





## Head school's performance: knowledge management, organizational commitment, and transformational leadership as the influencing factors to enhance

Juni Suryanadi<sup>1\*</sup>   
Burmansah<sup>2</sup>   
Hendri Ardianto<sup>3</sup>   
Poniman<sup>4</sup> 

<sup>1-4</sup> Buddhist Communication Science Department, STIAB Jinarakkhita, Lampung, Indonesia

### ABSTRACT

The leader's performance in managing schools significantly affects an organization's sustainability, which will impact the organization's progress. The leader's performance will increase if he gets influence from the leader, has knowledge in organizational management, has a commitment to the organization, and has leadership that can influence and direct and is an example for followers. This study aims to determine the performance of school coconuts through influencing factors such as knowledge management, organization commitment, and transformational leadership. This research was located at the Buddhist Senior High Schools in DKI Jakarta Province. The study used a quantitative approach with a survey method and used path analysis with SPSS 26. The unit analysis in this research was schoolteachers. The population in this study was 248 teachers and a sample of 151 teachers. The results of this study state that there is a significant effect that there is a positive and significant influence between knowledge management, organizational commitment, and transformational leadership on the performance of school principals. The results of this study are expected to help develop the school principals' ability to gain insight and knowledge in the form of actual practice in managing the school they lead.

### KEYWORDS

Scholl Leader; Performance; Knowledge Management; Organization Commitment; Transformational Leadership

Received: 1 November 2022  
Accepted: 10 December 2022  
Published: 30 January 2023

## Introduction

The school head is a professional in the school organization who has the task of managing all sources of the school organization and collaborating with teachers in educating students to achieve educational goals (Matondang, 2021). As a leader in the educational institution, the school head is entrusted with the responsibility to ensure that the school runs efficiently. The students can be provided with the best and quality education which in turn becomes an indispensable workforce for the community and the state (Robbins & Coulter, 2017). School heads, which form the core of school leadership teams, are increasingly cited as important determinants of school effectiveness. Thus, the principal plays a vital role as the prominent leader of the school and will significantly influence all aspects of the school's functioning with his behavior, personal characteristics, and biases (Melly, 2019).

This view has brought them additional scrutiny in the recent education policy debate about improving schools. In terms of performance, principals are expected to have sufficient knowledge of management, organizational commitment, and leadership to direct, motivate, and lead all school members, supported by a conducive work climate (Mardiah, 2019). The school head's performance can be observed from the willingness, ability, action, and behavior shown in completing institutional tasks. Performance is a performance process in achieving the objectives of education programs in schools. The achievement of the school head's performance is influenced by several variables, including leadership, knowledge, and educational background (Luddin, 2013). The principal's performance is influenced by adequate knowledge management. Knowledge management is also known as knowledge management (Gonzalez & Martins, 2014). Knowledge management is a blanket term that includes all policies, practices, conventions, and customs related to finding, obtaining or capturing, storing for future access, manipulating, sharing, and applying data, information, and insights to organizational work processes (Koenig, 2018).

## Literature review

Knowledge management is a managerial function responsible for the regular selection, implementation and evaluation of strategic knowledge related to organizational goals aimed at increasing organizational capability in handling knowledge internally and externally to advance organizational performance (Mukhtar et al., 2020). Knowledge management holds authority over most capabilities. This is influenced by the actions and decisions of all individuals, especially the principal's performance (Castaneda et al., 2018). In addition, the principal's performance is also strongly influenced by the organization's commitment to developing the principle of obedience, existence, involvement, and willingness to be in the organization (Bahjat Abdallah et al., 2017).

Organizational commitment is a form of identification, loyalty, and involvement expressed by employees towards the organization or unit (Gibson, Donelly, Ivancevich, 2012). In school organization, the principal as a leader is required to show a high commitment in carrying out his duties and responsibilities (Griffin, 2014). Organizational commitment is the identification of one's feeling of belonging to and towards the organization. Principals with high commitment will perform well (Meyer, J. P., & Allen, 1997). Principals who have a high commitment consistently deliver high fighting power and do not give up easily when facing various problems and obstacles in carrying out their duties.

