

Servant Leadership and Personality on Performance through Organizational Culture: Evidence from Private Universities in Bekasi City

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Abstract - This study aims to explore the influence of servant leadership and personality on lecturer performance in higher education, considering organizational culture as a mediating variable. The research tool used is a cross-sectional quantitative study with a questionnaire (survey) of 250 respondents for all lecturers of Private Universities in Bekasi City using a Structural Equation Model with a mediation fit approach to prove the role of the context. This study provides empirical evidence that lecturer performance is influenced by servant leadership and personality with organizational culture as a mediating fit. The results of this analysis include positive guidance, particularly on the importance of the leader's role in empowering and encouraging lecturers through active engagement with them, and the existence of organizational principles that positively enhance college performance.

Keywords: Servant leadership, Personality, Organizational Culture, and Lecturer performance.

I. INTRODUCTION

Leadership is one of the crucial factors that influence performance in various types of organizations, including universities. One leadership style that is gaining increasing attention is servant leadership. Servant leadership emphasizes the importance of leaders to serve the needs of their team members, prioritize employee well-being and development, and build strong and supportive relationships.

On the other hand, individual personality also plays an important role in determining performance. Personality encompasses the characteristics, attitudes, and behaviors of individuals that can influence how they interact with others and how they carry out their tasks. Personality factors such as conscientiousness, emotional stability, openness to new experiences, and extroversion are known to have a significant impact on work performance.

Organizational culture, which includes shared values, norms, and practices within the organization, can be an important mediator in the relationship between leadership, personality, and performance. A strong organizational culture can amplify the positive effects of servant leadership and personality on lecturer performance. A culture that supports innovation, collaboration, and employee well-being can facilitate optimal performance by creating a work environment conducive to individual and professional development.

This study aims to examine the influence of servant leadership and personality on lecturer performance, considering the role of organizational culture as a mediating variable. By understanding these dynamics, universities can develop more effective strategies to improve lecturer performance through strengthening organizational culture and implementing appropriate leadership styles.

In general, performance, especially related to servant leadership, personality, and organizational culture has been widely researched. This can be seen from the results of data processing of research titles using the viewer application by searching for keywords "lecturer performance" in the Scopus database. In addition, literature mapping applications are used through the "open knowledge maps" website using the BASE database. The results of bibliometric analysis were used by VOSviewer in Figures 1, and 2 with the network. Production that shows the relationship between subjects. Servant leadership, personality, organizational culture, and lecturer performance



