

## ORGANIZATIONAL CULTURE AND LECTURER PERFORMANCE: MEDIATION OF ORGANIZATIONAL COMMITMENT

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### ABSTRAK

Kinerja mencakup hasil atau pencapaian komprehensif yang ditunjukkan oleh seorang individu dalam memenuhi tanggung jawabnya selama jangka waktu tertentu, yang mencakup berbagai hasil seperti pencapaian kerja, pencapaian target, sasaran yang ditetapkan, atau tolok ukur kinerja yang ditentukan bersama. Salah satu tujuan dari penelitian ini adalah untuk menentukan bagaimana kinerja dosen dan budaya organisasi berhubungan satu sama lain, dengan dimasukkannya komitmen organisasi sebagai variabel mediator. Penelitian ini menggunakan metode penelitian kuantitatif dan data primer yang dikumpulkan dari 61 dosen, khususnya memanfaatkan analisis rute dengan software SmartPLS versi 4.0.9.9. Pemilihan sampel yang relevan dilakukan dengan menggunakan metode purposive sampling. Temuan mengindikasikan bahwa budaya organisasi memberikan impresi yang besar dan menguntungkan secara substansial meningkatkan komitmen dosen terhadap organisasi serta memperbaiki kinerja mereka. Meskipun demikian, hasil penelitian menunjukkan bahwa komitmen organisasi tidak mempunyai dampak langsung terhadap kinerja dosen, dan tidak menjadi mediator antara budaya perusahaan dengan kinerja dosen yang menunjukkan bahwa meskipun budaya organisasi secara langsung berdampak pada kinerja dosen, pengaruhnya melalui komitmen organisasi terbatas. Hasil penelitian ini berkontribusi pada wacana yang sedang berlangsung tentang pentingnya budaya organisasi yang kuat dan komitmen dalam meningkatkan kinerja akademik di perguruan tinggi. Temuan ini juga menawarkan wawasan berharga bagi manajemen organisasi dalam memahami aspek rumit yang berdampak pada kinerja dosen, menekankan perlunya mengadopsi pendekatan komprehensif untuk menumbuhkan budaya kerja yang suportif dan efisien.

**Kata Kunci:** *Organizational Culture, Organizational Commitment, Lecturer Performance*

### ABSTRACT

*Performance encompasses the comprehensive outcomes or accomplishments demonstrated by an individual in fulfilling their responsibilities during a specific timeframe, encompassing multiple outcomes such as work achievements, target accomplishments, established goals, or jointly determined performance benchmarks. One of the objectives of this study was to determine how lecturer performance and corporate culture relate to each other, with the inclusion of commitment from the organization as a mediator variable. For the purpose of this study, quantitative research methods and primary data were gathered from 61 different instructors, specifically utilizing route analysis with the SmartPLS software version 4.0.9.9. The selection of relevant samples was done using the purposive sampling method. The results suggest that the corporate culture has a large and beneficial impact on substantially increasing lecturers' commitment to the organization and improving their performance. Nevertheless, the end outcome indicates that commitment from the organization does not have an effect directly on lecturer performance, and it makes no attempt to mediate between corporate culture and lecturer performance. It demonstrates that although the culture of a business has a direct impact on the performance of lecturers, the significance of its influence through corporate commitment is minimal. The findings of this research make a contribution to the ongoing discussion regarding the significance of robust religious groups and the commitments that these organizations have made in order to enhance the quality of academic work that is produced within the context of a university setting. These findings offer valuable insights for organizational management in comprehending the intricate aspects that impact lecturer performance, emphasizing the necessity of adopting a comprehensive approach to cultivate a supportive and efficient workplace culture.*

**Keywords:** *Organizational Culture, Organizational Commitment, Lecturer Performance.*

## 1. INTRODUCTION

### Background

Colleges are institutions of higher education that play an important role in shaping individuals, advancing knowledge, and promoting innovation in society. The college, as a learning center that provides a wide range of disciplines, is a place for students to develop their understanding of the world, acquire the skills needed to face future challenges, and connect with fellow academics. As the times evolved, the role of colleges grew, not only as a place of learning, but also as a center of research and innovation that drives progress in a variety of fields, from science to technology. Therefore, an in-depth understanding of the role, function, and dynamics of colleges is essential in exploring the challenges and opportunities in higher education in the contemporary era.

