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Authentic leadership and organizational synergy: Their combined effect on lecturer outcomes

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Abstract

This research examines the influence of authentic leadership on lecturer performance within higher education, with a particular focus on the mediating role of perceived organizational support and the moderating role of organizational commitment. Employing a quantitative survey methodology, data were collected from 689 lecturers at both public and private universities in East Kalimantan, Indonesia. Structural Equation Modeling using SmartPLS 4 revealed that authentic leadership significantly enhances lecturer performance both directly and indirectly through perceived organizational support. The study identifies perceived organizational support as a strong mediator, whereas organizational commitment did not exhibit a significant moderating effect. These findings underscore the importance of fostering academic environments that emphasize authentic leadership and institutional support to enhance teaching, research, and community engagement. Theoretically, the results contribute to the leadership literature by validating authenticity-based models, while practically, they provide insights for human resource policies and leadership development in universities. Future research should explore alternative moderators such as intrinsic motivation and work engagement to deepen the understanding of leadership-performance dynamics.

Keywords: Authentic leadership, Higher education, Lecturer performance, Organizational commitment, Organizational support.

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Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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1. Introduction

Higher education plays a strategic role in human resources and increasing national competitiveness. Education quality in higher education can be determined by the contents of the curriculum and facilities and by the lecturer's performance as an educator, researcher, and social change agent [1]. This makes it necessary and important to study the determinants of lecturer performance in an academic context. Authentic leadership has been identified as a significant factor that influences lecturer performance. In this form of leadership, leaders interact honestly, openly, and emotionally with their subordinates [2]. Recent studies have demonstrated that authentic leadership fosters heightened motivation, enhances psychological well-being, and strengthens organizational commitment [3]. Authentic engagement between leaders and their employees has been shown to engender a greater sense of attunement to employees' needs in the workplace. This, in turn, has been shown to enhance the quality of work and research conducted by lecturers [4].

Authentic leadership and perceived organizational support (POS) have been demonstrated to significantly impact the performance of lecturers. Significant value in lectures indicates a positive assessment by academic institutions of the contributions and well-being of lecturers [5]. The study Ladao [6] indicated that lecturers who feel a high level of support from their institutions tend to exhibit high levels of job satisfaction and academic performance. In the context of research on lecturer performance, it is imperative to consider organizational commitment as a pivotal variable. The construct under consideration measures the degree to which a lecturer is emotionally, morally, and instrumentally committed to the workplace [7]. According to Kurian and Nafukho [8] highly committed lecturers exhibit a greater propensity to engage in high-quality academic activities while demonstrating a reduced inclination to depart from the profession.

The relationship between authentic leadership, organizational support, and organizational commitment to lecturer performance is still limited in the literature. Most of the above studies only considered one or two variables while ignoring the complex interactions of the three variables. Thus, this study intends to address this research gap by exploring the role of the combination of authentic leadership, organizational support, and organizational commitment on lecturer performance in higher education. In higher education, lecturer performance covers a range of areas, including teaching, research, and community service [9]. Stated that good lecturers positively impact students' satisfaction and success in the teaching experience. Moreover, quality research is among the primary factors of lecturer performance, which can enhance an institution's academic reputation [10].

Efforts to enhance lecturer performance are not only challenged by the human aspect but also by organizational factors. According to the research [11] a supportive organizational culture, a positive work environment, and institutional policies will motivate lecturers to maximize their performance. This finding is consistent with previous research that demonstrated the impact of leadership factors and organizational support on academic work outcomes.

The moderating role of organizational commitment is another fascinating topic of this study. In the study by Salehi, et al. [12] a positive relationship exists between perceived organizational commitment and lecturer performance, signifying that organizational commitment can strengthen the relationship between perceived organizational support and lecturer performance. The more committed lecturers are to their work, the more positively they respond to authentic leadership and organizational support, thus improving their performance.

Moreover, investigating whether perceived organizational support plays a mediating role in the effects of authentic leadership and lecturer performance is significant. Sarwar, et al. [3] good leadership supports a more positive work environment, increasing lecturer motivation and productivity. Hence, knowledge of this mechanism can guide institutions in reconstructing leadership and human resource management.

This study is likely to contribute to the literature on higher education management at an academic level through a comprehensive consideration of these factors. The results of this study can also serve as a practical guide for university leaders to provide a good work environment and ultimately improve the performance of lecturers. This study is expected to answer questions on how authentic leadership, perceived organizational support, and organizational commitment affect

lecturer performance. Therefore, the results of this study can be used by universities to formulate better policies to improve lecturers' academic performance and professionalism.

2. Literature Review and Hypothesis Development

Authentic leadership is a concept that has gained considerable traction in the organizational literature, including within the context of higher education. Authentic leadership is a leadership approach that draws from positive psychological capacities and a highly developed organizational context [2] to promote positive self-development to lead with a positive sense of the world. Authentic leadership positively impacts individual and organizational outcomes through work motivation, employee engagement, and social support in the workforce [13]. Therefore, the findings of this study may help to remedy the above problems. In the academic context, genuine leadership from university leaders and educators can inspire lecturers to take a more proactive role in cultivating their skills to excel in teaching and research [14, 15]. Consequently, the initial hypothesis is proposed as follows:

H₁: Influence of Authentic Leadership on Lecturer Performance.

Not only does authentic leadership directly influence performance, it has also been related to perceived organizational support (POS). POS is considered an index of the degree to which employees feel respected and cared for by their organization through the acknowledgment of their contributions and resources needed for performance improvement [16]. According to previous studies, authentic leaders can foster a more supportive work environment, elevate employee engagement, and enhance perceptions of organizational support [6]. There will be a higher level of motivation for lecturers to excel in their academic and research activities [17] if they believe their leaders are transparent and act in lecturers' interests and professional development. Thus, we propose the following hypotheses:

H₂: Authentic Leadership influences Perceived Organizational Support.

This is also one of the research pieces of evidence that helps us understand the importance of perceived organizational support in enhancing individual productivity at work. When people feel that the organization cares about them emotionally and professionally, they are likely to perform better [15]. Educational research indicates that those who feel a high level of organizational support as lecturers are more mature in their academic institutions, along with satisfaction with their jobs, which leads to more fruitful academics [11]. POS has also been indicated as a contributing factor to the retention of academic personnel and a decreased desire to change institutions [8]. Therefore, the third hypothesis is as follows:

H₃: Perceived organizational support affects lecturer performance.

