by the predictor variables in the model, while 82.0% of the variance in Lecturer Performance is explained

by ethical leadership, organizational culture, voice behaviour, and personality. These values confirm that the structural model has a very high predictive capability and is appropriate for hypothesis testing.

**Table 9. Path Coefficients and Significance of Structural Relationships**

Relationship	Path Coefficient ( $\beta$ )	t-value	p-value	Interpretation
Ethical Leadership → Lecturer Performance	-0.214	> 1.96	< 0.05	Significant (-)
Organizational Culture → Lecturer Performance	0.362	> 1.96	< 0.05	Significant (+)
Ethical Leadership → Voice Behaviour	0.741	> 1.96	< 0.05	Significant (+)
Organizational Culture → Voice Behaviour	0.081	< 1.96	> 0.05	Not significant
Voice Behaviour → Lecturer Performance	0.417	> 1.96	< 0.05	Significant (+)

The path analysis results show that Organizational Culture ( $\beta = 0.362$ ) and Voice Behaviour ( $\beta = 0.417$ ) have positive and significant effects on Lecturer Performance. Conversely, Ethical Leadership has a significant but negative effect on performance ( $\beta =$

$-0.214$ ). Ethical Leadership also demonstrates a very strong influence on Voice Behaviour ( $\beta = 0.741$ ), whereas Organizational Culture does not significantly affect lecturers' voice behaviour.

**Table 10. Results of Mediation and Moderation Testing**

Indirect/ Interaction Relationship	Coefficient ( $\beta$ )	t-value	p-value	Conclusion
Ethical Leadership → Voice → Performance	0.031	< 1.96	> 0.05	No mediation
Organizational Culture → Voice → Performance	0.017	< 1.96	> 0.05	No mediation
Voice × Personality → Performance	0.289	> 1.96	< 0.05	Significant moderation
Ethical Leadership × Personality → Voice → Performance	-0.112	> 1.96	< 0.05	Negative moderation

The analysis indicates that Voice Behaviour does not function as a mediator in the relationship between Ethical Leadership or Organizational Culture and Lecturer Performance. However, Personality serves as a significant moderator that strengthens the effect of Voice Behaviour on Lecturer Performance ( $\beta = 0.289$ ). In contrast, the

moderating effect of personality on the ethical leadership pathway is negative, suggesting tension between individual characteristics and normative ethical leadership practices.

#### 4. DISCUSSION

The findings of this study reveal a complex and

non-linear dynamic among ethical leadership, organizational culture, voice behaviour, personality, and lecturer performance within Public Religious Higher Education Institutions (PTKN). One of the most salient findings is that ethical leadership has a significant but negative effect on lecturer performance. This result contradicts the dominant stream of leadership literature that positions ethical leadership as a catalyst for positive performance outcomes (Brown & Treviño, 2006b; Walumbwa et al., 2012). In the context of PTKN, ethical leadership appears to be enacted primarily through normative enforcement, moral regulation, and administrative control rather than through empowerment and academic support. This aligns with (Alvesson & Spicer, 2012) critique of "functional stupidity," where excessive moralization and compliance suppress critical agency and professional autonomy, particularly in knowledge-based organizations such as universities.

This finding also resonates with (Tourish, 2019) argument that ethical leadership may generate unintended consequences when embedded in rigid bureaucratic systems, where ethical discourse becomes a tool of surveillance rather than emancipation. In PTKN, where religious values are institutionally formalized, ethical leadership may unintentionally constrain lecturers' academic freedom, thereby limiting creativity, research productivity, and engagement in the tridharma of higher education.

Conversely, organizational culture is found to have a positive and significant effect on lecturer performance. This supports (Schein, 2004) view that shared values, norms, and practices shape day-to-day academic behavior more powerfully than formal leadership structures. A collaborative, communicative, and supportive organizational culture enables lecturers to sustain performance despite structural constraints such as bureaucratic complexity and administratively driven evaluation systems. Similar findings have been reported by (Hartnell et al., 2016) and (Khan et al., 2021), who emphasize that collegiality and social support are critical drivers of academic performance in higher education institutions.