In organizations, leadership becomes one of the factors to determine the achievement of organizational goals. Without leadership, it won't be easy to realize organizational goals. This is because no one will provide instructions, encouragement, and motivation to achieve these goals. Leadership is concerned with influencing and motivating organizational members to contribute to achieving organizational goals (Daft, 2008; Gibson et al., 2009; Steven McShane & Glinow, 2010). Transformational leadership is a leadership style in which the leader encourages and motivates his members to bring about change in the organization. Transformational leaders only focus on the future, dare to take risks, and dare to change despite challenges (Niphadkar & Kuhil, 2017).

Transformational leadership can occur when a leader takes three approaches. The approach is: First, a leader raises members' awareness about the importance of his task. Second, the leader makes his members aware of developing their respective personal competencies. Third, leaders motivate their members to work for the organization's good and not just for personal interests (George & Jones, 2012).

According to the previous research and experts above, many issues have happened in the educational institution related to the school leaders regarding the quality of performance (Mesmer-Magnus et al., 2017). The school leader's performance was impacted by how the leader understands how to manage the institution by their knowledge of management. Another previous research stated that the presence of organizational members needs commitment. The organizational commitment brought a high level of performance to the leader (Acheampong et al., 2016). The leader's organizational commitment and transformational leadership are the main factors that influence the performance more (Emmanouil et al., 2014). The researcher would like to study the school head's performance which is controlled by some essential and fundamental factors such as knowledge management, organizational commitment, and transformational leadership in the senior high school.

## Methods

### Research Setting & Approach

This study was conducted at Buddhist Senior High Schools in DKI Jakarta Province. The study was done for eight months. This study used a quantitative approach with a causal survey method based on assessing the school head's performance. This study described a survey method involving data collection to measure, evaluate, and test hypotheses or answer questions through other parties' understanding of specific problems. This survey method was useful for obtaining information by describing one or more characteristics of a particular population.

### Validity & Reliability

**Table 1.** Result of Validity Test

Instrument	N	Valid Item	Invalid Item
Performance	50	43	7
Knowledge Management	50	45	5
Organizational Commitment	45	43	2
Transformational Leadership	45	43	2

**Table 2.** Result of Reliability Test

Instrument	Valid Item	Alpha Value	Note
Performance	43	0,920	Reliable
Knowledge Management	45	0,944	Reliable
Organizational Commitment	43	0,963	Reliable
Transformational Leadership	43	0,834	Reliable

### **Research Instrument**

Performance is a measure of the quantity and quality of the contribution given by the principal for the purpose of producing work units and school organizations, namely with indicators (1) in carrying out tasks at school, (2) the principal must be able to carry out his role, (3) both as a educators (educators), (4) education managers (managers), (5) administrative implementers (administrators), (6) teacher coaches (supervisors), (7) teacher leaders (leaders), (8) change agents (innovators) , and giver of motivation (motivator).

Knowledge management is a systematic approach to managing intellectual assets and other information of teachers so as to provide a competitive advantage for organizations with indicators (1) personal knowledge, (2) job procedures, and (3) technology.

Organizational commitment is a strong desire to remain the teachers as a member of a particular school organization, the desire to strive in accordance with the wishes of the school organization and certain beliefs as well as acceptance of organizational values and goals that reflect the three components of commitment with dimensions (1) affective commitment, (2) continuance commitment, and (3) normative commitment.

Transformational leadership is one of the important factors for the success of an organization. Without school head's leadership, the existence of an school organization is difficult to survive, therefore transformational leadership of school head is described in four indicators, namely (1) Idealized influence, (2) Inspirational motivation, (3) Intellectual simulation, and (4) Individualized consideration.

This research instrument used a questionnaire and a Likert Scale approach consisting of five choice options: strongly agree, agree, undecided, disagree, and strongly disagree.

### **Participants**

The participants of this study were all teachers in the Buddhist senior high school in the DKI Jakarta Province; the total population was 248 teachers. The sampling was 151 teachers done by using the Slovin formula. All participants are homogeneous.

### **Data Collection Techniques**

To obtain data in this study, a questionnaire was used for two variables, namely Knowledge Management (X1), Organizational commitment (X2), Transformational leadership (X3), and Performance (Y). All questionnaires were filled out by teachers from Buddhist Senior High Schools throughout DKI Jakarta. All instruments in this study have passed the testing process and were analyzed through validity tests, and the test results show that all instruments have high-reliability effects. Therefore, it can be concluded that all instruments can be used in this study to collect data.