Perceived organizational support can also be an independent variable, but we propose it as a mediating variable in the relationship between authentic leadership and lecturer performance. The supportive environment engendered by authentic leaders at work enhances lecturers' perceptions of organizational support [3]. According to Ladao [6] lecturers thrive better in teaching, research, and community service when they feel that the organization is concerned with their academic and professional welfare. For example, another study confirmed that authentic leadership is positively related to performance, not only directly but also indirectly, by enhancing perceived organizational support [17]. Hence, the fourth hypothesis is proposed as follows:

H₄: The relationship between Authentic Leadership and Lecture Performance is mediated by Perceived Organizational Support.

In turn, perceived organizational support can influence individual performance and the level of organizational commitment, as it plays a significant moderating role. Organizational commitment is an individual's emotional attachment to, sense of obligation to, or lack of alternatives to, their organization [7]. According to research, workers invested in their organization benefit more from that organizational support [8]. In an academic setting, higher institutional commitment becomes an avenue through which lecturers are more motivated to enhance their academic productivity if supported and endorsed by the organization [11]. Hence, the fifth hypothesis is proposed as follows:

H₅: Interaction between Organizational Commitment and Perceived Organizational Support moderates the effect on Lecture Performance.

Besides being mediated by organizational support, organizational commitment can also mediate the relationship between authentic leadership and lecturer performance. Studies have also proven that authentic leadership greatly impacts performance among individuals with high levels of organizational commitment [12]. In academia, exceptionally dedicated lecturers tend to be more zealous in responding to authentic leadership by striving towards enhanced performance in teaching and research [18]. Hence, the sixth hypothesis is proposed as follows:

H₆: Organizational Commitment (OC) and Authentic Leadership (AL) interactively moderate between Lecturer Performance (LP).

Conceptual framework of the researchIf the paper is a research paper, then materials and methods must be clear and available. If the paper is review or descriptive paper, then the necessary titles should be written.

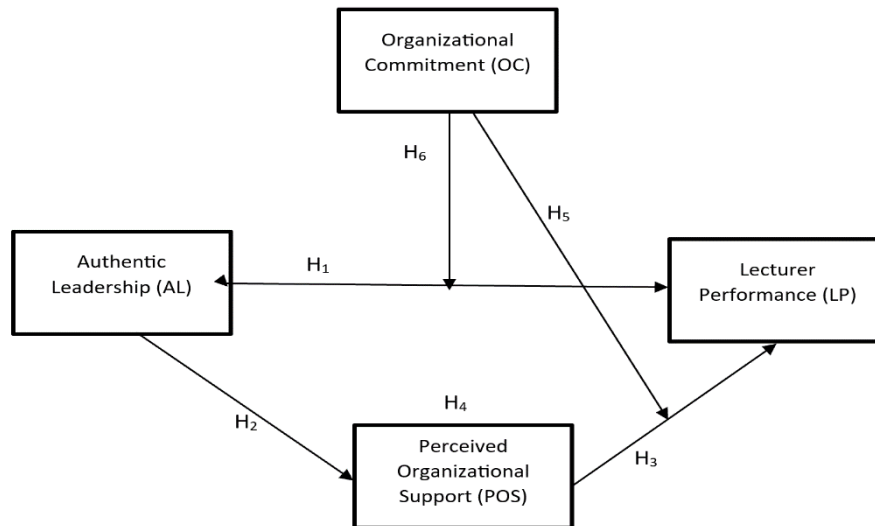


Figure 1.
Research Conceptual Framework.

3. Methodology

3.1. Research Design

This study uses a quantitative research method with a mixed-methods approach to explain the effect of authentic leadership on the performance of lecturers, more deeply based on organizational commitment and perceived organizational support as moderating and mediating variables. Testing hypotheses through a quantitative approach, identifying the relationship between variables utilizing robust statistics, with qualitative techniques applied in a limited fashion to gain rich perspectives via purposively selected interviews with lecture participants. This design is intended to produce more robust findings regarding the dynamics of academic organizations [19]. This type of explanatory research aims to test the causal relationship between variables based on and determined by theory and previous research. The research model was designed based on a literature review and previous research, which demonstrated the influence of authentic leadership on lecturer performance either directly or indirectly through perceived organizational support and organizational commitment as moderating factors [15]. Therefore, this study employed Partial Least Squares (PLS) -based Structural Equation Modeling (SEM) to examine the relationship among these variables, using SmartPLS 4 as the processing program.

3.2. Population and Sample

Populasi dalam penelitian ini adalah dosen di perguruan tinggi negeri dan swasta yang terdapat di Kalimantan Timur. According to the latest data, the total number of lecturers in this region was 689. To ensure a fair representation of PTN and PTS proportions, the research sample set was used using a proportional stratified random sampling technique. The sample size was determined based on the procedure of Hair, et al. [20] who advised that at least 10 times the largest number of indicators of the latent variable in SEM-PLS analysis should be used as the minimum number of samples. Based on the indicators used in this study, a minimum of 250 respondents were required for a representative sample.

To represent the respondents, the inclusion criteria in this study were: (1) permanent lecturers with a minimum of two years of teaching experience, (2) had an active role in research and community service, and (3) worked at institutions that had structural leadership at the faculty or university level. These criteria enabled respondents to offer credible impressions of the genuine leadership, organizational support, and organizational commitment they perceived in their academic institutions [6].

3.3. Data Collection Technique

The data for this study were obtained using a survey method that included online and offline dissemination of the structured questionnaire. We conducted online questionnaires via Google Forms, and an offline methodology was used in some universities that accepted direct filling. Moreover, face-to-face semi-structured interviews were conducted with some respondents to complement the quantitative results and explore areas that may remain hidden when using a questionnaire [19].

3.4. Research Instruments

The questionnaire employed in this study was designed based on scales validated in prior studies. Authentic leadership was assessed using the Authentic Leadership Questionnaire [21] used a scale to measure perceived organizational support. More specifically, organizational commitment is operationalized by the Three-Component Model scale originally introduced by Meyer and Allen [7]. Simultaneously, the lecturer's performance is measured using an instrument that adopts the academic productivity indicator and teaching quality model according to the standard in higher education [14]. Validity and reliability tests were conducted to ensure the reliability and validity of the precision instrument before the main data analysis was performed. Validasi menggunakan Confirmatory Factor Analysis (CFA), guna untuk

memastikan indikator yang digunakan cukup untuk variabel terukur. According to Hair, et al. [20] reliability was tested with a minimum limit of 0.7, using Cronbach's Alpha and Composite Reliability (CR) values. For convergent validity, the AVE had to be at least 0.5.