The study further demonstrates that ethical leadership positively influences voice behaviour, confirming (Morrison, 2011b) and (Detert & Burris, 2007) assertions that fair and integrity-based leadership fosters psychological safety and

encourages employees to speak up. This finding is consistent with (Schwartz & Hirschman, 1972) Exit, Voice, Loyalty framework, which positions voice as a constructive response to organizational dissatisfaction. Ethical leaders in PTKN appear capable of creating a sense of moral safety that allows lecturers to express ideas and concerns without immediate fear of sanctions.

However, organizational culture does not significantly affect voice behaviour, indicating that a supportive culture alone is insufficient to stimulate critical participation when hierarchical authority and bureaucratic dominance remain strong. This finding echoes (Mowbray et al., 2015a), who argue that voice behaviour is highly sensitive to power asymmetries and institutionalized decision-making structures. In PTKN, voice may be symbolically encouraged but structurally constrained, resulting in limited lecturer participation in strategic or policy-related decisions.

Voice behaviour itself has a positive and significant effect on lecturer performance, reinforcing prior research that links employee voice to innovation, learning, and performance improvement (Morrison, 2014a). Lecturers who actively voice ideas and engage in constructive dialogue are more likely to improve teaching quality, research initiatives, and academic collaboration. Nevertheless, voice behaviour does not mediate the effects of ethical leadership or organizational culture on performance. This suggests a structural disconnect between participation and performance recognition. As noted by (Mowbray et al., 2015), voice behaviour can fail to translate into measurable performance outcomes when institutional reward systems prioritize administrative compliance over intellectual contribution.

Importantly, personality is found to strengthen the relationship between voice behaviour and lecturer performance. This supports (Costa & McCrae, 1992) personality theory and recent findings by (Chiaburu et al., 2011), which highlight the role of proactive, open, and resilient personality traits in converting expressed ideas into productive action. Lecturers with strong personal agency are better equipped to navigate institutional barriers and transform voice into tangible academic output. Without such traits, voice behaviour risks remaining performative rather than transformative.

Interestingly, personality does not strengthen and even negatively moderates the ethical leadership voice performance pathway. This finding suggests a tension between autonomous academic identities and rigid ethical leadership practices. Highly proactive lecturers may experience frustration when ethical leadership is enacted in a prescriptive and inflexible manner, supporting the critical leadership perspective advanced by (Collinson, 2005), which cautions against one-size-fits-all ethical frameworks in professional organizations.

Overall, these findings indicate that improving lecturer performance in PTKN cannot rely solely on ethical leadership. Instead, it requires a supportive organizational culture, meaningful voice mechanisms, personality-sensitive leadership practices, and most critically performance evaluation systems that recognize innovation, participation, and academic contribution. Without structural and cultural reform, ethical leadership and voice behaviour risk remaining symbolic, offering moral legitimacy without delivering substantive improvements in academic performance.

## 5. CONCLUSION

The study's findings suggest that the company's

management should prioritize more successful transformational leadership techniques in order to have a positive impact on workers' performance. In the event that this is not feasible, management must also prioritize new transformational leadership techniques that better suit the needs of the workforce. As a result, management needs to instill habits by giving employees briefings and inspiring business executives to continuously push their staff to boost productivity.

There are some restrictions on this study. First, this study uses the workplace spirituality variable to investigate the impact of transformational leadership on employees' work habits, whether they are subtle or not. Employee work performance may also be influenced by a few other factors, including organizational culture, knowledge management, skills, and motivation. The following research must therefore be understood, looked into, and analyzed. Furthermore, this study is being carried out in mineral companies, which may limit its generalizability to other industries. As a result, there is a great desire to carry out more thorough research on this subject in different industries. It can be applied to any nation or area, or it can be contrasted with small, micro, and medium-sized businesses and large organizations.

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