### **Data Analysis Techniques**

The data analysis techniques used in this study are descriptive statistical techniques and parametric inferential statistics and use SPSS 26. Through descriptive statistics, it will be seen, among others, data in the form of frequency distribution tables and histograms, while parametric inferential statistics will be seen, including standard deviations and its variance, as well as explain the distribution of the data in the histogram frequency distribution table. Before testing the requirements of the analysis, testing the hypothesis, first tested for normality using the Lilifors technique. Then performed regression analysis, regression significance test, and regression linearity test. Data analysis for hypothesis testing will be carried out using path analysis techniques, namely the established techniques to explain the influence between research variables.

## **Results**

### **Normality Test of Estimated Error Data (Y over X1, X2, X3)**

**Table 3.** Summary of Estimated Error Normality Test Results

No	Estimated Error	$L_{count}$	$L_{table}$	Conclusion
1	Y atas $X_1$	0,0528	0,062	Normal
2	Y atas $X_2$	0,0579	0,068	Normal
3	Y atas $X_3$	0,0527	0,064	Normal

### Significance Test and Regression Linearity

**Table 4.** Summary of Significance Test Results and Regression Linearity

Variable	Equality	Linearity test		Conclusion
		F <sub>count</sub>	F <sub>table</sub> α = 0,05	
Y towards X <sub>1</sub>	$\hat{Y} = 84,123 + 0,360X_1$	67,112 0,870	3,885 1,377	Significant and linear
Y towards X <sub>2</sub>	$\hat{Y} = 83,880 + 0,372X_2$	58,443 0,878	0,887 1,383	Significant and linear
Y towards X <sub>3</sub>	$\hat{Y} = 64,350 + 0,516X_3$	165,022 0,937	3,885 1,381	Significant and linear

From the calculation of significance and regression linearity results, it can be seen that the F<sub>count</sub> of 165,022 the value is greater than the F<sub>table</sub> of 3.885, if the significance level of = 0.05 is taken. Thus, it can be concluded that the regression equation for creativity on organizational commitment is very significant. From the regression linearity test, F<sub>table</sub> 0.937 is obtained, and this value is smaller than F<sub>count</sub> with a value of 1.381 with a significance level of = 0.05. So, it can be concluded that the regression equation for creativity on organizational commitment is significant.

### Classical Assumption Test

Test the significance and linearity of the knowledge management multiple regression equation on performance through transformational leadership

**Table 5.** ANOVA for Significance and Linearity Test of Regression Equation

Source of Varians	dk	Number of Squares	Average Sum of Squares	F <sub>count</sub>	F <sub>table</sub>	
					0,05	0,01
Total	219	3461175,000				
Regression (a)	1	68852,211				
Regression (b/a)	1	6561,637	9659,793	102,952	3,885	6,753
Remainds	217	611264,639	93,828			

From the results of the calculation of the significance and linearity of the regression, it can be seen that the F<sub>count</sub> of 102,952, the value is greater than the F<sub>table</sub> of 3.885. if taken the real level = 0.05. Thus, it can be concluded that the regression equation for creativity on transformational leadership is very significant. So the regression equation is as follows: Transformational leadership on performance through organizational commitment.

Significance Test and Linearity Equation Multiple Regression Satisfaction of Organizational Commitment to Performance Through Transformational Leadership

**Table 6.** ANOVA for Significance Test and Linearity of Multiple Regression Equations

Source of Varians	dk	Number of Squares	Average Sum of Squares	F <sub>count</sub>	F <sub>table</sub>	
					0,05	0,01
Total	219	3461175,000				
Regression (a)	1	68852,211				
Regression (b/a)	1	10623,466	8971,747	89,539	3,885	6,753
Remainds	217	50641,173	100,199			

From the results of the calculation of the significance and linearity of the regression, it can be seen that the F<sub>count</sub> of 89,539, the value is greater than the F<sub>table</sub> of 3.885. if taken the real level = 0.05. Thus, it can be concluded that the regression equation for creativity on transformational leadership is very significant. Thus the regression equation for organizational commitment on performance through transformational leadership.