Figure 4. Organization Culture Database Scopus network view

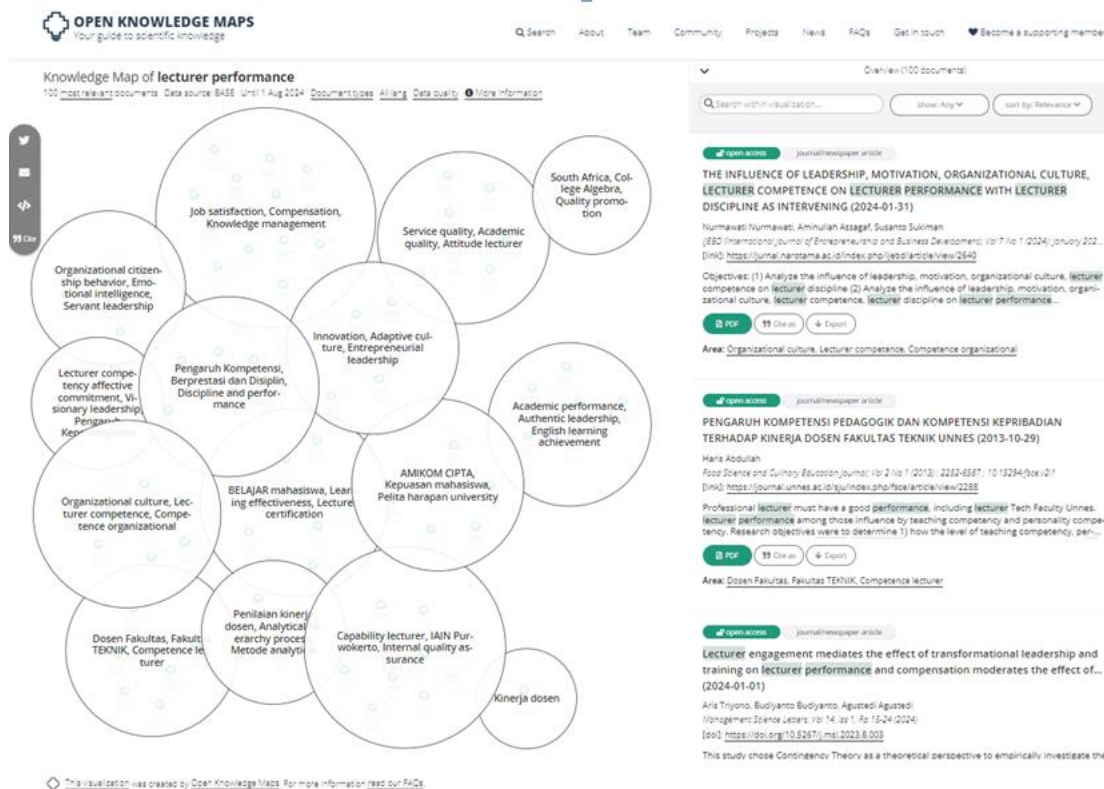


Figure 5 Lecturer Performance Open Knowledge Maps mapping results

This research is interesting because there has been no research that simultaneously examines the effect of servant leadership, personality and organizational culture on lecturer performance in Bekasi City.

Servant Leadership

Servant Leadership referred to in this study is the behavior of leaders who focus on serving the needs of team members to increase the competence and potential of their members and direct them to certain goals (Dierendonck, 2011, Bass & Riggio, 2006, Spears, 2010, Barbuto, 2014, Sousa, 2015, Sendjaya et al., 2008, Patterson, 2003, Liden et al., 2015, Robbins et al., 2017). Servant Leadership is an exogenous latent variable that is constructed by 1) Listening is an effective leader must be able to listen actively to their team members. (Larry C. Spears 1995; Bass & Riggio, 2006). 2) Empathy is Leaders must show empathy for the needs and feelings of employees. (Larry C. Spears 1995; Barbuto, 2014, Patterson 2003. 3) Healing is promoting the emotional and psychological well-being of team members (Larry C. Spears 1995). 4) Commitment to the Growth of People is a leader who supports the personal and professional development of team members. (Larry C. Spears 1995). 5) Persuasion is a leader who convinces others rather than forcing compliance so that others will do what is asked even when the leader is not present, because they believe in the shared vision (Spears, 2010, Barbuto, 2014). 6) Conceptualization is leaders who are able to see the big picture and think long-term. (Spears, 2010). 7) Stewardship is the leader as a role model in serving, where the leader prepares the organization to make a positive contribution to its environment. (Dierendonck, 2011, Spears, 2010, Barbuto, 2014, Sousa, 2015).

In the educational context, servant leadership has been identified as an effective approach to improving lecturer performance and student well-being. Research by Black (2010) shows that principals who apply servant leadership principles can create a more supportive and inclusive learning environment. In addition, servant leadership can also increase lecturers' commitment to the institution and their engagement in academic and non-academic activities.

Despite the many benefits identified, servant leadership also faces some challenges. According to Sendjaya and Sarros (2002), one of the main challenges is the perception that this leadership style is ineffective in situations that require quick and authoritative decisions. In addition, there are also criticisms stating that the concept is too idealistic and difficult to implement in practice without significant cultural changes.