Colleges have significant obstacles with the establishment and upkeep of their company philosophy. Company values refers to a set of shared values that are collectively agreed upon by all members of the organization. (Ikhsan, 2016). Tampubolon (2015) defined organizational culture as the collective perceptions held by all employees regarding their membership in the organization. One way to characterize company culture is as a set of underlying presumptions that a group implicitly accepts, which in turn influences the group's emotions, thoughts, and responses to its surrounding environment. (Kreitner & Kinicki, 2014). An effective organizational culture has the potential to enhance organizational performance. However, complications develop when the current organizational culture fails to facilitate the accomplishment of organizational objectives. For instance, a less conducive organizational culture that does not prioritize innovation and creativity might impede the progress of educational institutions. (Ikhsan, 2016; Atambua, 2019). Organizational culture is essential for establishing an open and collaborative work environment, yet institutions frequently struggle to uphold the right principles. As stated by Jones & George (2018), a non-inclusive workplace culture might impede creativity and innovation. It has the potential to impact the caliber of education and academic investigation in higher education institutions. Furthermore, the lecturer's lack of organizational commitment might contribute to instability in the academic environment and a lack of consistency in maintaining education.

Furthermore, colleges prioritize lecturer performance as the primary means of attaining their strategic objectives. Taufik, et al (2011) contend that lecturer performance refers to the accomplishments of a lecturer, carried out within the boundaries of their designated authorities and responsibilities, with the aim of achieving educational objectives in a lawful manner, without contravening any legal regulations, and in compliance with established norms and ethical standards. The effectiveness of a lecturer is related to the level of effectiveness and productivity revealed by a lecturer in fulfilling their responsibilities within an academic setting. This encompasses various factors, such as the caliber of instruction, scholarly pursuits, engagement with the community, and administrative functions (Seldin & Miler, 2009; Centra, 2011). Nevertheless, universities are confronted with the task of upholding and enhancing the caliber of professor performance due to worldwide rivalry and swift advancements in technology and science. Insufficient lecturer performance can stem from multiple problems, such as excessive workload, inadequate institutional support, and lack of academic desire (Smith et al., 2023). Thus, in order to adequately enhance lecturer performance, it is necessary to implement a comprehensive approach that acknowledges the significance of a robust organizational culture and a firm dedication to the institution's vision and objective.

Within the context of this investigation, the commitment of the organization acts as a mediator, in particular within the framework of mediating the connection between organizational culture and performance by the lecturer. To what extent individuals feel a strong sense of obligation and loyalty towards the organization is referred to as the level of organizational commitment within the organization (Hafid & Fajariani, 2019; Sudiyono et al., 2020). Lecturers that have a strong dedication to their organization are more likely to achieve higher levels of performance. Sutrisno (2016) defines organizational commitment as the state of individuals being attached, identified, and involved with the organization. Organizational commitment is typically described as a fusion of attitude and behavior. Nevertheless, enhancing organizational commitment is a challenging endeavor. Universities have ongoing challenges in adapting to the evolving landscape of education. Consequently, lecturers frequently experience the burden of meeting several expectations, including delivering instruction, engaging in research endeavors, and contributing to administrative tasks. Excessive workload might weaken teachers' dedication to the university, thereby negatively affecting their academic performance.