Test the significance and linearity of the multiple regression equation of knowledge management on performance through organizational commitment

**Table 7.** ANOVA for Significance Test and Linearity of Multiple Regression Equation

Source of Varians	dk	Number of Squares	Average Sum of Squares	F <sub>count</sub>	F <sub>table</sub>	
					0,05	0,01
Total	219	3539741,000				
Regresi (a)	1	61636,886				

Regresi (b/a)	1	5726,150	6655,961	54,718	3,885	6,753
Sisa	217	55910,736	121,642			

From the results of the calculation of the significance and linearity of the regression, it can be seen  $F_{hitung}$  of 54,718 this value is greater than  $F_{tabel}$  of 3,885. if taken at the real level  $\alpha = 0,05$ . Thus it can be concluded that the creativity regression equation for transformational leadership is very significant. So for the transformational leadership regression equation on creativity through organizational commitment.

### Model Testing

#### Structural Path Coefficient I

**Table 8.** Path Coefficient and Path Significance Test Structure I

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1(Constant)	90,364	7,641		11,825,000	
Knowledge Management	,275	,058	,305	4,714	,000

Dependent Variable: Transformational Leadership

#### Structural Path Coefficient II

**Table 9.** Coefficient and Path Significance Test for Structure II

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1(Constant)	52,898	9,028		5,859,000	
Knowledge Management	,222	,056	,247	3,943,000	
Organizational Commitment	,340	,063	,341	5,436,000	

Dependent Variable: Transformational Leadership

#### Structural Path Coefficient III

**Table 10.** Path Coefficient and Path Significance Test structure III

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1(Constant)	38,499	6,320		6,180,000	
Knowledge Management	,181	,047	,264	5,086,000	
Organizational Commitment	,142	,053	,168	3,266,001	
Transformational Leadership	,484	,054	,488	8,789,000	

Dependent Variable: Performance

## Discussion

After performing calculations with the help of SPSS 26 and statistical analysis, it shows a direct influence of knowledge management on performance. The calculation results using path analysis and obtained  $t_{count}$  8.789 with a significance value of 0.000. This is a solid reason to accept  $H_1$  and reject  $H_0$ , because the value of  $t_{count} > t_{table}$  is (8.789 > 1.652). So it can be concluded that knowledge management directly and significantly influences performance. For standardized coefficients, Beta value is 0.488 or 48.80%. This means that performance is influenced by knowledge management by 48.80%, and the remaining 51.20 is influenced by other variables not examined in this study. These calculations follow previous research, which states that knowledge management has an essential effect on individuals and organizations (Shonubi & Akintaro, 2016). At the individual level, knowledge management is positively related to performance (Williams & Seaman, 2016). The same thing is expressed in the research results, which state that knowledge management can provide understanding and insight into performance development so that it can contribute in the form of suggestions, ideas, and new solutions to improve the organization (Lee Cooke & Saini, 2012).

Furthermore, performance is influenced by organizational commitment with its three dimensions. After performing calculations with the help of SPSS 26 and statistical analysis, it shows a direct effect of organizational commitment on performance. The calculation results using path analysis and obtained  $t_{count}$  3,266 with a significance value of 0.001. This is a solid reason to accept  $H_1$  and reject  $H_0$ , because the value of  $t_{count} > t_{table}$  is (3.266 > 1.652). So it can be concluded that organizational commitment directly and significantly affects performance. For standardized

coefficients, Beta value is 0.168 or 16.80%. This means that a organizational commitment of 16.80% influences performance and the remaining 83.20 is influenced by other variables not examined in this study. These calculations follow previous research, which states that organizational commitment has an essential effect on individuals and organizations (Uygur, 2009). Organizational commitment is positively related to performance (Noraazian & Khalip, 2016). Previous research also revealed that the results of his study stated that organizational commitment could strengthen the existence of leaders and employees in various positions that are more solid and able to survive in the organization to improve performance. (Burmansah et al., 2019). Organizational commitment can enhance the performance of both leaders and employees normatively, effectively, and continuously (Bharathi et al., 2011).