Personality

The personality referred to in this study is the overall behavior of an individual with a certain tendency system that interacts with a series of instructions. The personality of the lecturer being assessed is the characteristics, tendencies and temperaments displayed as explaining the patterns of thought, emotion and behavior of a typical lecturer. The study of personality offers important insights into how individual characteristics can influence behavior and performance. Personality theories and models, such as psychoanalytic theory, the big five model, and humanistic theory, provide a framework for understanding the complexity of human personality. Accurate and reliable personality measures, such as the NEO-PI-R and MMPI, enable more in-depth assessment and application in a variety of contexts, including research, clinical, and organizational settings. The personality that is owned and inherent in each lecturer consists of 1) Conscientiousness: Lecturers who fall into this category are hardworking, diligent, organized, and persistent. 2) Extraversion: Lecturers who fall into this category tend to be more sociable, like to influence others and compete with them and are active in group activities. 3) Emotional stability: Lecturers who fall into this category have a balanced attitude, calm, focused and confident. 4) Openness to experience: Lecturers who fall into this category tend to be open, imaginative and creative. 5) Agreeableness: Lecturers who fall into this characteristic are polite, pleasant, cooperative and like to help others. (McCrae&Costa, 2005).

Organization Culture

Organizational culture in this study is a system of values, beliefs, norms, and practices that are shared by members of an organization and that shape behavior and determine how the organization works. Organizational culture affects various aspects such as employee performance, innovation, communication, and employee well-being. This concept has been the focus of extensive research in the fields of management and organizational psychology. The organizational culture referred to in this study is a system of meanings shared by members that directs the behavior, norms, values, philosophies, rules of organizational members and distinguishes the organization from other organizations. The organizational culture assessed is the values that have long been agreed upon and followed together as a guide to behavior that is implemented daily in the college where teaching. There are three dimensions of organizational culture, namely 1) Dimension Attention to outsiders. 2) Dimensions of Attention to Employees, 3) Dimensions of Work Style.

Organizational culture plays a critical role in determining organizational performance and effectiveness. An understanding of the components, models, and influences of organizational culture can assist leaders and managers in creating a positive and productive work environment. Cultural change requires a careful and planned approach to overcome existing challenges and achieve desired goals.

Lecturer Performance

Lecturer performance referred to in this study is a number of behaviors that produce results achieved by individuals (lecturers), which are in accordance with their roles and responsibilities for the achievement of organizational goals. Lecturer performance is a crucial aspect in determining the quality of higher education. This performance includes various dimensions such as teaching, research, community service, and involvement in other academic activities. Measuring and improving lecturer performance has become an important focus for many universities in an effort to improve the quality of education and competitiveness at the national and international levels.

The performance dimensions used in this study are 1) Productivity: the number of tridharma achievements that can be achieved by lecturers on work programs from study programs (education, research and service). 2) Quantity, the amount/volume of tridharma work completed by lecturers. 3) Efficiency, whether or not it is in accordance with the planned time. 4) Effectiveness, goals can be achieved with good performance. 5) The quality of the lecturer's work in completing his duties and obligations, namely tridharma while serving in higher education.

Lecturer performance is a key factor in determining the quality of higher education. The main dimensions of lecturer performance include teaching, research, community service, and academic engagement. Factors such as leadership, organizational culture, work environment, and professional development have a significant influence

on lecturer performance. By understanding and managing these factors, higher education institutions can improve lecturer performance and, in turn, the quality of education they offer.

Tabel 1. Previous Research (State of The Art)