3.5. Data Analysis Technique

This approach was established because it can overcome multicollinearity issues and accommodate complex research models with a high number of indicators [20]. The analysis was conducted in three key phases. Measurement Test (Measurement Model Analysis): Measurement model analysis is useful for measuring the loading factor value, AVE, and composite reliability, which test the validity and reliability of the construct. Structural Equation Model: The relationship between research variables was tested by observing the value of the path coefficient, R-squared, and t-statistic value obtained from bootstrapping testing to assess the significant relationship between variables.

Mediated and Moderated tests: To examine the mediation effect of perceived organizational support and the moderation effect of organizational commitment, the moderated mediation analysis technique, as suggested by Hair, et al. [20] was used. It would be useful for researchers to derive a wider research plan with higher levels of precision and understanding of the relationship between independent and dependent variables, such as authentic leadership, organizational support, organizational commitment, and lecturer performance.:

4. Results

4.1. Respondents Demographic

The outcomes of the answers have generated qualities that are, in this case, the characteristics of 689 East Kalimantan public and private institution lecturers from various categories, namely sex, age, formal education, functional position, lecturer certification status, work status, years of service, and university origin. 58.06% of the respondents were male lecturers and 41.94% were female lecturers. This indicates that while there are many female academic staff in the region's universities, a gap exists in this regard, and the difference between the number of males and females is not too big. Most lecturers were 40-49 years old (29.03%) and 50-59 years old (26.13%), showing that experienced lecturers dominate the East Kalimantan teaching force. The proportion of new lecturers below 30 years of age only reached 7.26%. This indicates that recruiting new lecturers is lower than recruiting long-serving academic personnel. At the lecturer level, one must have also passed master's (50.80%) and doctoral (44.85%) degrees, so it can still be said to have a fairly high academic qualification. However, 4.35% of lecturers have only a bachelor's degree, which most likely comes from expertise or vocational programs that still allow lecturers with this qualification.

In detail, most of the lecturers who served as respondents were Lector (29.03%) and Head Lecturer (36.28%), so most of them have long experience in the world of education. Professors alone amounted to 21 (3.05%), showing that the number of professors in East Kalimantan is still small compared to other functional positions.

Seventy% of Fellow Lecturers participated in the National Certification of Higher Education and the national standard competency tests, demonstrating the ability of most academic staff to meet the standards as professional educators. Meanwhile, 27.42 percent more have not been certified, including new lecturers or lecturers who have not met the certification requirements.

Permanent lecturers (58.06%) comprised the majority of the academic lecturer staff, followed by civil servant lecturers (DPK) (7.26%), NIDK lecturers (8.71%), professional lecturers (NIDN and NIDK) (8.71%), and non-permanent lecturers (17.28%). This indicates that most academic staff have a permanent employment status, but many contract or honorary lecturers continue to teach at universities throughout East Kalimantan.

Most of the lecturers have experience of 6-10 years (29.03) and 11-15 years (29.03), which means that most of the academic staff have experience. Nevertheless, 5.81% of lecturers had worked for less than one year, which describes the generation of teaching staff in higher education institutions. Of the respondent, 65.30% were from public universities, and 34.70% came from private universities. It is still dominated more by academic citizens at the state university than at a private university in East Kalimantan.

Based on the results of this analysis, it can be concluded that in East Kalimantan, the majority of lecturers are male academic staff aged 40 years and over with a minimum education level of S2 and occupying the Functional Position of associate professor. Even though most of them are certified and the best are permanent lecturers, the number of professors is still very small. State universities have more academic staff than private universities. In this case, to develop the quality of teaching staff in universities in East Kalimantan, they should be motivated to continue their education to the doctoral level, improve the quality of certification programs, and accelerate the process of academic promotion, especially at the professor level. There is a need for an increase in the recruitment of young academic staff to ensure the future sustainability of teaching staff.

4.2. Descriptive Analysis

The results of a descriptive statistical analysis indicate that Organizational Commitment (OC), Authentic Leadership (AL), Perceived Organizational Support (POS), and Lecturer Performance (LP) have fairly high average values above 3.9, on a scale of 5. This means that, in general, the lecturer respondents in this study had levels of commitment to the organization, positive perceptions of authentic leadership, felt that they were given sufficient support from their institution, and had quite good academic performance.

Table 1.
Descriptive Statistics.

	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation
				Statistic	Std. Error	
OC	689	2.56	5.00	3.9676	0.02151	0.56466
AL	689	2.67	5.00	4.2084	0.01965	0.51590
POS	689	2.56	5.00	4.0587	0.01785	0.46842
LP	689	2.40	5.00	4.0691	0.01840	0.48292
Valid N (listwise)	689					

Specifically, the Organizational Commitment (OC) variable has a mean value of 3.9676 and a range of 2.56–5.00. The standard deviation is 0.56466, indicating that the level of commitment varies across respondents. However, in general, it was still in the fairly high category. On the other hand, the descriptive analysis of Authentic Leadership (AL) characteristics showed a mean score value of 4.2084, and the maximum and minimum questionnaire gave higher values, 5:00-2:67, with the standard deviation of respondents' answers of 0.51590, which predicted that the majority of lecturers rated the leadership in their academic environment as authentic and supportive.

The POS variable's mean value was 4.0587, with 0.46842 as the standard deviation, and the minimum and maximum values range between 2.56 and 5.00. This suggests that most respondents believe that their institution adequately supports their work. The average value of the lecturer's performance (LP) is 4.0691, with a standard deviation of 0.48292, which means that the academic achievement of teaching, research, and community service of lecturer performance tends to be in the high category with relatively small variations. This evidence shows that the academic atmosphere of higher education institutions, particularly in East Kalimantan, has generally created a conducive environment for improving instructors' performance through authentic leadership and organizational support.

4.3. Structural Equation Modeling

In this respect, Structural Equation Modeling (SEM) is commonly employed as an analytical strategy for simultaneously examining complex relationships between latent variables and their indicators [20]. PLS-SEM: SmartPLS is well suited to analyze all kinds of data, be it with a non-normal distribution, particularly small samples [22]. It incorporates both a measurement model (for validity and reliability) and a structural model (for latent-variable relationships), allowing for a comprehensive analysis of the digital readiness of education personnel [23] Statistical significance was tested by bootstrapping towards T-statistic >1.96 and P-value <0.05 , as thresholds of significant relationships [24].

4.3.1. Measurement Model Evaluation

The measurement model evaluation tests the validity and reliability of constructs in the research model using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. This model was tested for validity and reliability based on three main aspects: convergence validity, discriminant validity, and construct reliability [20].

