



The Impact of Transformational Leadership, Transactional Leadership and Lecturers' Competence on the Performance Mediated by Motivation

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Abstract — The purpose of this study was to analyze the performance of Seskoal lecturers by observing the influence of the aspects of Transactional Leadership, Transformational Leadership, Competence, and Motivation of the lecturers as mediating variables. The research was conducted within the scope of the Naval Staff and Command School with 105 respondents consisting of Seskoal lecturers and structural officials involved in teaching, training, and nurturing activities. The data obtained were analyzed using Structural Equation Model-Partial Least Square (SEM-PLS) software. The independent variables Transformational Leadership and Transactional Leadership were found to have no direct effect on performance. Instead, the independent variables Competence and Motivation positively and significantly affected performance. This argument is due to the fact that the performance dimension in the form of the Tridarma of Higher Education has yet to be widely understood. The working period of lecturers is generally short, so the impact of the transformation has yet to be felt. It is also very rare for transactions to occur in this performance. Variable influence. The effect of the independent variable Transformational Leadership also has no positive and significant effect on motivation as the dependent variable, whereas Transactional Leadership and Competence have a positive and significant effect on Motivation. This result shows that transactions will increase lecturers' motivation, and lecturers with high competence will automatically increase their motivation. Interestingly, the indirect effect, where motivation acts as an intervening variable, shows that there is no effect of Transformational Leadership on Performance through motivation. However, vice versa for the variables Transactional Leadership and Competence affect Performance through Motivation. This result shows that the effect of the transformation has not been felt directly or indirectly as explained otherwise, for transactions will increase motivation which indirectly increases performance and competence.

Keywords — Transformational Leadership, Transactional Leadership, Competence, Motivation, and Employee Performance.

I. INTRODUCTION

Education has a very important role in forming individuals holistically. Apart from imparting academic knowledge, education also helps develop the social, emotional, and moral aspects of the individual.[1] Through education, individuals learn the values and norms prevailing in society, as well as acquire the necessary interpersonal skills to interact effectively with others.[2][3] Education also plays an important role in shaping the character and personality of individuals, helping them to develop positive attitudes, such as self-confidence, discipline and responsibility. In addition, education also has a significant role in shaping and improving society. By providing quality education to all members of society, we can create a more knowledgeable, cultured and civilized society.[4][5] Education helps reduce social inequalities, providing equal opportunities for all individuals to develop to their full potential, regardless of social, economic or ethnic background.[6] Thus, education can be a powerful instrument for reducing poverty, eliminating discrimination, and increasing equality in society. In the world of education, the role of the lecturer is very crucial. Lecturers are a key element in



providing quality education to students. Therefore, it is important for an educational institution such as the Naval Command and Staff College (Seskoal) to ensure that the performance of their lecturers remains optimal. In the context of leadership, there are several types of leadership that can affect lecturer performance. Two types of leadership that are often encountered in organizations are transformational leadership and transactional leadership.

Transformational leadership is a leadership approach that focuses on inspiring and moving people towards positive change and development.[7] Transformational leadership involves leaders who are able to inspire a strong vision, motivate and influence their subordinates to achieve high levels of performance and drive change and innovation within the organization. Leaders who practice transformational leadership focus on creating strong relationships with their followers.[8] They exhibit strong leadership characteristics such as trust, integrity, empathy and fairness. The leader also seeks to understand the needs, wants, and interests of individuals to help them reach their full potential. One important aspect of transformational leadership is the development of a clear and inspirational vision. Transformational leaders present a compelling and inspiring picture of a desired future.[9] This vision provides a clear direction and purpose for the organization and encourages followers to work towards the vision. Meanwhile, transactional leadership is a leadership style that focuses on exchanges or transactions between leaders and team members.[10] In transactional leadership, the leader rewards or punishes team members based on their accomplishments or failures in achieving set goals. This leadership style focuses on fulfilling tasks, monitoring performance, and managing transactional relationships with team members.[11] In transactional leadership, the leader sets clear goals and specific expectations for team members. They use incentives, such as bonuses or recognition, as a form of motivation to encourage team members to achieve set targets. On the other hand, if team members do not meet expectations or do not achieve targets, the leader uses appropriate punishments or sanctions as a form of disciplinary enforcement. Transactional leaders often act as managers ensuring that work is carried out according to established standards.[12] They monitor the performance of team members, provide regular feedback, and ensure that tasks are completed correctly and on time. These leaders also frequently use performance measurements, such as KPIs (Key Performance Indicators) or other performance metrics, to evaluate individual and team accomplishments as a whole. In addition, transactional leadership also involves risk management and problem solving. Transactional leaders tend to have a structured approach to dealing with situations that arise. They apply established rules, procedures and policies to minimize risks and manage problems in an efficient manner. This leader can also provide clear directions to team members to overcome obstacles or challenges that arise during the work process.