Transformational leadership also has a significant influence on performance. The calculation results using path analysis and obtained  $t_{\text{count}}$  5.086 with a significance value of 0.000. This is a strong reason to accept  $H_1$  and reject that  $H_0$ , because the value of  $t_{\text{count}} > t_{\text{table}}$  is ( $5.086 > 1.652$ ). So it can be concluded that transformational leadership has a direct and significant influence on performance. For standardized coefficients Beta value is 0.264 or 26.60%. This means that performance is influenced by transformational leadership by 26.60%, and the remaining 73.40 is influenced by other variables not examined in this study. Transformational leadership is how a leader leads with specific characteristics through example and the ability to direct and control by instance and example (Karyana & Aryani, 2021). Furthermore, based on the research results, knowledge management, organizational commitment, and transformational leadership influence the school head's performance. The result of the research was in the same direction as previous research. It shows that the school head, which has some factors like knowledge management, will help bring good governance.

## Conclusion

Based on the analysis and discussion described in the previous chapter, this study concludes that knowledge management, organizational commitment, and transformational leadership have a direct and positive effect on performance. This study also provides an overview of how the ability in management and knowledge becomes a unity in developing individuals and organizations through a leader who has knowledge management. Knowledge management can direct individuals and organizations to be more confident in one organizational unit in achieving goals. A principal can provide appropriate examples and insights to subordinates and students through transformational leadership. The limitation of this research is that it is only carried out using a survey method in a quantitative approach. It will provide a concrete picture if it is continued with qualitative research using the case study method. This research can be used as a starting point for understanding the development and improvement of principals' performance through influencing factors, especially knowledge management, organizational commitment, and transformational leadership.

## Acknowledgements

The author's thanks go to research friends, higher education institutions at STIAB Jinarakkita Lampung who have provided support in terms of opportunities and costs. The researcher also thanks the reviewers who have provided input and suggestions in this article.

## Funding

Funding support for this research was provided by the educational institution STIAB Jinarakkhita Lampung.

## References

- Acheampong, A., Muhammed, M. A., & Agyapong, K. (2016). Perceived Quality of Work Life and Work Performance among University Academic Staff. *International Journal of Current Research and Academic Review*, 4(4), 1-13. <https://doi.org/10.20546/ijcrar.2016.404.001>
- Bahjat Abdallah, A., Yousef Obeidat, B., Osama Aqqad, N., Khalil Al Janini, M. N., & Dahiyat, S. E. (2017). An Integrated Model of Job Involvement, Job Satisfaction and Organizational Commitment: A Structural Analysis in Jordan's Banking Sector. *Communications and Network*, 09(01), 28-53. <https://doi.org/10.4236/cn.2017.91002>
- Bharathi, P. S., Umaseelvi, M., & Kumar, N. S. (2011). Quality of Work Life: Perception of College Teachers. *Indian Journal of Commerce & Management Studies*, II(1).
- Burmansah, B., Sujanto, B., & Mukhtar, M. (2019). Work-life quality, job involvement, and affective commitment of school teachers. *International Journal of Recent Technology and Engineering*, 8(2 Special Issue 9), 159-164. <https://doi.org/10.35940/ijrte.B1034.0982S919>
- Castaneda, D. I., Manrique, L. F., & Cuellar, S. (2018). Is organizational learning being absorbed by knowledge management? A systematic review. *Journal of Knowledge Management*, 22(2), 299-325. <https://doi.org/10.1108/JKM-01-2017-0041>
- Daft, R. L. (2008). *Management* (Eight Edit). Thomson.
- Emmanouil, K., Osia, A., & Paraskevi-Ioanna, L. (2014). The Impact of Leadership on Teachers' Effectiveness. *International Journal of Humanities and Social Science*, 4(71), 34-39.
- George, J. M., & Jones, G. R. (2012). *Understanding and managing organizational behavior* (Sixth Edit). Prentice Hall.
- Gibson, Donnelly, Ivancevich, and R. K. (2012). *No Title*. Organizations Behavior, Structure, Processes. New York: McGraw-Hill.
- Gibson, J. L., Ivancevich, J. M., James H. Donnelly, J., & Konopaske, R. (2009). *Organizations, behavior, structure, processes* (14th ed.). McGraw-Hill Education - Europe.
- Gonzalez, R. V. D., & Martins, M. F. (2014). Knowledge management: an analysis from the organizational development. *Journal of Technology Management and Innovation*, 9(1), 131-147. <https://doi.org/10.4067/s0718-27242014000100011>