4.3.2. Convergent Validity

Outer Loading, Composite Reliability (CR), and Average Variance Extracted (AVE) values are evaluated for Convergent validity. The analysis results indicate that the outer loading value of all indicators is greater than 0.70, except for some indicators that still have the least outer loading value, which is still acceptable. The CR values ranged between 0.888 and 0.956, suggesting high internal consistency. Additionally, the AVE value for all variables lies above the 0.50 threshold, which demonstrates that the latent variables can explain greater than 50% of the variance of the indicators utilized in the measurement [25].

Table 2.

Scale items and evaluation of the measurement model.

Indicator	Symbol	Statement	Outer Loading	CA	CR	AVE
Authentic Leadership				0.946	0.947	0.628
Self-Awareness	AL1	My leaders understand their strengths and weaknesses.	0.78			
	AL2	My leader openly accepts feedback and uses it for self-development.	0.79			
	AL3	My leaders admit mistakes and strive to correct them.	0.83			
Relational Transparency	AL4	My leader shares relevant information honestly.	0.78			
	AL5	My leader encourages discussion and two-way communication.	0.81			
	AL6	My leaders don't hide their mistakes or decisions.	0.78			
Moral Internal Process	AL7	My leader makes decisions based on strong moral principles.	0.83			
	AL8	My leader demonstrates consistency between personal values and actions taken.	0.80			
	AL9	My leader maintains integrity despite pressure or challenges.	0.79			
Balanced Information Processing	AL10	My leader collects and analyzes information from various sources before making decisions.	0.75			
	AL11	My leaders listen to and consider the different views of their followers.	0.78			
	AL12	My leader makes decisions based on careful and objective considerations.	0.78			
Organizational Support				0.888	0.899	0.534
Recognition of Contribution	POS1	I feel that the organization regularly recognizes my contributions and achievements.	0.70			
	POS2	I feel that the rewards given by the organization are sincere and meaningful.	0.82			
	POS3	I feel valued by my boss and coworkers.	0.72			
Attention to Welfare	POS4	I feel that the organization provides adequate welfare programs.	0.68			
	POS5	I feel that the organization provides the necessary support in difficult personal or family situations.	0.74			
	POS6	I feel that the organization cares about my health and safety at work.	0.78			
Trust and Fairness in Rewards	POS7	I feel that the rewards I receive are fair and equal to my contribution.	0.80			
	POS8	I feel that the performance appraisal and reward process is transparent and unbiased.	0.78			
	POS9	I feel that the reward policy is applied consistently across the organization.	0.50			
Organizational Commitment				0.953	0.956	0.730
Affective Commitment	OC1	I feel proud to be part of this organization.	0.84			
	OC2	I feel that this organization is an ideal workplace for me.	0.91			
	OC3	I feel I have a strong emotional bond with this organization.	0.89			
Ongoing Commitment	OC4	I felt that I would lose a lot of valuable things if I left the organization.	0.74			
	OC5	I felt that the costs associated with	0.85			

Indicator	Symbol	Statement	Outer Loading	CA	CR	AVE
Normative Commitment		leaving the organization were too high.				
	OC6	I felt that I had to stay in this organization because there was no better alternative.	0.85			
	OC7	I feel that I have a moral responsibility to remain in this organization.	0.90			
	OC8	I feel indebted to this organization for giving me a chance.	0.84			
Lecturer Performance	OC9	I feel obligated to live up to the expectations of this organization.	0.86			
				0.915	0.918	0.568
Teaching Performance	LP1	I have a good teaching plan and preparation.	0.69			
	LP2	I can deliver learning materials clearly and interestingly.	0.79			
	LP3	I use teaching methods that are innovative and appropriate to the needs of the students.	0.67			
	LP4	I have good interactions with students and encourage their active participation.	0.81			
Research Performance	LP5	I produce scientific publications in accredited or reputable journals.	0.72			
	LP6	I participate in national and international academic conferences.	0.72			
	LP7	I receive research funding from external institutions or agencies.	0.72			
Community Service	LP8	I participate in community service programs organized by the institution.	0.83			
	LP9	I provide training or workshops that benefit the community.	0.76			
	LP10	I provide consultation to organizations or communities in need.	0.81			

4.3.3. Discriminant Validity

The Fornell-Larcker Criterion was applied to evaluate the discriminant validity that compares the square root of AVE with correlation among constructs. As per the analysis results, each of the constructs' AVE square roots were higher than the correlation of other variables, suggesting adequate evidence of discriminant validity.

Table 3.

Discriminant validity: Fornell-Larcker Criterion.

	AL	LP	OC	POS
AL	0.792			
LP	0.743	0.754		
OC	0.497	0.516	0.854	
POS	0.727	0.964	0.576	0.731

As seen in Table 3, the AVE square root values of Authentic Leadership (0.792), Lecturer Performance (0.754), Organizational Commitment (0.854), and Organizational Support (0.731) are above all other construct correlations. This indicates that all research variables are significantly different and constructs are distinct [26].

4.3.4. Construct Reliability

Cronbach's alpha (CA) and Composite Reliability (CR) were employed to determine construct reliability for internal consistency. The indicators of the analysis Results indicate that CA values of all the variables are greater than 0.88, and CR values are more than 0.90, suggesting excellent reliability of all constructs. Therefore, this scale provides high internal consistency and construct validity across research parameters [22]. All study-independent variables satisfied PLS-SEM's validity and reliability requirements based on the measurement model assessment results. Overall, this model will be utilized for further structural analysis to test the relationship between the variables under the presumption of this study.

4.3.5. Structural Model Testing

Structural model assessment focuses on estimating the strength of the relationship between latent variables and corroborating the hypotheses in the research model. This measurement is reflected in R-square (R^2), f-square (f^2), and effect size independent variable on the dependent variable with PLS-SEM processed with SmartPLS 4 [20].

4.3.5.1. R^2 , Coefficient of Determination

This tells us how much variance in the dependent variable can be explained by the independent variable. From the analysis results obtained, the value of R^2 of Lecturer Performance (LP) is 0.937, which means that 93.7% variability in the performance of lecturers can be explained by factors in the model, and the value of Adjusted R^2 of 0.936 indicates that this model is very strong in explaining the variation that occurs. Similarly, for Perceived Organizational Support (POS), the R^2 is 0.529, which means 52.9% of the variance in POS is related to Authentic Leadership (AL) with an adjusted R^2 of 0.528 that still demonstrates the model [27].

