Impact of Leadership Style, Knowledge Sharing and Organizational Culture on Organizational Performance: Mediation of Organizational Maturity

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Abstract

Higher education institutions in the contemporary age of globalization, digital transformation, and policy reforms are increasingly under pressure to become agile and innovative and to perform sustainable in their organizations. The given study explores the leadership style, knowledge sharing, and the organizational culture influence on organizational performance and business process maturity (BPM) is used as a mediating variables. The survey was done with 294 heads of departments in the higher educational institutions through cross-sectional survey by using convenience sampling. Five-point Likert scale measures were set to measure the five constructs.The results indicate leadership style plays a significant role in driving performance in an organization using BPM, which proves that well-formulated and mature processes are successful in transforming the strategic direction into practical results. The impact of organizational culture on performance is also positive through the BPM, and the importance of working together and oriented towards improvement cultural values is prominent in helping to induce process maturity. However, in contrast, knowledge sharing had minimal mediation with BPM meaning that in the absence of formal processes, knowledge sharing solely has a limited effect on organizational performance. BPM was identified to directly positively impact organizational performance highlighting its strategic importance in harmonizing processes, streamlining operations and leveraging leadership and cultural advantages. The research has a theoretical value, as it proves the fact that BPM is an essential intermediary of organizational motives and performance.
Keywords: *Leadership Style, Knowledge Sharing, Organizational Culture, Business Process Maturity and Organizational Performance*

Introduction

1.1 Background of the Study

In the time of globalization, digital transformation and policy reforms the education sector is undergoing significant changes that demand greater organizational agility, innovation and sustained performance. Moreover, educational institutions particularly in higher education are expected to not only deliver quality education but also foster research excellence and operational efficiency and stakeholder satisfaction. As a result, enhancing organizational performance has become a strategic priority for universities colleges and schools (Hussaini, Shehu, & Dagawa, 2024). Further, achieving high level of performance in educational institutions establishes on various interrelated factors among which leadership style, knowledge sharing and organizational culture play a pivotal role. Effective leadership provides vision, direction, motivation and knowledge sharing promotes collaboration and continuous improvement and strong organizational culture fosters a shared sense of purpose and values. Together, these elements shape how educational institutions function internally and respond to external challenges (Manzoor & Zhang, 2024). Leadership style in particular has been shown to influence how decisions are made, how organizational performance is measured and how people within organization are managed. Additionally, in the education sector institutions is influenced by leader's individual traits the nature of academic and administrative tasks the need of faculty and staff and the prevailing institutional culture. In the context of education, studies have also explored how leadership style affects staff performance, particularly when considering the institution's capacity for innovation and its ability to adapt to dynamic educational environment. The effectiveness of educational leader largely depends on their ability to strategically manage both human resources, including infrastructure, technology and financial assets. This capability is vital for ensuring the long-term success and performance of educational organizations (Torlak & Kuzey, 2019). Along with leadership, knowledge sharing among academic and administrative staff contributes to the dissemination of best practices, teaching innovations and research collaborations However, it promotes organizational learning avoids duplication of effort and enhance institution capacity to solve complex problems. Meanwhile organizational culture the shared beliefs values and norms within the institution shapes behavior, decision making and employee commitment. Furthermore, a culture that encourages open communication continuous learning and mutual respect on significantly enhance knowledge sharing and responsiveness to change (Sawan, 2021) While these factors have direct influence on organizational performance the mediating role of organizational maturity is defined as the degree to which an institution has developed structured processes, strategic alignment and adaptive capacity remains unexplored in the education context. An educational institution with high level of maturity is more likely to harness leadership capabilities, institutional knowledge and cultural strengths effectively to improve performance outcomes. Despite the

increasing scholarly attention to organizational development in higher education few empirical studies have holistically examined how leadership style, knowledge sharing and culture jointly influence performance through the lens of business process maturity. Understanding this mediation mechanism is essential for education leaders who seek to implement the sustainable performance improvement strategies in dynamic academic environment.