In the world of higher education, the role of lecturers is very important in directing and guiding students to achieve their learning goals. Qualified lecturers are a valuable asset for tertiary institutions, because they have the responsibility to provide quality education, develop student competencies, and contribute to academic and research development. Lecturer competence refers to the combination of knowledge, skills, attitudes, and personality traits needed to carry out teaching and mentoring tasks effectively. This competency includes aspects such as mastery of subject matter, the ability to communicate well, the ability to design and manage the learning process, and the ability to provide constructive feedback to students. One of the main competencies for lecturers is mastery of the subject matter being taught. A competent lecturer has a deep understanding of the subject he/she teaches, including the latest developments in the field. Lecturers are also expected to have the ability to apply this knowledge in ways that are relevant and interesting to students, thus facilitating their understanding. In addition, the competence of lecturers is also a factor that influences their performance. Lecturer competence includes knowledge, skills, attitudes, and experience in teaching. The higher the competence of lecturers, the more likely they are to be able to provide quality education to students. However, lecturer performance is not only influenced by leadership and competency factors.

Motivation is an internal force that drives a person to act, work hard, and achieve the desired goals. The topic of motivation has become a major concern in the fields of psychology, management, and self-development. Success in achieving goals, both in personal and professional life, often depends on the individual's level of motivation. Motivation also plays an important role in influencing lecturer performance. Motivation can increase the desire of lecturers to achieve the goals set by the organization, as well as affect their level of effort and dedication in carrying out their tasks. In the context of Seskoal, there has not been much research investigating the effect of transformational leadership, transactional leadership, and lecturer competence on lecturer performance mediated by motivation. Therefore, this study aims to fill this knowledge gap and provide a deeper understanding of the factors that influence the performance of lecturers in the military education environment. By knowing the effect of transformational leadership, transactional leadership, and lecturer competence on lecturer performance which is mediated by motivation at Seskoal, the institution can take



appropriate steps in developing and motivating their lecturers to achieve optimal performance. In addition, this research can also contribute significant knowledge in the fields of leadership, human resource management, and military education in general

II. METHOD

A. Hypothesis Development

1) **Transformational Leadership and Performance.** Transformational leadership has a positive influence on employee performance. In this context, researchers may have used a quantitative or qualitative approach to collect data from respondents consisting of employees and leaders in an organization.[13] The results of this study may indicate that transformational leadership has a significant influence on employee performance. Leaders who apply a transformational leadership style can increase employee motivation, engagement, and commitment. In a positive and supportive work atmosphere, employees may feel more motivated to make maximum contributions, face challenges better, and cooperate effectively with their co-workers. Based on the research results above, the following hypotheses can be proposed.

H1: Transformational leadership has a positive impact on employee performance.

2) **Transactional Leadership on Performance.** Transactional leadership is a leadership style that focuses on exchanges between leaders and their team members. In transactional leadership, the leader rewards or punishes team members based on their performance achievements.[14] In this context, the research aims to understand how transactional leadership affects individual performance in an organization. Such research may involve gathering data through surveys or interviews of team members and their leaders. The results of this study may indicate that transactional leadership has a significant influence on personnel performance. Leaders who apply effective transactional leadership can motivate team members to achieve performance targets by providing incentives, such as awards or promotions, in return for good work.