The subpar performance of lecturers at Wira Medika Bali College of Health Sciences is evident due to their inadequate utilization of working hours. Furthermore, preliminary observations indicate that there are still certain instructors who lack comprehension regarding the significance of organizational culture and its appropriate implementation. A strong emotional bond has not yet been established between leaders, instructors, and students. These issues can arise from various sources, such as a lack of clarity in the organization's vision and mission, a misalignment of beliefs held by both employees and management, and unfair treatment and unclear responsibilities that can weaken member dedication. Prior, there was a lack of studies on the relationship between culture of workplaces and worker effectiveness, with several studies yielding inconsistent findings or deviating from established notions or hypotheses. The studies undertaken by Naidoo et al. (2022), Ariani (2023), Elifneh & Embilo (2023), Ghimire et al. (2023), Hasan (2023), Santika et al. (2023), Zulkifli et al. (2023), and Miao & Zhang (2024) have all reached the same conclusion: organizational culture has a substantial impact on performance. However, studies undertaken by Kirimanop et al. (2020) and Prahiawan & Ramdanyah (2021) uncovered no evidence that company culture significantly affects worker effectiveness.

The previous explanation elucidates the occurrence as well as the research deficiency concerning what the connection is between corporate culture, commitment, and how well lecturers do their jobs. The researchers were motivated to take an in-depth look at the correlation between the culture of the company and how well lecturers do their jobs, this time by using organizational commitment as a mediating factor. The researchers claim that organizational commitment has the potential to impact the correlation between organizational culture and performance.

This research greatly enhances our understanding of the interplay between organizational culture and lecturer commitment, and how it impacts lecturer performance in higher education. Higher education institutions can benefit from this study's fresh insights regarding the mediating impact of organizational commitment on improving lecturer performance. The results of this study may also help those in charge of higher education institutions foster an atmosphere that encourages creativity, efficiency, and excellence in teaching and learning.

## **Problem formulation**

### **Organizational culture and organizational commitment**

When an organization cultivates an inclusive and supportive culture that supports values aligned with common goals, its members are inclined to develop a sturdy feeling of attachment and commitment to the organization. The reason for this is that individuals have a sense of worth, receive assistance, and are provided with chances to grow both personally and professionally in a setting that strengthens a shared sense of identity. Alternatively, if an organizational culture does not align with an individual's values, it can lead to a decrease in organizational commitment. If members see a lack of compatibility with the organizational culture or believe that their wants and goals are being disregarded, their level of attachment to the organization is likely to diminish. The research undertaken by Bektiarso (2022), Sumardjo & Supriadi (2022), Affandi et al. (2023), Hassanian et al. (2023), Meliala et al. (2023), and Nguyen et al. (2023) have all found that organizational culture has a substantial influence on organizational commitment. Contrary to the findings of Logahan and Aesaria (2014), the results indicate that the culture of an organization has barely any effect on organizational commitment. After conducting a thorough analysis of the existing literature and analyzing the research findings, the following hypothesis has been formulated:

**H1:** Organizational culture has a positive influence on organizational commitment.

### **Organizational culture and lecturer performance**

The function of the culture of organizations in the academic sector is crucial in shaping the performance of lecturers. A culture that fosters transparent communication, the sharing of ideas, and the recognition of individual achievements can inspire lecturers to perform at their highest level in teaching, research, and community service. In contrast, within an unsupportive workplace culture, lecturers may experience a sense of isolation or lack of recognition, leading to a detrimental impact on their motivation and performance. Multiple research conducted by Naidoo et al. (2022), Ariani (2023), Elifneh & Embilo (2023), Ghimire et al. (2023), Hasan (2023), Santika et al. (2023), Zulkifli et al. (2023), and Miao & Zhang (2024) have determined that organizational culture has a substantial impact on performance. However, studies undertaken by Kirimanop et al. (2020) and Prahiawan & Ramdansyah (2021) found that company ethos does not have a considerable impact on performance. The following hypothesis is developed on the basis of the findings of the research and the review of the relevant literature:

**H2:** Organizational culture has a positive influence on lecturer performance.

### **Organizational commitment and lecturer performance**

Lecturers that possess robust emotional and psychological connections to their institutions demonstrate heightened commitment towards fulfilling their responsibilities, delivering high-quality instruction, making valuable contributions to research and scientific publications, and actively participating in academic and community service endeavors. The company strengthens this commitment with incentives, assistance, and opportunities for professional growth. Nevertheless, if lecturers are dissatisfied or incompatible with the corporate culture, it can lead to a drop in their dedication, which may ultimately have a negative impact on their performance. A number of research conducted by Ingsih et al. (2022), Khan et al. (2022), Wati et al. (2022), Widayani et al. (2022), Alnehabi & Al-Mekhlafi (2023), Yasmin et al. (2023), Radjab et al. (2024), and Sari et al. (2024) have found that organizational commitment has a substantial and beneficial impact on performance. Contrary to the belief that dedication to the organization makes a huge difference in performance, recent studies conducted by Maryati & Astuti (2022) and Naidoo et al. (2022) have found no evidence to support this claim. The following hypothesis is developed on the basis of the findings of the research and the review of the relevant literature:

**H3:** Organizational commitment has a positive influence on lecturer performance.

### **Organizational culture on lecturer performance mediated by organizational commitment**

Organization's commitment serves as essential in connecting company culture with enhanced employee performance. An organization's strong culture, which embodies its core principles, has a significant impact on employee dedication. The establishment of a robust emotional and psychological bond between employees and the organization, achieved via the alignment of values and the provision of a supportive work environment, serves as a catalyst for employee motivation to enhance their performance. Nonetheless, when there is a discrepancy between an individual's values and the values of an organization, it can result in a reduction in dedication and potentially have a detrimental effect on performance. Bektiarso (2022) research findings indicate that teacher performance is unaffected by organizational culture through dedication. The following hypothesis is developed on the basis of the findings of the research and the review of the relevant literature:

**H4:** Organizational commitment does not mediate the effect of organizational culture on lecturer performance.

## **2. RESEARCH METHOD**

For the purpose of this investigation, quantitative approaches are utilized, and primary data is gathered and obtained first-hand information. The study's target statistical population consisted only of lecturers employed at the Wira Medika Bali College of Health Sciences. This study employs a nonprobability sampling method known as saturation sampling, which involves including the complete population of 61 individuals.

The research results were obtained through hypothesis testing using route analysis, specifically employing the PLS technique with software SmartPLS 4.0.9.9. Following the completion of data testing and the utilization of both theoretical and empirical research to analyze the results, the findings are compiled into conclusions. Additionally, thoughts that can be considered and suggestions for future research are provided.

The study utilizes endogenous variables, specifically lecturer performance, and exogenous ones, specifically organizational culture, together with mediating variables, including organizational commitment. It is possible for a model or system to have variables that are influenced by other elements that are contained within the same model. These variables are referred to as dependent variables, which are also known as endogenous variables. Endogenous variables are interdependent variables that are influenced or affected by other components inside the system or model. These variables are the ones that are referred to as endogenous. The study focuses on the dependent variable of lecturer performance, which is assessed by factors like education and teaching, research and development, and community service. On top of that, exogenous parameters are parameters that are assumed to have been influenced by external forces that are not a part of the model or system. The externally imposed variable in question is organizational culture, which is measured by many indicators such as creativity and risk-taking, attention to detail, outcomes orientation, people orientation, team orientation, aggression, and stability.

In models and relationships, a mediating variable acts as a go-between for the two main variables—the cause and the consequence. A mediating variable describes the process by which an independent variable affects a dependent one. The mediating factors provide light on the possible pathways or intermediaries that may connect the cause and consequence variables. The mediating variable in the course of this investigation is organizational commitment, which is

assessed using three indicators: affective commitment, continuation commitment, and normative commitment.

The variables and indicators that were used in this investigation are depicted in Table 1 in the following manner:

Table 1. Operation of Research Variables  
Source: Data Processed, 2024

No.	Construct	Indicators	Source
1	Organizational Culture (X)	Creativity and risk-taking Attention to detail Outcomes orientation People orientation Team orientation Aggression Stability	Robbins (2012:80), Hasan (2023),
2	Organizational Commitment (M)	Affective commitment Continuation commitment Normative commitment	Allen and Meyer (1990), Naidoo et al. (2022),
3	Lecturer Performance (Y)	Education and teaching Research and development Community service	PP. Republik Indonesia No. 37 Tahun 2009

### 3. RESULTS AND DISCUSSION

After doing data testing using the SmartPLS software, several discoveries were made, and the table that follows provides an explanation for each of them.