4.3.5.2. Strength of Effect (f^2)

f-square the f-square test is an effective size measure of each relationship between variables in the model. From the analysis, f^2 indicates a very strong impact exerted by POS on LP (f^2 : 5.559). Authentic Leadership (AL) on POS (f^2 = 1.122) also had a large effect size, meaning that authentic leadership increases perceptions of organizational support. The relationship between AL and LP had f^2 = 0.075, reflecting a small-to-moderate size effect. On the other hand, the effect of OC on LP had an f^2 value of 0.055 (small effect). Of the two moderating interactions (OC \times POS on LP (f^2 = 0.004) and OC \times AL on LP (f^2 = 0.001)), the effects were very weak, so these moderating variables had little influence on the relationship between authentic leadership and lecturer performance. This means that the role of the interaction between organizational commitment, organizational support, and authentic leadership in lecturer performance is relatively weak or less relevant to this research model.

The structural model analysis indicated a strong relationship between the exogenous variables, including authentic leadership and perceived organizational support, and an endogenous variable, such as lecturer performance. The moderating effect of organizational commitment on this relationship appeared very small, so the role of organizational commitment in strengthening the relationship between authentic leadership and lecturer performance still needs to be investigated. These results can be used in a research model that lays out how leadership and organizational support influence the improvement of lecturer performance in higher education.

4.3.5.3. Q^2 , Multicollinearity (VIF), Model Fit, and Inner Model

The Q^2 value determines the predictive relevance of the model. The analysis indicates that the Q^2 value of the model is greater than 0, indicating good predictive power of the model [28]. A higher Q^2 value indicates greater predictive power of the independent variable, reducing the ratio of the variance of the Q^2 value of the independent variable to that of the dependent variable. An analysis of the Variance Inflation Factor (VIF) was conducted to detect potential multicollinearity issues in the model. According to the results, almost all indicators have a VIF value lower than 5.0, which confirms that no significant collinearity issue exists. Nevertheless, some variables in Authentic Leadership (AL3, AL6, AL7, AL9) show a VIF greater than 10 (e.g., AL9 = 37.293), signifying the existence of high multicollinearity [24]. That is why some of them will be deleted or improved (by further analysis) as VIF is high.

The inner model assessment explains the association between latent variables in the research framework. The results of the Variance Inflation Factor (VIF) indicate that there is no acute multicollinearity issue between the relationships between variables, where VIFs of between 1,000 and 3,318 surpass the assumed condition [26].

Several criteria were used to assess the model's fit, such as the standardized root mean square residual (SRMR), d_ULS, d_G, and chi-square. The SRMR results SI were SRMR = 0.087 (saturated model), indicating a good fit, and SRMR = 0.107 (estimated model) as being acceptable (accepting the 0.1 threshold of acceptable fit range described in PLS-SEM models. Infinite Chi-square and NFI:n/a imply that this model could be improved further.

The model was also found to have good predictive validity (positive Q^2) and no serious problems that can negatively impact the dependent variable due to multicollinearity, except for a few indicators with high VIF. The assessment result of the inner model indicates that the relationships among the latent variables are within an acceptable range, while the model fit (SRMR = 0.087 and 0.107) indicates a well-fitting model. However, it is worth checking for multicollinearity on indicators and using fitting tests that better suit the goals of the model fitting.

4.3.6. Hypothesis Testing, Path Coefficient Analysis

The second phase of PLS-SEM data analysis involved the assessment of path coefficients, the purpose of which was to assess the causal relationship between latent variables in the specified research model. This analysis evaluates the direct and indirect effects among independent and dependent variables and the statistical relevance of the relationships through T-statistics and P-values.

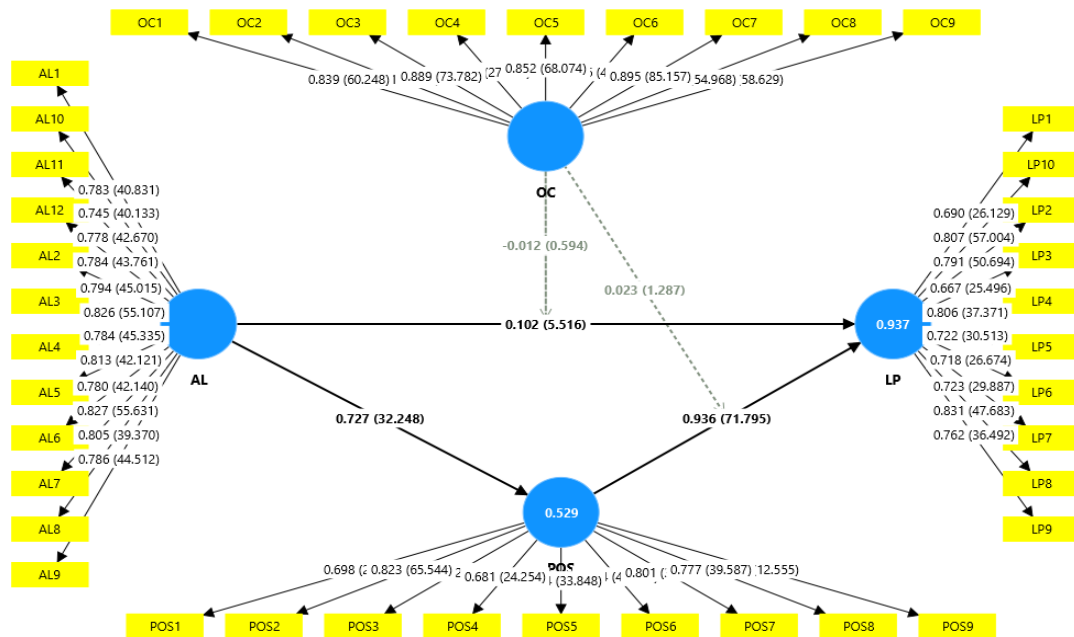


Figure 2.
SmartPLS 4 Output Results.

The analysis results indicate that hypotheses H1, H2, H3, and H6 are accepted (p -value < 0.05), implying a significant relationship between the research variables.

Table 4.
Hypothesis test results.

Hypothesis	Path Coefficient	Sample Mean	Standard Deviation	T-statistics	P-values	Results
H1: AL \rightarrow LP	0.102	0.102	0.019	5.516	0.000	Accepted
H2: AL \rightarrow POS	0.727	0.727	0.023	32.248	0.000	Accepted
H3: POS \rightarrow LP	0.936	0.936	0.013	71.795	0.000	Accepted
H4: OC \times POS \rightarrow LP	0.023	0.025	0.018	1.287	0.198	Rejected
H5: OC \times AL \rightarrow LP	-0.012	-0.013	0.020	0.594	0.552	Rejected
H6: AL \rightarrow POS \rightarrow LP	0.681	0.681	0.022	31.451	0.000	Accepted

AL has a substantial direct effect of Authentic Leadership (AL) on Lecturer Performance (LP), which is very substantial, at 0.102 path coefficients and T-statistics of 5.516. Furthermore, AL also positively influenced POS ($\beta = 0.727$, $T = 32.248$, $p < 0.001$), suggesting that authentic leaders raised perceived organizational support.