- Griffin, R. W. G. M. (2014). *Organizational Behavior: Managing People and Organizations, Eleventh Edition*. South-Western, Cengage Learning.
- Karyana, J. P. J., & Aryani, Y. A. (2021). Teacher Perception of Head of School Transformational Leadership, Transparency, and Accountability of School Financial Management. In *Corporate Leadership and Its Role in Shaping Organizational Culture and Performance* (pp. 279-295). IGI Global. <https://doi.org/10.4018/978-1-5225-8266-3.ch013>
- Lee Cooke, F., & Saini, D. S. (2012). Managing diversity in Chinese and Indian organizations: A qualitative study. *Journal of Chinese Human Resources Management*, 3(1), 16-32. <https://doi.org/10.1108/20408001211220548>
- Luddin M. (2013). Kinerja Kepala Sekolah dalam Kegiatan Bimbingan dan Konseling. *Jurnal Ilmu Pendidikan, Jilid 19, Nomor 2, Desember 2013, Hlm. 218-224*.
- M Koenig. (2018). What is KM? Knowledge Management Explained. Retrieved from. Retrieved from <http://www.kmworld.com/articles/editorial/what-is/what-is-km-knowl-edge-management-explained-122649.aspx>
- Mardiah, A. (2019). Implementasi Supervisi Akademik Kepala Sekolah Untuk Meningkatkan Kinerja Guru Di Sekolah Menengah Kejuruan. Center for Open Science. <https://doi.org/10.31219/osf.io/9zrfm>
- Matondang, L. dan S. (2021). Kinerja Kepala Sekolah sebagai Supervisor dalam Meningkatkan Profesionalisme Guru di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan, Volume 3 N*.
- Melly, M. (2019). PENGARUH KEPEMIMPINAN KEPALA SEKOLAH, STRES KERJA DAN KOMPETENSI GURU TERHADAP KINERJA GURU. In *Jurnal Ilmu Manajemen* (Vol. 6, Issue 2, p. 114). Universitas Muhammadiyah Palembang. <https://doi.org/10.32502/jimn.v6i2.1581>
- Mesmer-Magnus, J., Manapragada, A., Viswesvaran, C., & Allen, J. W. (2017). Trait mindfulness at work: a meta-analysis of the personal and professional correlates of trait mindfulness. *Human Performance*, 30(2-3). <https://doi.org/10.1080/08959285.2017.1307842>
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: theory, research, and application*. Thousand Oaks. Sage Publication.
- Mukhtar, M., Sudarmi, S., Wahyudi, M., & Burmansah, B. (2020). The information system development based on knowledge management in higher education institution. *International Journal of Higher Education*, 9(3), 98-108. <https://doi.org/10.5430/ijhe.v9n3p98>
- Niphadkar, C., & Kuhil, A. M. (2017). The New age of Transformational Leadership: Evolution and Attributes. *International Journal OfScientific & Engineering Research*, 8(6), 546-555.
- Noraazian, & Khalip. (2016). The impact of transformational leadership and teacher commitment in Malaysian public schools. *International Journal of Academic Research in Business and Social Sciences*, 6, 388-397.
- Robbins, S. P., & Coulter, M. A. (2017). *Management* (14th ed.). Pearson Education Limited.
- Shonubi, A. O., & Akintaro, A. A. (2016). The impact of effective communication on the perceptions of employees: impact of communications. *The International Journal of Social Sciences and Humanities Invention*, 3(3), 1904-1914. <https://doi.org/10.18535/ijsshi/v3i3.1>
- Steven McShane, & Glinow, M. Von. (2010). *Organizational behavior: Emerging knowledge and practice for the real world* (fifth edit). McGraw-Hill/Irwin.
- Uygur, A. (2009). A Study into Organizational Commitment and Job Involvement : An Application Towards the Personnel in the Central Organization for Ministry of Health in Turkey. *Ozean Journal of Applied Sciences*, 2(1), 113-125.
- Williams, J. J., & Seaman, A. E. (2016). The influence of ethical leadership on managerial performance: Mediating effects of mindfulness and corporate social responsibility. *Journal of Applied Business Research*, 32(3). <https://doi.org/10.19030/jabr.v32i3.9659>