Table 2. Descriptive Statistics  
Source: Data Processed, 2024

Construct	Item Code	Min	Max	Mean	Standard deviation
Organizational Culture (X)	X1	4	2	5	0.956
	X2	3	2	5	0.840
	X3	3	2	5	0.890
	X4	3	2	5	0.760
	X5	4	1	5	1.000
	X6	4	3	5	0.601
	X7	4	2	5	0.686
Organizational Commitment (M)	M1	4	2	5	0.757
	M2	4	2	5	0.875
	M3	3	1	5	0.994
Lecturer Performance (Y)	Y1	4	3	5	0.732
	Y2	4	3	5	0.712
	Y3	4	2	5	0.768

The table provided presents a concise overview of the condition and characteristics of the data for the variables under investigation. This includes information on the lowest and highest values, as well as the average and variability of the data, represented by the mean and standard deviation.

Table 3. Validity Based on Convergent Processes and Reliability Based on Internal Consistency  
 Source: Data Processed, 2024

Construct	Item Code	Outer Loading	Cronbach's alpha	CR	AVE
Organizational Culture (X)	X1	0.860	0.915	0.923	0.664
	X2	0.840			
	X3	0.823			
	X4	0.827			
	X5	0.862			
	X6	0.754			
	X7	0.727			
Organizational Commitment (M)	M1	0.841	0.832	0.840	0.748
	M2	0.873			
	M3	0.880			
Lecturer Performance (Y)	Y1	0.884	0.818	0.826	0.736
	Y2	0.907			
	Y3	0.778			

The table above was used to examine the hypotheses using a two-stage approach. Firstly, measurement models were used to assess whether the tools were valid and dependable. Secondly, structural models were used to test the formulated hypotheses. The evaluation that took place during the measurement model stage included each of the following components: evaluation of the outer loadings, evaluation of the average variance extracted (AVE), and evaluation of the composite reliability (CR). It is considered acceptable for outer loadings more than > 0.4, AVE more than > 0.5, and CR more than > 0.7 (Hair et al., 2017).

Table 4. Analyses of the Results of Testing Hypotheses  
 Source: Data Processed, 2024

Hypothesis	Path	Std. Beta	Std. Error	t-value	P-value	Confidence Interval		Decision
						5.00%	95.00%	
Direct Effect								
H1	X -> M	0.561	0.082	6.861	0.000	0.404	0.671	Supported
H2	X -> Y	0.343	0.140	2.456	0.007	0.119	0.580	Supported
H3	M -> Y	0.265	0.163	1.621	0.053	-0.013	0.524	Not Supported
Indirect Effect								
H4	X -> M -> Y	0.149	0.101	1.467	0.071	-0.008	0.323	Not Supported

The outcomes of the test dealing with direct effects, which are provided in Table 3, demonstrate that the variable representing the culture of an organization has considerable consequences for the level of commitment shown by the company. This is supported by a t-value of 6.861 and a p-

value of 0.000, confirming the hypothesis. The results of this study provide evidence that both corporate culture and lecturer performance are supportive of the hypothesis. The statistical analysis yielded a t-value of 2.456 and a p-value of 0.007. However, when it comes to organizational commitment, the results did not align with the hypothesis about lecturer performance. The t-value was 1.621 and the p-value was 0.053.

In addition, what was revealed in Table 3 provides proof that the organizational commitment variable does not have any bearing in moderating the connection to corporate culture and lecturer responsibilities. This is illustrated through studies that investigate the mediating function of organizational commitment in the connection between variables. In this research framework, the organizational commitment variable cannot be regarded a relevant mediating variable, as the t-value of the construct is 1.467 and the construct p-value is 0.071, as indicated by the significance assessment.

As the next stage, it is necessary to examine factors that are associated with the parameter as well as the value of importance of the t-statistic in order to determine the degree of significance of the hypothesized influence. This study's structural model is depicted in Figure 1, which may be seen here.