Cites	Authors	Title	Year	GSRank
38	N.T. Thong	Dynamic interval valued neutrosophic set: Modeling decision making in dynamic environments	2019	1
28	T.S. Wibowo	Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Islamic University Lecturers' Performance	2020	2
22	D. Tanko	Shoelace pattern-based speech emotion recognition of the lecturers in distance education: ShoePat23	2022	3
19	H. Herwin	Evaluation of structural and measurement models of student satisfaction in online learning	2022	4
18	U. Rahardja	Determinants of Lecturer Performance to Enhance Accreditation in Higher Education	2020	5
14	W. Widodo	Investigating the role of innovative behavior in mediating the effect of transformational leadership and talent management on performance	2020	6
13	I. Sulis	On the Use of Student Evaluation of Teaching: A Longitudinal Analysis Combining Measurement Issues and Implications of the Exercise	2019	7
11	U.A. Abboh	High-performance work practices lecturers' performance connection: Does working condition matter?	2024	8
10	H.P.N. Putro	Adoption of e-Learning in Indonesian Higher Education: Innovation or Irritation?	2022	9
10	I. Otache	The relationship between job satisfaction, turnover intentions and performance of Nigerian polytechnic lecturers with doctorate degrees	2022	10
10	T. Jónás	Applying a fuzzy questionnaire in a peer review process	2018	11
9	Y.R. Bangun	Role of Happiness: Mediating Digital Technology and Job Performance Among Lecturers	2021	12
9	N. Agustyaningrum	Dominant Factors that Cause Students' Difficulties in Learning Abstract Algebra: A Case Study at a University in Indonesia	2020	13
9	A. Winarno	Commitment, work engagement, and research performance of lecturers, in Indonesia private universities	2019	14
8	A.D. Do	Evaluation of lecturers' performance using a novel hierarchical multi-criteria model based on an interval complex neutrosophic set	2020	15
7	S. Daulay	LECTURER PERFORMANCE DECISION SUPPORT SYSTEM USING THE TOPSIS METHOD BASED ON WEB	2020	16
7	B.S. Nugroho	Effect of Knowledge Sharing dan Leader member Exchange (LMX) and Organizational Citizenship Behavior (OCB) to Indonesian Lectures' Performance	2020	17
7	V. Siregar	Implementation of artificial neural network to assesment the lecturer's performance	2018	18
7	S. Khokhlov	Risk-oriented approach implementation in departments ranking and teaching staff motivation	2018	19
7	I. Polnaya	The evaluation of lecturer performance through soft skills, organizational culture and compensation on Private University of Ambon	2018	20

Based on the theoretical study and framework described above, the following research hypothesis can be proposed:

1. There is a positive influence of Servant Leadership on Organizational Culture

2. There is a positive influence of Personality on Organizational Culture
3. There is a positive influence of Servant Leadership on Lecturer Performance
4. There is a positive influence of Personality on Lecturer Performance
5. There is a positive influence of Organizational Culture on Lecturer performance
6. There is an indirect effect of Servant Leadership on performance through Organizational Culture
7. There is an indirect effect of Personality on performance through Organizational Culture.