Perceived organizational support (POS) has a very strong influence on performance (LP) with $\beta = 0.936$ and T-statistics = 71.795, which shows that this variable is a very significant mediating variable in this model. The H6 model path analysis result indicates that authentic leadership (X1) has an indirect effect on lecturer performance (Y) through organizational support (Z), with a mediation coefficient value of 0.681 and a T-statistic value of 31.451, which confirms that organizational support is an important mediator.

(Note: Two moderation hypotheses (H4 & H5) were nonsignificant.) The moderating effects of OC and POS on LP yield $\beta = 0.023$ and $p = 0.198$, respectively, indicating that this moderating effect is weak and insignificant. The interaction of OC and AL on LP has a negative coefficient (-0.012), $p = 0.552$, meaning that organizational commitment does not moderate the relationship between authentic leadership and lecturer performance.

Path test results demonstrate that authentic leadership affects lecturer performance significantly, directly and indirectly, through the mediator organizational support. The moderating effect of organizational commitment was not significant in this model. Hence, universities seeking to advance lecturer performance can focus less on initiatives to enhance transactional and transformational leadership approaches, and more on initiatives directed at enhancing authentic leadership and organizational support to foster a more supportive work environment.

5. Discussion

H₁: The Influence of Authentic Leadership on Lecturer Performance.

Path analysis findings show that authentic leadership (AL) has a significant effect on lecturer performance (LP), evidenced by a path coefficient of 0.102, T-statistics = 5.516, and P-value < 0.001 . This means that the greater the level of authentic leadership perceived by lecturers, the better their performance. Authentic leaders who develop relationships of trust, lead emotional support, and promote academic innovation have a positive impact on lecturers' productivity in the fields of teaching, research, and community services.

This result aligns with prior studies that demonstrate a positive relationship between authentic leadership and individual performance across a range of organizational settings. Research in academic contexts indicates that authentic leadership, in terms of moderation, leads to improved engagement and performance among lecturers [14]. Another study demonstrated that genuine leadership not only positively affects direct performance but also promotes the feeling of job satisfaction, which then affects the reader by enhancing the quality of teaching and academic publications [3].

However, certain studies have also indicated that the effect of authentic leadership on performance could differ by cultural and organizational context. In highly autonomous academic environments, intrinsic motivation and academic freedom may play a more significant mediating role than direct leadership factors in this relationship [11]. Therefore, although past literature supports these findings, other mechanisms such as work engagement or organizational support could also strengthen the authentic leadership–lecturer performance relationship.

The findings overviewed in this article substantiate authentic leadership theory, allowing for more self-aware, transparent, and moral value-based leaders the ability to advance their subordinates' performances. Moreover, this study adds to the literature on academic leadership an empirical confirmation of the authentic orientation of collaborative academic work towards innovation as a crucial concern in higher education institutions.

These findings have significant implications for human resource management in higher education. While academic institutions have not typically implemented a clear plan for conducting leadership training and development, they should consider developing programs that emphasize dimensions of authenticity, such as transparency in the decision-making process, open communication, and emotional support for academic staff (whether they are faculty or not). Organizational policies should also be implemented to maintain an environment in which authenticity thrives, such as increased autonomy for academic leaders and systems of reward and evaluation grounded in transparency and ethics.

This finding directly strengthens Hypothesis 1 (H1), which states that authentic leadership has a positive effect on lecturer performance. Equating the results in terms of statistical significance value and analyzing the beta value alongside ($\beta=0.188$ in this case, where a positive value represents a positive relationship), we can say that the research model proved the a priori relationship claimed in the hypothesis. Nonetheless, further exploration can be achieved through the investigation of other variables as mediators (such as work engagement) or moderators (such as organizational culture) to offer a deeper understanding of the different mechanisms involved in the relationships of authentic leadership in an academic context.

H2: Authentic Leadership and Perceived Organizational Support

The analysis results indicate that authentic leadership (AL) significantly affects perceived organizational support (POS) = 0.727, T-statistics = 32.248, and P-value <0.001). This means that the more the lecturers perceive authentic leadership, the more organizational support they have. This is because authentic leaders are more likely to be transparent, act with integrity, and respond to the interests and needs of their staff, thereby enhancing the perceived level of organizational support in the academic environment.

These findings are consistent with many studies demonstrating that authentic leadership contributes to supportive work environments, increasing perceptions of organizational support. Previous research has found that authentic leaders foster trust and transparent relationships, which motivate employees to feel more appreciated and backed by their organizations [14]. In higher education, authentic leadership usually results in creating a working environment in which lecturers perceive their university or institution as recognizing their continued professional development and well-being [29].

In addition, the relationship between leadership style and work situation can produce perceived organizational support for individuals [30]. Research in other sectors shows that employees who encounter value-based, sincere, and transparent leadership are more likely to demonstrate stronger organizational commitment and engagement [6]. The findings of this study reinforce the significance of authentic leadership in strengthening perceptions of organizational support, as previously concluded.

These findings support authentic leadership theory, which states that authentic leaders lead employees to enhance their psychological well-being and engagement through organizational support [2]. These findings contribute to the body of literature examining academic leadership's impact on perceptions of university-level organizational support, leading to greater lecturers' efforts to perform well and their strong but subtle care for their institutions.

This aligns with the importance of authenticity-based leadership development for academic leaders, which universities and policymakers should emphasize further. For academic staff to feel more supported by the organization, institutions need to devise means to promote transparent, ethical, and welfare-oriented leadership. Similarly, universities should introduce policies emphasizing work-life balance, access to professional development, and transparent reward policies to make faculty feel like they receive organizational support.

These findings are consistent with Hypothesis 2 (H2) that authentic leadership influences perceived organizational support. It can be concluded that the hypothesis is accepted, and the research model effectively accepts the dependent and independent variable relationship proposed in the research question. Such findings indicate that improving authentic leadership in the academic environment could be an effective approach to strengthen lecturers' perceptions of organizational support, which contributes to better performance.

H3: Perceived Organizational Support and Its Effects on Lecturer Performance

The results confirm that perceived organizational support (POS) should have a significant impact on lecturer performance (LP) (Path coefficient=0.936, T-statistics = 71.795 and P-value <0.001). This means that if lecturers feel that their institutions support them with respect to policies, facilities, and acknowledgment of academic contributions, they will perform better. Education personnel have held a significant position as educators, while strong organizational support has

contributed to enhancing intrinsic motivation among lecturers so that they are motivated to optimize their role in education, research, and community service.