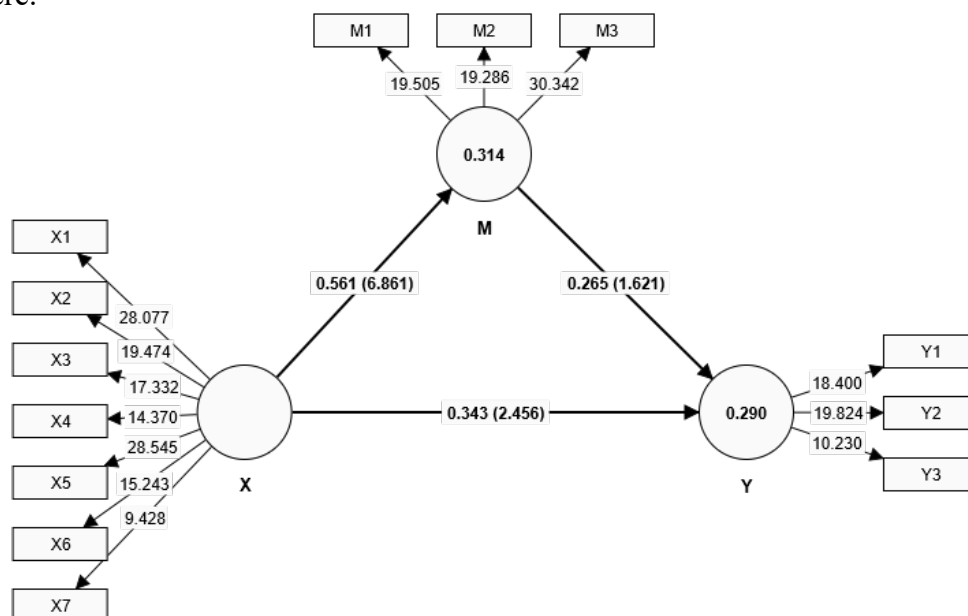


Figure 1. Initial PLS-Path Model  
 Source: Data Processed, 2024

### The effect of organizational culture on organizational commitment

Following the results of the initial hypothesis test, which show that the P-value of 0.000 is lower than the significance level of 0.05, the acceptance of the first hypothesis is confirmed. Organizational commitment is influenced by organizational culture. An optimistic culture, characterized by explicit principles and a robust work ethic, enhances employees' feelings of connection and allegiance to the firm. When employees see that their worth is recognized and that they share the same values as the firm, their likelihood of exhibiting higher amounts of significantly higher dedication, efficiency, and enthusiasm in order to actively contribute towards shared objectives increases. The findings validate that components of corporate culture, such as publicly stated beliefs and accepted standards, can enhance employee dedication, which is crucial for organizational effectiveness and longevity. This indicates the necessity of prioritizing the development of a culture that is favorable in order to improve employee engagement and



loyalty. Hence, fostering a robust and all-encompassing culture is essential for enhancing overall dedication to the firm. The correlation between this discovery and the research carried out by Bektiarso (2022), Sumardjo & Supriadi (2022), Affandi et al. (2023), Hassanian et al. (2023), Meliala et al. (2023), and Nguyen et al. (2023), all of which reached the same conclusion that corporate ethos has a substantial influence on dedication to the organization.

### **The effect of organizational culture on lecturer performance**

According to the results of the second assumption of the test, the P-value of 0.007 is substantially lower than the statistically important level of 0.05, indicating acceptance of the second piece of evidence. Organizational culture directly influences the performance of lecturers. An environment that fosters support can enhance the motivation, productivity, and dedication of lecturers in fulfilling their academic responsibilities. Lecturers who perceive their work environment as appreciative and supportive are more likely to actively engage in academic activities and demonstrate innovation in their teaching approaches. Hence, enhancing a favorable culture inside a company is critical to the process of improving lecturers' overall effectiveness and attaining superior academic objectives. This implies that investing in organizational culture has an effect not just on the well-being of lecturers but also on the quality of instruction that is generated. The correlation between this discovery and the research carried out by Naidoo et al. (2022), Ariani (2023), Elifneh & Embilo (2023), Ghimire et al. (2023), Hasan (2023), Santika et al. (2023), Zulkifli et al. (2023), and Miao & Zhang (2024), all of whom reached the conclusion that organizational culture exerts a substantial impact on performance.