H2: there is a positive influence Transactional Leadership on Performance.

3) **Competence on Performance.** Individual competence refers to the combination of knowledge, skills and attitudes possessed by an individual. In the context of the service industry, individual competencies include knowledge of the products or services offered, skills in communicating with customers, ability to solve problems, flexibility, and a good attitude towards work and customers[15]. This study focuses on the service industry in Turkey, which includes sectors such as hospitality, tourism, banking, healthcare, and others. The service industry generally involves direct interaction between employees and customers, so that individual competence becomes very important in influencing the quality of services provided and customer satisfaction. The results of this study indicate that individual competence has a significant effect on employee performance in the service industry in Turkey. Employees who have higher competence tend to provide better performance in serving customers, solving problems, and adapting to changes that occur in the work environment. Based on the research results above, a hypothesis can be developed as follows.

H3: There is a positive effect of Competence on Performance.

4) **Motivation on Performance.** Motivation refers to the internal and external drives that drive individuals to act and achieve goals. It involves factors such as interests, needs, ambitions, rewards and responsibilities. Dharma's research shows that high motivation can improve individual performance.[16] When people feel motivated, they tend to have more drive and energy to complete tasks well. Motivation can also affect an individual's level of persistence, persistence, and creativity, all of which contribute to better performance. This research has practical implications that can be applied in an organizational context. With all these descriptions, the following hypothesis can be proposed.

H4: There is a positive influence of motivation on performance.

5) **Transformational Leadership on Motivation.** Transformational leaders are able to inspire their followers by displaying a clear and compelling vision. They are able to communicate challenging goals and stimulate positive emotions in their subordinates, thereby increasing their motivation to achieve goals.[17] Transformational leaders encourage their subordinates to think critically, take risks and explore new ideas. They create an environment where subordinates feel safe to express their ideas, thereby increasing the intrinsic motivation of subordinates to innovate and improve their performance.

H5: There is a positive influence between Transformational Leadership on Motivation.

6) **Transactional Leadership on Motivation.** Motivation at work refers to an individual's drive and desire to achieve goals and improve their performance. High motivation can lead to better performance, higher job satisfaction, and higher retention rates within the organization.[18] This study involves collecting data from



a number of respondents who work in various organizations. Respondents were asked to complete a questionnaire that evaluated their perceptions of the transactional leadership they received and their level of motivation at work. The results of this study indicate that there is a positive relationship between transactional leadership and motivation at work. That is, the higher the level of transactional leadership received by team members, the higher their level of motivation. This indicates that the use of incentives or rewards by leaders as a form of remuneration for good performance or achievement of goals can increase individual motivation.

H6: There is a positive influence between Transactional Leadership on Motivation.

7) **Competence on Motivation.** Individual competence has a significant influence on one's motivation. Individuals who have a high level of competence tend to be more motivated to achieve their goals. This is because good competence gives them self-confidence and personal satisfaction in doing the job, which in turn increases their motivation to perform better[19]. Individual competence can also affect motivation through factors such as recognition, rewards, and career development opportunities. Individuals who have good skills and knowledge tend to get greater recognition and appreciation from their superiors and co-workers. In addition, high competence can also open up opportunities for better career development, such as promotion or higher responsibility, which can increase individual motivation to perform better.

H7: There is a positive effect of competence on motivation.

8) **Transformational Leadership on Performance through Motivation.** Transformational leadership has an impact on employee performance through motivation. Motivation acts as a mediator between transformational leadership and employee performance. In other words, high transformational leadership is expected to increase employee motivation, which in turn will contribute to improving their performance. In the context of this study, motivation can be understood as an internal drive that influences individual behavior to achieve certain goals.[20] Motivation can come from internal factors such as needs, values and individual goals, as well as external factors such as recognition, appreciation and opportunities to grow and develop. The results of this study indicate that transformational leadership has a significant impact on employee motivation. Through idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, transformational leaders can build strong motivations in employees. Furthermore, the motivation of these employees has a positive impact on their performance.