This finding resonates with the literature, which describes a positive association between organizational support and individual performance. When employees perceive that the organization supports them, they are more willing to enhance productivity and are more committed to their work [16]. In the academic context, perceived organizational support has increased lecturers' job satisfaction, which is positively associated with the quality of teaching and greater research output [14].

Moreover, studies in the field of education indicate that perceived organizational support enhances not only immediate performance but also reduces job stressors and leads to feeling more engaged in work emotionally [11]. In addition, the assurance of support that these universities provide encourages participation in teaching innovations among lecturers [29] and ultimately leads to higher dedication to academic developmental initiatives. Thus, the findings of this study support previous findings that highlight organizational support as one of the main predictors of good lecturer performance.

Such a finding affirms the Perceived Organizational Support theory numbers [21] which validates the premise that people who feel valued and supported by the organization will be more engaged and perform better. Moreover, these findings contribute to the body of evidence that organizational support is not only a motivational factor but also an essential component for producing a quality and innovative academic atmosphere in the realm of higher education.

This study has theoretical implications that may be of great importance for leaders in higher education and academic policymakers. The Colleges need to take a good, hard look in the mirror do your policies and organizational culture indicate that you are invested in academic personnel? To achieve this (to motivate lecturers), adequate facilities, recognition of academic achievements, continuous improvement of the profession, and work-life balance policies that support the lecturer's welfare can be provided. This, in turn, helps enhance the perception of organizational support while strengthening the loyalty of these lecturers to their respective institutions.

These findings directly support Hypothesis 3 (H3), which explains the positive impact of perceived organizational support on lecturer performance. Thus, the proposed hypothesis is accepted with a path coefficient level of 0.936 and a high level of significance, and the research model can successfully confirm the relationship highlighted in the research question. Lecturers may also best improve performance when universities prioritize policies or practices that enhance organizational support in institutional policies, the provision of resources, or a workplace conducive to academic development.

H4: Perceived Organizational Support as Mediator between Authentic Leadership and Lecturer Performance

It was discovered from the analysis seen in Table 4 that perceived organizational support (POS) as the mediator variable had a significant effect on the authentic leadership (AL) on the lecturer performance (LP) with a path coefficient of 0.681, T-statistics = 31.451, and P-value <0.001. These findings imply that authentic leadership is capable of directly influencing lecturer performance, in addition to enhancing perceptions of organizational support and, consequently, improving performance. A transparent, honest, and value-oriented academic leader usually creates a more supportive workplace; hence, the lecturer feels more appreciated and supported by their institution, which leads to better performance in the field of education, research, and community service.

This is consistent with other studies validating the role of perceived organizational support as an important process underlying the impact of leadership on individual performance. Research indicates that a genuine leadership style encourages a more supportive environment that motivates and inspires performance [15]. This increase in performance correlates with feelings of support from the institution, as research shows that lecturers who feel supported by the institution demonstrate greater engagement in educational duties and job satisfaction in higher education [3].

Moreover, various studies in education and business contexts have confirmed the relationship between perceived organizational support, performance improvement, stress, and job attachment [30]. Therefore, the outcome of this study provides additional support to the evidence that suggests that authentic leadership not only directly influences academic performance but also increases perceived organizational support, which plays an important role in improving the academic performance of students.

These findings contribute to authentic leadership theory by demonstrating that the beneficial impacts of authentic leadership on individual performance occur not only directly but also with mediation via organizational parameters such as perceived support. Another kind of support is perceived support, which is also a basis for Perceived Organizational Support theory. It states that people who feel supported by the organization will be more motivated to achieve their work goals [16] and will have greater performance.

The findings shed light on how universities may promote the strengthening of academic leadership without losing sight of the need for a concrete commitment on the part of the organization towards lecturers. As a result, universities should improve perceptions of organizational support by providing adequate academic facilities, embarking on continuous professional development programs, and implementing a system of rewards and recognition for lecturers' academic work. Furthermore, establishing greater open communication and closer connections between academic leaders and lecturers can enhance perceptions of organizational support and ultimately promote academic motivation and performance.

This finding provides direct support for H4, which postulated that perceived organizational support mediates the effect of authentic leadership on lecturer performance. As the value of the path coefficient was found to be 0.681 and strongly significant, we can conclude that this hypothesis is accepted. The research model confirmed the relationship proposed in the research question. This concern highlights that the academic climate and need for authentic leadership in education must be truly substantiated by institutional policies that aim to promote and provide tangible support for lecturers.

H₅: Organizational Commitment as a Moderator on the Relationship between Perceived Organizational Support and Lecturer Performance

The analysis shows that the interaction of organizational commitment (OC) and perceived organizational support (POS) does not significantly influence lecturer performance (LP), which has a path coefficient of 0.023, T-statistics = 1.287, P-value = 0.198. This means that organizational commitment does not serve as a sufficiently strong moderator in enhancing the relationship between perceived organizational support and lecturer performance. That is, while perceived organizational support has a positive direct effect on performance, varying levels of organizational commitment do not offer a substantial incremental effect in enhancing this association.

This discovery contradicts one of the earlier research findings, which indicates that if employees' organizational commitment is sufficiently high, it would enhance the effectiveness of organizational support on individual performance. Prior research has reported that employees with a high level of organizational commitment tend to respond better to organizational support [31] and improve their productivity at work. In the academic context, numerous studies have discovered that the more committed lecturers feel towards their institutions, the greater their chances of maximizing the resources that are made available and obtaining support from the respective organization for enhanced performance [29].

Conversely, some studies suggest that the moderating role of organizational commitment may not always be significant across different contexts. In the academic context, numerous studies have discovered that the more committed lecturers feel towards their institutions, the greater their chances of maximizing the resources that are made available and obtaining support from the respective organization for enhanced performance [29]. Therefore, the findings of this study suggest that organizational support is crucial to the performance of lecturers, while commitment to the organization does not reinforce this relationship.

This finding runs counter to organizational commitment theory, which assumes that increased employee commitment leads to greater responsiveness to organizational support in the form of improved performance. In an academic context, these findings indicate that factors other than organizational commitment had a more dominant effect than organizational commitment in setting the stage for strengthening lecturer performance with the effect of organizational support. Hence, theoretical arguments that could explain the relationship between organizational support and performance may require additional relevant mediation or moderation variables in an academic context.