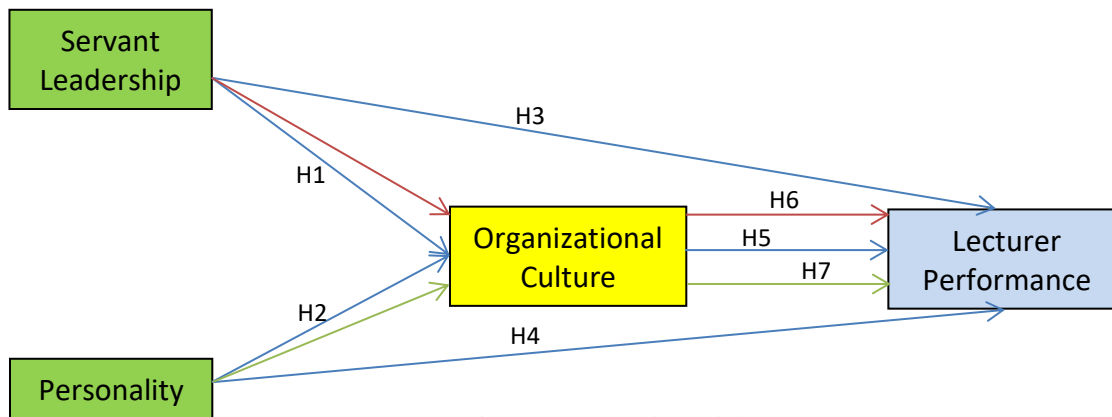


Figure 6. Research Model

II. METHOD

In this study, the effect of the relationship between the factors of servant leadership, personality, and organizational culture on the performance of permanent lecturers of private university foundations with B or Excellent institutional accreditation in Bekasi City will be analyzed. Then the research method used is the survey method, which is usually carried out by distributing questionnaires or interviews, with the aim of knowing: who they are, what they think, feel, or the tendency of an action. According to Singarimbun and Effendi (1995: 5) the survey method is a method that takes data from a population and uses a questionnaire as the main data collection tool so that survey research aims to find out the opinions of respondents, data that will be obtained from sampling in the population to be studied. A total of 74 questionnaire items were used to measure all research variables consisting of 37 questionnaire items for organizational culture, 22 questionnaire items for servant leadership and 15 questionnaire items for lecturer performance.

The respondent's answer scale used for performance and service leadership variables is an Ordinal measurement scale with five rating scales (rating scale, which consists of five answer options, namely always, often, sometimes, rarely, and never), for organizational culture variables is an Ordinal measurement scale with five rating scales (Likert scale, namely very often, often, rarely, very rarely, and never).

The unit of analysis of this research is the individual. The sampling approach used is non-probability sampling which uses the entire population in a survey (saturated sample). The research population is all permanent lecturers of private universities with B or excellent accreditation in Bekasi City, namely 650 lecturers. After the questionnaires were collected, the validity and reliability of the data were checked. The questionnaire developed originally consisted of 74 statement items, but after the validity and reliability test, 23 (twenty-three) statements remained. In other words, 51 (fifty-one) statements were excluded from the questionnaire because they did not pass the test. After the validity and reliability are met, the estimation of the measurement model of organizational culture, servant leadership and lecturer performance is carried out through the SEM model.

III. RESULT AND DISCUSSION

1. Overall Model Fit

The results of the calculation of the overall model fit test can be seen in Table 4.9. The overall model fit test in this study has a chi-square of 552.73. Chi Square statistics follow statistical tests related to significant requirements, where the smaller the chi-square value, the better the fit of the model with the data and p-value ≥ 0.05 . The Goodness Of Fit measure in this model, chi-square has a p-value of $0.13 \geq 0.05$, so it can be said that the model has a good fit.

Table 2. Overall Model Fit

GOF MEASURES	TARGET-LENGTH OF FITNESS	VALUE OBTAINED	Model Fit to Data
Chi-Square	Small value	820.74/0.00	YES

GOF MEASURES	TARGET-LENGTH OF FITNESS	VALUE OBTAINED	Model Fit to Data
	P<0.05	(P = 0.0)	
NCP	Small value	405.45	
Interval	narrow interval		YES
RMSEA	RMSEA<0.08 <i>Good fit</i>	0.079	YES
ECVI	Small value and close to the saturated	M: 2.91	YES
		S: 2.61	
		I: 39.89	
AIC	AIC Small value and close to saturated	M: 797.45	YES
		S: 650.00	
		I: 9931.64	
CAIC	Small value and close to CAIC saturated	M: 1100.39	YES
		S: 2119.47	
		I: 1044.68	
NFI	NFI>0.90 <i>good fit</i>	0.93	YES
NNFI	NNFI>0.90 <i>good fit</i>	0.95	YES
CFI	CFI>0.90 <i>good fit</i>	0.96	YES
IFI	IFI>0.90 <i>good fit</i>	0.96	YES
RFI	RFI>0.90 <i>good fit</i>	0.92	YES
Df		258	

It appears from Table 2 that the χ^2 of all subsamples shows small values and the NCP intervals have small values with narrow intervals. Likewise, the RMSEA of all sample groups has a value of 0.079, which is below the target fit (below 0.08). The ECVI, AIC, and CAIC values of all sample groups had small values and were close to saturated values rather than close to independent values. Meanwhile, the NFI, NNFI, CFI, IFI and RFI values of all sample groups were above the criterion limit of 0.90, and all were close to 1.00.