H8: There is a positive influence of Transformational Leadership on Performance through Motivation

9) **Transactional Leadership on Performance through Motivation.** Leaders communicate clear expectations to followers and set parameters that must be met. Transactional leaders also use reward systems, such as bonuses or promotions, to drive higher levels of motivation and performance. Motivation becomes an important factor in the relationship between transactional leadership and performance.[21] When followers feel motivated, they tend to work with more enthusiasm, focus, and try to achieve the targets set by the leader. Motivation can come from gifts given by leaders, a sense of fairness in the transaction process, or recognition for good work. The results of the study show that transactional leadership has a positive effect on performance through motivation. That is, leaders who apply an effective transactional leadership style are able to increase the motivation of their followers, which in turn has an impact on improving individual or group performance.

H9: There is a positive influence of Transformational Leadership on Performance through Motivation.

10) **Competence on Performance through Motivation.** Motivation can act as a mediator between competence and performance. That is, motivation can help link the competencies possessed by individuals with the level of performance achieved. This research may involve data collection and statistical analysis to examine the relationship between competence, motivation, and performance.[22] The results of this research can provide important insights for organizations and individuals in understanding how to develop the competencies and motivation needed to improve performance. The practical implications of this research may include developing training and competency development programs, motivational strategies, or changes in performance management to achieve better results.

H10: There is a positive effect of Competence on Performance through Motivation.

11) **Framework Thinking.** A conceptual model of how theory relates to various variables identified as crucial issues is the framework. The primary objectives of this framework are to clarify the connection between the dependent variable (lecturer performance), the independent variables (competence, transformational leadership, and transactional leadership), and motivation as a mediator. The problems in this paper can be simplified as follows using this Fig. 1 framework thinking:

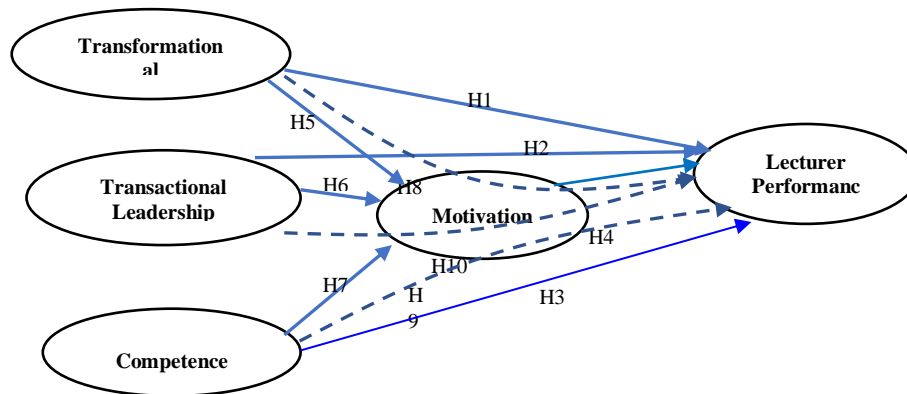


Fig. 1 Framework Thinking

B. Research Methods

This research method uses survey research methods conducted on populations with a quantitative approach using path analysis techniques using a research instrument in the form of a questionnaire with a measurement scale used, the Likert scale. The analytical tool used to answer the research hypothesis is the Structural Equation Model-Partial Least Square (SEM-PLS) with the reason that apart from providing facilities to test the direct and indirect effects of the independent variables on the dependent variable and the influence of the moderating variables in the model is because the limited number of existing samples so that they do not meet the minimum sample size requirements. Using SEM-PLS, compliance with the number of samples was carried out using the bootstrapping method (doubling the number of samples) per applicable regulations. [23]

C. Object of Research

The object of research from this research is all lecturers at Seskoal and officers who are involved in training and upbringing activities. The data source in this study used a saturated sample of all research objects totaling 105 people with the following respondent profiles. Statistically, the profiles of respondents at the education level of S1, S2, S3 and the study programs/fields taken, and the length of time they have served in Seskoal. The 105 respondents in this study can be presented in the diagram in the following table 1.