The findings of this study have practical implications for educational institutions. The improvement in lecturer performance is not limited to organizational support and commitment towards the institution. This would enable institutions of higher education to prioritize initiatives that concentrate on enhancing the work engagement and well-being of faculty members, as opposed to merely attempting to augment organizational commitment. Realization of this objective may be possible through the provision of professional development opportunities, establishment of a more explicit reward system, and cultivation of a more collegial environment. This enhanced environment is expected to encompass academic independence.

The results of this study found that the hypothesis test of Hypothesis 5 (H₅), which states that the interaction of organizational commitment and perceived organizational support is proven to moderate the relationship between organizational culture and lecturer performance, is not significantly proven. This hypothesis was rejected (P value = 0.198 > 0.05), indicating that 47,0% is not significant. The results suggest that, in an academic context, commitment to the organization has no role in reinforcing the relationship between organizational support and performance. This opens up further studies on other variables that, from our perspective, are better able to maximize the relationship between organizational support and lecturer performance, such as work engagement, intrinsic motivation, or work-life balance.

H₆: The Organizational Commitment as a Moderator of the Relationship Between Authentic Leadership and Lecturer Performance.

The results of the analysis indicate that the interaction of organizational commitment (OC) and authentic leadership (AL), but not LP, conveys a significant impact on lecturer performance (LP) as evidenced by the path coefficient of -0.012, T-statistics = 0.594, and P-value = 0.552. This indicates that the extent of lecturers' organizational commitment does not strengthen or weaken the relationship between authentic leadership and performance. This means that although authentic leadership positively affects lecturers' performance, such influences are not significantly different based on lecturers' organizational commitment to the institution in which they work.

The findings of this study differ from those of previous studies, as organizational commitment can strengthen the relationship between leadership and individual performance. Research from business and public sector contexts shows that workers high in organizational commitment are more likely to use great leadership as a driver of their performance enhancement [31]. In contrast, within academic environments, several studies have shown that lecturers have greater independence regarding their responsibilities, possibly limiting the effect of organizational commitment on moderating leadership and performance [29].

In the field of education, research has also demonstrated that authentic leadership leads to higher performance, not through high levels of organizational commitment, but when backed by good organizational support and well-being [30]. Therefore, the results of this study report that in an academic context, the relationship between authentic leadership and lecturer performance is more affected by other factors such as intrinsic motivation, work-life balance, or work engagement than by commitment to the institution.

Many organizational commitment theorists assume that because employees with high levels of commitment to the organization are more motivated, they are more likely to respond to good leadership with higher performance. In the field of higher education, these findings imply that authentic leadership affects lecturer performance positively but is not enhanced by their level of commitment to the institution. Thus, when constructing conceptual models regarding the

relationship between authentic leadership and academic performance, it may be necessary to consider other factors as more pertinent moderators, such as job satisfaction or professional engagement.

Practically speaking, these findings highlight that universities cannot simply concentrate on enhancing lecturers' organizational commitment to perform better through authentic leadership. Instead, academic institutions should work to ensure greater disclaimers of academic independence, offer professional development opportunities, and ensure the status of shilling graduates. Moreover, even with underfunding and political constraints, adjusted models can be more effectively applied to factors that are more directly related to academic output, such as the allocation of research space per person, equity in rewards, and a work environment with an ethos of collaboration and innovation.

The next hypothesis analyzed in this research is the sixth hypothesis (H6), which states that the interaction of organizational commitment and authentic leadership moderates the relationship between the influence on lecturer performance, and the results show that it is not significantly proven. Thus, this hypothesis was rejected ($p = 0.552$). The results show that, in an academic context, the strength of the authentic leadership effect on lecturer performance is not in the level of commitment to the institution. As a result, this study opens possibilities for future research to include other more significant variables related to how authentic leadership impacts academic productivity, such as job satisfaction, professional engagement, or organizational culture.

6. Conclusion

The present study's findings have confirmed that authentic leadership positively influences lecturer performance directly and indirectly through perceived organizational support. This analysis revealed that perceived organizational support strongly mediates authentic leadership and lecturer performance. While this research has proven that organizational commitment strengthens the relationship between perceived organizational support and lecturer performance, as well as authentic leadership and lecturer performance, the findings do not prove that organizational commitment is positively moderated in the relationship. In an academic context, these results indicate that transparency and integrity-based leadership can effectively influence performance within the framework of organizational support in practice. However, the level of organizational commitment is not a moderating variable in this relationship.

Theoretically, this study contributes to the leadership literature by adding empirical evidence that authentic leadership is one of the direct determinants of performance and that authentic leadership needs to be underlined with a mediating channel, which is perceived organizational support. According to Perceived Organizational Support theory, individuals who feel valued by an organization will be more motivated to demonstrate better performance [5]. Moreover, this finding further provokes some assumptions regarding organizational commitment theory, which has until now been scrutinized as a resourceful determinant in making leadership effectively perform an impact on individual performance improvement.

From a practical perspective, the findings of this study offer insights for higher educational institutions to formulate policies based on the development of a supportive work environment for faculty members. So, if you want to see high-performing academics in your universities, then universities should plow resources into lecturer welfare policies, research support facilities, and transparent reward and recognition systems to improve perceptions of the organization's support. Moreover, academic leadership training should focus on authenticity as a part of human resource development for higher education policymakers.

In the context of policy implications, it is important that academic institutions and education policymakers create more inclusive policies supporting lecturers. This entails promoting objective performance-based policies for academic advancement and incentives, such as flexible working hours, that help improve work-life balance as well. Moreover, policies of recruitment and training of academic leadership should be oriented towards authentic leadership development, aiming to provide support for and empower academic personnel.

7. Study Limitations

Although this study is an important contribution, it has limitations that warrant consideration. First, since this study adopted a cross-sectional design, it was not possible to fully determine the causal relationships between the variables. Therefore, longitudinal studies are needed to investigate the long-term effects of authentic leadership and organizational support on lecturer performance. Second, this study was conducted on the academic environment of universities in one region; therefore, the generalization of the results to a larger academic environment requires further exploration, especially in organizations with variable organizational culture traits.

8. Recommendations for Future Research

Further studies may also investigate other variables that can strengthen the relationship between authentic leadership and lecturer performance, such as work engagement, psychological well-being, and organizational culture. Future research should examine the mediating and moderating roles of job satisfaction and intrinsic motivation in this relationship. The same approach could be used in other countries or at different educational levels, which could further help understand how authentic leadership mechanisms impact scholars from multiple academic perspectives. This will contribute to the improvement of quality representation in academic institutions, which leads to better outcomes both at the institutional and national levels, as it reduces potential risks in terms of corruption and misguided behavior from powerful figures.

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