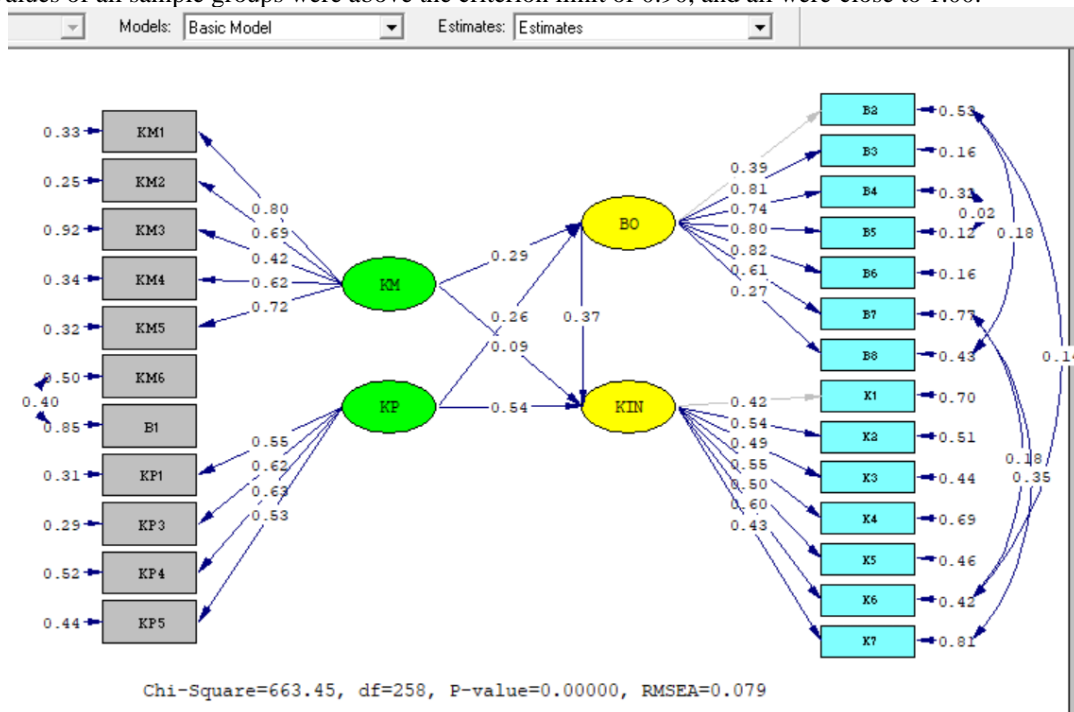


Figure 6. Overall Model Fit Test

Based on Hooper et al (2008), assessing the size of the model fit by looking at the chi-square test, RMSEA, CFI and RMSR values. Therefore, the fit test shows the model fit, it can be concluded that the model used in this study can be used as a basis for analyzing this research problem.

2. Structural Model fit

Furthermore, structural model testing will be carried out, namely testing the significance of the estimated coefficients with the coefficient representing the hypothesized causal relationship. Figure 4.2 to Figure 4.4 are the results of the structural equation based on the LISREL software.