### **The effect of organizational commitment on lecturer performance**

The third hypothesis test reveals a P-value of 0.053, exceeding the significance limit of 0.05. This suggests that the third hypothesis is rejected. Consequently, lecturer performance remains unaffected by organizational commitment. While employees may frequently experience a sense of attachment to their organizations, this sentiment does not necessarily translate into improved performance. In order to enhance professor performance, a comprehensive approach is required that takes into account other elements beyond just dedication. Factors such as intrinsic drive, managerial support, and a favorable work environment significantly influence the outcome. Dedicated educators may not consistently exhibit exceptional performance unless they are provided with sufficient resources and appropriate incentives. Hence, the primary emphasis for enhancing performance should be on cultivating a favorable work atmosphere and offering suitable assistance to instructors. Lecturers can be more motivated and contribute optimally to the school by establishing a supportive atmosphere. This discovery aligns with the studies conducted by Maryati & Astuti (2022) and Naidoo et al. (2022), which assert that there is no substantial relationship between organizational commitment and performance.

### **The mediating effect of organizational commitment to organizational culture on lecturer performance**

Based on the results of the fourth hypothesis test, it can be concluded that the P-value of 0.071 is greater than the significance level of 0.05, which results in the rejection of the fourth hypothesis. This suggests that organizational commitment has not effectively acted as a mediator in the connection between work culture and lecturer performance. Despite being commonly seen as a crucial factor connecting organizational culture and individual performance, organizational commitment was found to have no substantial moderating effect in the relationship between organizational culture and lecturer performance. This study demonstrates that while a favorable organizational culture can impact employees' dedication to the organization, it does not directly lead to enhanced lecturing performance. These findings question the commonly held belief that

organizational dedication inherently leads to an automatic improvement in individual productivity. However, this study emphasizes the intricate nature of the interactions between organizational and motivational elements that influence the performance of lecturers. Therefore, gaining insight into the supplementary aspects that influence the connection between ingrained corporate culture and academic performance could establish a stronger basis for creating more efficient and enduring organizational policies. This finding aligns with the research undertaken by Bektiarso (2022), which argues that business atmosphere does not have an insignificant effect on commitment, this finding is consistent with the findings.

#### **4. CONCLUSION AND RECOMMENDATION**

##### **Conclusion**

The following inferences are able to be drawn as a result of the evaluation of data analysis and empirical investigation: 1) The presence of a strong organizational culture positively influences the level of commitment employees have towards the organization. 2) Lecturers' effectiveness is boosted by an organization's robust culture. 3) However, the level of commitment employees have towards the organization does not directly affect the performance of lecturers. 4) Furthermore, organizational commitment performs no intermediary function between corporate culture and lecturer effectiveness.

Various constraints were encountered throughout the execution of this investigation. These constraints can offer guidance for future studies that concentrate on related subjects. The study highlighted two primary constraints. Firstly, the restricted sample size may impede the ability to draw comprehensive research conclusions applicable to a broader population. Furthermore, the existence of insufficient data that is not encompassed within the sample may restrict the extent of data analysis and the conclusions that may be derived from the study.

##### **Reccomendation**

Future studies must thoroughly address the various limitations of the present study. To overcome these constraints, it is advisable for future researchers to incorporate supplementary factors, such as control variables, into their research design in order to expand the breadth of the analysis. Furthermore, to enhance the reliability and generalizability of the conclusions, it is necessary to boost the amount of data being collected as well as the length of time that the research was conducted. In order to gain a deeper comprehension of the dynamics of the phenomenon being studied, researchers are advised to modify the research model by including moderating variables. This will allow for an exploration of the interaction between the variables involved.

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