Table 1 Profile of Respondents by the Length of Service and Latest Education

Respondent Variables	Category	Total	Percentage
Length of Service	< 1 year	24	23%
	1 – 2 years	44	42%
	2 – 4 years	17	16%
	> 4 years	20	19%
Last education	D4/S1	9	9%
	S2	79	79%
	S3	17	16%

Based on Table 1, it can be seen that the respondents with the longest service period were between 1-2 years, totalling 44 people with a percentage of 42%, followed by respondents with a service period of < 1 year, 24 people or 23%, respondents with a service period of > 4 years, 19% and respondents with a service period of 2-4 years, 17 people or 16%. For the last education, respondents with master's education totalled 79 people or 79%, respondents with doctoral education were 17 people or 16%, and respondents with last degree education amounted to 9 people or 9%.

III. RESULT AND DISCUSSION

A. Research Instrument Test

Before testing the theoretical hypothesis in the structural model, the research instrument must first be tested. The processing results for validity testing for Performance variables, Transformational Leadership, Transactional Leadership, Competence, and Motivation variables produce outer-loading values > 0.5. The discriminant validity test yielded an AVE > 0.5 for all measurement dimensions. Reliability testing for

Performance variables, Transformational Leadership, Transactional Leadership, Competence, and Motivation variables produces a Cronbach alpha value > 0.6 which means that the dimensions of all variables are reliable (consistent).

Multicollinearity testing for the structural model with three independent variables, namely Transformational Leadership, Transactional Leadership, and Competence, obtained a VIF value of <10, which means that it is proven that there is no multicollinearity between the independent variables. Testing the fit model for the SEM-PLS model is shown by the coefficient of determination in Table 2.

Table 2 Model Fit Test

Independent Variable	Structural Model	
	Motivation	Performance
R ² Square	0.650	0.676
R ² Square Adjusted	0.639	0.646

From the table, it can be explained as follows, for the Motivation model, the Adjusted-Rsquare coefficient of determination is 0.639, which means that the variation of the independent variables, namely Transactional Leadership and Competence, is able to explain the variation of the dependent variable, namely Motivation, which is 63.9%, while the remaining 36.1% is a variation of the other independent variables. Affect the model but are not included in the model. In the Performance model, the adjusted R-square coefficient of determination is obtained with a value of 0.646, which means that the variation of the independent variables Transformational Leadership, Transactional Leadership, and Competence, Motivation, and Moderation of Compensation can explain the variation of the independent variables by 64.6%. In comparison, the remaining 35.4% is the variation of other independent variables that affect performance but are not included in the model.

B. Hypothesis testing

The results of hypothesis testing can be summarized in Table 3 below:

Table 3 Results of hypothesis

Hypothesis		Co-efficient	T _{statistic}	P-Value	Conclusion
H ₁	There is no positive and significant effect of Transformational Leadership on Performance.	-0.066	0.684	0.247	Unsupported Hypothesis
H ₂	There is no positive and significant effect of Transactional Leadership on Performance	-0.065	0.610	0.271	Unsupported Hypothesis
H ₃	There is a positive and significant effect of Competence on Performance	0.580	4.423	0.000	Hypothesis Supported
H ₄	There is a positive and significant effect of Motivation on Performance.	0.302	2.245	0.013	Hypothesis Supported
H ₅	There is no positive and significant effect of Transformational Leadership on Motivation	0.039	0.333	0.370	Unsupported Hypothesis
H ₆	There is a positive and significant effect of Transactional Leadership on Motivation	0.301	2.729	0.003	Hypothesis Supported
H ₇	There is a positive and significant effect of Competence on Motivation	0.669	9.167	0.000	Hypothesis Supported
H ₈	There is no positive and significant effect of Transformational Leadership on Performance through Motivation,	0.012	0.287	0.774	Unsupported Hypothesis