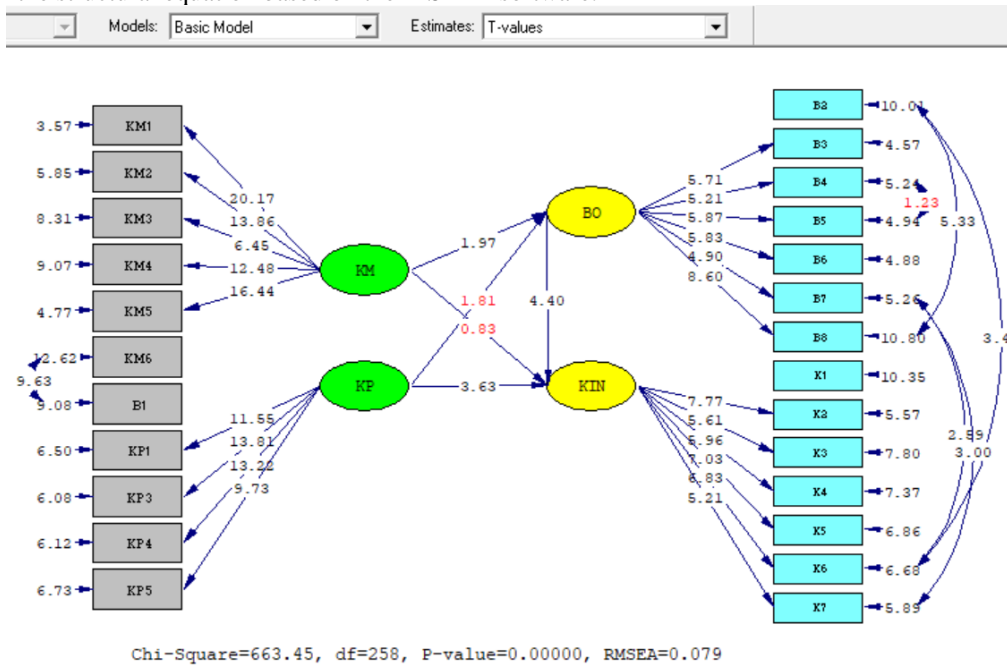


Figure 7. T statistics (T test)

Structural Equations

$$\begin{aligned}
 BO &= 0.29 * KM + 0.26 * KP, \text{ Errorvar.} = 0.75, R^2 = 0.25 \\
 &\quad (0.15) \quad (0.14) \quad (0.22) \\
 &\quad 1.97 \quad 1.81 \quad 3.34 \\
 KIN &= 0.37 * BO + 0.091 * KM + 0.54 * KP, \text{ Errorvar.} = 0.28, R^2 = 0.72 \\
 &\quad (0.084) \quad (0.11) \quad (0.15) \quad (0.10) \\
 &\quad 4.40 \quad 0.83 \quad 3.63 \quad 2.68
 \end{aligned}$$

Figure 8. Structural Equation Results

Analysis of the Direct Effect of Servant Leadership on Organizational Culture

Figures 6 and 7 show that Servant Leadership (KM) has a positive effect on Organizational Culture (BO), with a path coefficient value = 0.29, and is significant, with a T Statistic value = 1.97 > 1.96 (Hypothesis Accepted). These findings are in line with the research of Nugroho, R. (2019) who found that Servant Leadership positively influences organizational culture, which in turn improves employee performance and job satisfaction..

Analysis of the Direct Effect of Personality on Organizational Culture

Figures 6 and 7 show that Personality (KP) has a positive effect on Organizational Culture (BO), with a path coefficient value = 0.26, and is significant, with a T Statistic value = 1.81 < 1.96 (Hypothesis Rejected). These findings are in line with the research of Khan, A., & Ahmed, S. (2020) who found that there is no significant direct effect between individual personality and organizational culture, rejecting the initial hypothesis of a direct relationship. In line with the research of Smith, J., & Lewis, M. (2022) who found that the direct effect of personality on organizational culture is not significant, suggesting the existence of more complex intermediary factors in this relationship.

Analysis of the Direct Effect of Servant Leadership on Performance.

Figures 6 and 7 show that Servant Leadership has a significant direct effect on Performance with a path coefficient value = 0.091, and is significant, with a T Statistic value = 0.83 < 1.96 (Hypothesis Rejected). These findings confirm the findings of Lee, H., & Kim, J. (2021) who found that the direct effect of servant leadership on employee performance was not significant, rejecting the initial hypothesis of a direct relationship. In line with the research of Cheng, X., & Wang, L. (2019) stated that there is no significant direct effect between servant leadership and performance, indicating the need to consider mediating or moderating variables.

Analysis of the Direct Effect of Personality on Performance.