H ₉	There is no positive and significant effect of Transactional Leadership on Performance through Motivation	0.091	0,123	1.546	Unsupported Hypothesis
H ₁₀	There is a positive and significant effect of Competence on Performance through Motivation.	0.202	0.035	2.115	Hypothesis Supported

C. Discussion

Testing hypothesis 1 and hypothesis 2, namely to prove the positive influence between transformational and transactional leadership on performance is not proven. Some supporting research is by [24][25] with the result that Transformational Leadership does not affect employee performance, each for employees at ISS, the automotive industry, and lecturers at university Catholic Widya Mandala Surabaya. Meanwhile, the results of transactional leadership on performance following research for lecturers at the University of Riau and employees of the HVAC industry in Tangerang. First, the explanation is that the dimensions of lecturer performance in the Tridarma of Higher Education have not been widely understood, mainly research and community service aspects are not activities commonly carried out at military colleges. The second is that educational transformation requires a short process because it involves work systems and culture, even though, in general, lecturers still have a short tenure (65% <2 years). For transactional leadership, lecturers generally already have income in the form of salaries, allowances, and facilities attached to their positions, so it is very rare for a transaction or rewards the leader promises if they perform well.

For hypotheses 3 and 4, the testing shows a positive effect between competence and motivation on lecturer performance. These results support research by [26] which tested the effect of Competence on Performance with the exact dimensions, namely Pedagogic Competence, Professional Competence, Personality Competence, and Social Competence on Lecturer Performance. Further research by [27][28] concerning Work Motivation has a positive effect on performance. To explain how competence has a positive effect on performance according with the existence of five competency components, namely (1) Knowledge, (2) Skills, (3) Concepts and Values, (4) Traits (nature) and (5) Motives. From these dimensions, at least from knowledge and skills alone, it is clear that high competence in a lecturer will result in high performance as well. Discussion of motivation begins with synthesis. Motivation is a psychological force that arises from within the individual that encourages a person to take action that will give birth to a strong will and perseverance to pursue achievement to get maximum grades and results and commendable grades. Lecturers with high motivation will have the passion and willingness to work voluntarily and produce work. The willingness to do a better job will increase productivity at work. Meanwhile, lecturers with low work motivation will work as they are and make no effort to get maximum work results. The lecturer's work motivation can provide energy that drives all existing potential, creates high aspirations, and increases the spirit of togetherness.

Testing hypothesis 5 gives a positive effect of Transformational Leadership on Motivation is not proven. These results support research by [29] on the teaching staff at Widya Mandala Catholic University Surabaya and employees of Anwar Medika Hospital Sidoarjo. This discussion can be started from the dimensions. In this analysis, the dimensions of transformational leadership are Vision, Inspirational Communication, Supportive Leadership, Intellectual Stimulation, and personal recognition. As seen in the proof of Hypothesis 1, where Transformational Leadership does not affect Performance, the discussion about the Influence of Transformational leadership on Motivation is not significant. One of the reasons is that most of them have a short tenure as leaders and staff officers who generally have less than two years, so the lecturers have yet to feel the impact of the transformation process. From observations of research serving for more than five years, the clarity of the Seskoal transformation process as the highest general development educational institution in the Indonesian Navy into a postgraduate-level vocational education institution is only apparent when the Accreditation Process is about to be carried out through socialization of the vision and mission after that the transformation process is no longer walk.

Verification of Hypothesis 6 to test the positive effect of Transactional Leadership on Motivation shows positive or proven results. These results support research by [30] at the Malang Resort Police Office and the Mappi District Education Office, respectively. This discussion can be started from the dimensions of Transactional Leadership, namely 1) Contingent Rewards, 2) MBE-Active, and 3) MBE-Passive. In military organizations, a form of appreciation, criticism, and correction is commonplace. Each will carry out tasks (especially incidental ones unrelated to the work instructions). The group head will present his activity plan to



provide corrections and input. Afterward, the section head will provide an evaluation of the overall activity. In this way, MBE-Active and MBE-Passive are implemented in daily activities. Reward and punishment transactions are also carried out; for example, a ceremonial commander who performs his duties properly at a state ceremony will earn a promotion. Otherwise, failing can result in losing his position. Thus, a person's motivation to carry out their duties properly will awaken.

Hypothesis 7 to test the positive effect of competence on motivation is proven. This research supports research by [31][32] on employees of PT Thyssenkrupp. The discussion starts with the definition of competency synthesis, which means knowledge and skills and the ability to apply this knowledge or skills. Employee competency is a characteristic an individual possesses to fulfill specific criteria or positions and develop this competence. An employee must have a good attitude towards the profession. A professional carries out work according to the demands of his profession.

For this reason, someone competent in a field of work will have high motivation to carry out activities related to that work as a result of research. According to [33], motivation is the desire to make high efforts to achieve organizational goals and individual satisfaction and competence. Work will create a motivational boost. For example, someone with an educational background in sea operations and experience as a warship crew who has carried out sea security and combat operations will undoubtedly be highly motivated if assigned to teach about sea security operations to juniors or students.

Hypotheses 8 and 9 regarding the effect of Transformational and Transactional Leadership on Performance through Motivation are not proven. These results are in contrast to research [34] which shows that Transformational Leadership Style influences Performance with Work Motivation as an intervening variable in Binjai City Employees. The discussion was as before that Transformational Leadership does not affect performance through motivation as is the performance of lecturers with dimensions of research and community service, which have not become an essential part that gets the attention of lecturers. Also, most lecturers and staff have short terms of service (less than two years), so the transformation process in Seskoal, which adopted the pattern of education in higher education, such as research and scientific publications, has yet to feel the impact. The discussion on the effect of transactional leadership on performance can be explained as before that there are no transactions in increasing lecturer performance either through contingent rewards or punishments related to whether lecturer performance is carried out or not because promotions and punishments generally occur in assignments outside of the lecturer's primary duties.

Testing Hypothesis 10 regarding the effect of Competence on Performance through motivation as a mediating variable has proven significant to support research on BPS employees in West Sulawesi Province and [22] on out-of-school education. The discussion of this hypothesis refers to the Perception of Competence, which is the strongest in the Descriptive Analysis of variables and the relationship between the influences of Competence on Performance. The logical implication is that Motivation acts as a mediation of the relationship between leadership variables on Performance, as is the direct relationship in hypotheses 3 and 4, where it is proven that there is a positive influence between competence and motivation on lecturer performance.

VI. CONCLUSIONS

In conclusion, the study investigated the influence of transformational leadership, transactional leadership, and lecturers' competence on the performance of naval staff and Command School lecturers, after testing the hypotheses proposed in this study, the following conclusions can be drawn:

- 1) Transformational leadership was found to have a significant positive impact on motivation, which in turn positively influenced the performance of Naval Command and Staff College lecturers. This suggests that leaders who inspire and motivate their subordinates by providing a clear vision, setting high expectations, and encouraging innovation and personal growth can enhance their performance and effectiveness.
- 2) Transactional leadership, characterized by rewards and punishments based on performance, was also found to have a positive influence on motivation. This suggests that providing clear guidelines, offering incentives for achievement, and administering appropriate disciplinary actions can enhance motivation levels and subsequently improve the performance Naval Command and Staff College lecturers.
- 3) Lecturers' competence was identified as a significant factor influencing motivation and, consequently, performance. Lecturers who possess the necessary knowledge, skills, and expertise in their respective domains are more likely to motivate their students or subordinates. Their competence not only facilitates



effective teaching and guidance but also instills confidence and trust, which positively affects motivation and performance.

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