As stated in figures 6 and 7, it can be seen that in the whole sample, Personality has a significant direct effect on Performance with a path coefficient value of 0.54, and significant, with a T Statistic value = 3.63 > 1.96 (Hypothesis Accepted). These findings confirm the findings of Setyaningrum, Retno Purwani (2018) who found that a strong and positive personality has a significant effect on improving employee performance, especially through the dimensions of responsibility and openness.

Analysis of the Direct Effect of Organizational Culture on Performance.

Figures 6 and 7 show that organizational culture has a significant direct effect on performance with a path coefficient value = 0.37, and is significant, with a T statistic value = 4.40 > 1.96 (Hypothesis Accepted). These findings confirm the findings of Muhammad Zaky, 2021 who found that organizational culture has a positive and significant direct effect on employee performance. This study found that organizational culture dimensions such as values and norms play an important role in improving employee performance.

Indirect Effects of KSI on ETA		
	KM	KP
	-----	-----
BO	- -	- -
KIN	0.11	0.10
	(0.05)	(0.06)
	2.01	1.69

Figure 9 Testing Mediation or Intervening

Analysis of the indirect effect of Servant Leadership on Performance through Organizational Culture.

The indirect effect of Servant Leadership (KM) on Lecturer Performance (KIN), through Organizational Culture (BO) is 0.11. It is known that organizational culture significantly mediates (intervening) the effect of servant leadership on performance, with a T Statistical value = 2.01 > 1.96 (Intervening or Mediation Hypothesis Accepted). The results of this study are in line with the research of García, J., & Fernández, E. (2020) who assessed the indirect effect of servant leadership on employee performance through organizational culture in the context of Spanish companies. The study results show that servant leadership has a significantly positive effect on organizational culture, which in turn positively affects employee performance.

Analysis of the indirect effect of Personality on Performance through Organizational Culture.

The indirect effect of Personality on Lecturer Performance, through Organizational Culture is 0.10. It is known that organizational culture significantly mediates (intervening) the effect of personality on performance, with a statistical value of T = 1.69 < 1.96 (Intervening or Mediation Hypothesis Rejected). The results of this study are in line with the research of Kumar, S., & Singh, R. (2022) who examined the mediating effect of organizational culture in the relationship between individual personality and employee performance in Indian information technology companies. The results showed that although there is a relationship between personality and organizational culture, the indirect effect of personality on performance through organizational culture is not significant.

IV. CONCLUSION

Based on the empirical evidence obtained from this study, it provides a clear picture that the relationship between Servant Leadership and Personality with Lecturer Performance is influenced by organizational culture. In Higher Education, especially in lecturer performance, organizational culture is a fit model as a mediation that contributes to the achievement of expected lecturer performance (Venkatraman, 1989; Song et al., 2007; Bae, 2011; Parnell, 2010; Ganescu and Christina, 2012; and Acquaaah, 2013). In accordance with the identification and

formulation of the problem, this study resulted in conclusions: Kepemimpinan Melayani berpengaruh langsung positif dan signifikan terhadap budaya organisasi

1. Servant Leadership has direct effect on organizational culture
2. Personality has no direct effect on organizational culture
3. Servant Leadership has no direct effect on Performance
4. Personality has a direct effect on performance
5. Organizational Culture has a direct positive and significant effect on performance.
6. Servant Leadership has an indirect positive and significant effect on performance.
7. Personality has no indirect effect on performance

There are three important implications of this research. First, because it is proven that servant leadership has an impact on organizational culture, the managers of private universities (Bekasi City) should strengthen the capacity of PTS in implementing servant leadership, especially in the listening indicator where leaders provide feedback in every conversation. The current capacity of PTs is still relatively low so that it has not produced the expected performance such as the low performance of research and community service. Second, personality is proven to have an impact on performance, so the Bekasi City Private Higher Education Manager should strengthen the capacity of PTS in personality, especially providing examples and role models in terms of the achievements of the tri dharma of higher education. Third, servant leadership is proven to have an impact on performance through organizational culture, so the Bekasi City Private Higher Education Managers should strengthen servant leadership, especially the dimensions of listening and empathy where leaders are willing to listen and openly accept criticism.

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