1.2. Purpose of Study

The purpose of this study is to examine the impact of leadership style, knowledge sharing and organizational culture on organizational performance with the focus of mediating role of business process maturity within the education sector. By exploring these linkages this research aims to provide actionable insights for educational leaders, policy makers and institutional planners to strengthen internal capabilities and improve overall institutional effectiveness.

1.3. Problem Statement

Even with the growing competitive performance pressures, most of higher educational institutions in Pakistan are still find it difficult to balance organizational performance towards optimum standards. It has been proposed by preceding literature that leadership style, knowledge sharing and culture of organization are very crucial in determining the institutional effectiveness, yet empirical data in the field of higher education in Pakistan faced is scarce and fragmented. In addition, universities frequently enact enhancement programs that lack proper maturity of business processes and this can threaten the process of creating these organizational elements to performance outputs. The absence of clarity on the role of business process maturity in mediating the relationship between leadership style, knowledge sharing, organizational performance poses a gap in the research literature. So, it is critical to fill this gap as how higher educational institutions can effectively improve performance in systematic manner through the supportive culture, effective leadership style and well-structured knowledge sharing and mature business processes.

1.4 Research Questions

The current study seeks to answer the following questions:
1. Does leadership style impact on organizational performance?
2. Does knowledge share impact on organizational performance?
3. Does organizational culture impact on organizational performance?
4. Does business process maturity mediate the relationship between leadership style and organizational performance?
5. Does business process maturity mediate the relationship between knowledge sharing and organizational performance?

6. Does business process maturity mediate the relationship between organizational culture and organizational performance?
7. Does business process maturity impact on organizational performance?

1.5 Research Objectives

There are following objective of current study that are listed below:
1. To investigate the impact of leadership style, knowledge sharing and organizational culture on organizational performance.
2. To investigate the impact of leadership style, knowledge sharing and organizational culture through the business process maturity on organizational performance.

1.6 Significance of the Study

This research is of importance to the human resource management, Leadership and organizational behavior in the education sector. It fills a theoretical gap by studying the joint influence of leadership style, knowledge sharing, and organizational culture on the performance of an organization and mediating role of organizational maturity. The results are going to bring practical and theoretical support to assist.

LITERATURE REVIEW

2. Overview

The paper reviews the relevant past studies that have tested the impact of leadership style, knowledge-sharing, and organizational culture on organizational performance, specifically with respect to business process maturity as the key mediating factor. The section also discusses how these organizational factors impact process maturity and eventually drive overall performance outcomes. Through critical analysis of previous research, this section identifies gaps and inconsistencies in the existing literature regarding the relationship between the variables while pinpointing opportunities for further research

2.1. Leadership Style

Leadership falls within the realm of applied sciences, particularly within the social sciences, as its principles and practices aim to enhance human well-being. Robbins and Judge (2013), a leader is defined as an individual who holds responsibility for guiding a group toward achieving its goals and vision Robbins & Judge, (2024). Furthermore, leadership refers to the act of influencing and inspiring employees to work toward achieving the organizational objective. It involves cultivating and shared set of values and strong organizational culture, clearly communicating goals across all levels and motivating employees to perform at their best Xenikou & Furnham, (2022).

Moreover, a leader typically demonstrates various behaviors when managing team members which are collectively referred to as leadership style. This style reflects how leader guides influence and collaborates with members while implementing established plans and methods. As such leadership represents a dynamic force that drives, motivates and unites the organization in pursuit of its intended goals Hakim & Rumijati, (2024).Further according to Shuni, (2024) Leadership involves guiding and motivating others to willingly contributes toward achieving organizational objectives. However, it is commonly understood as the act of influencing individual to focus their effort on reaching specific goals. Furthermore, the studies of Tahir, (2025), define a leadership style "refers to the common behavior or a pattern of behavior that a leader exhibits as he or she directs, guides and motivates a group of people. It represents the style which a leader takes decisions, communicates expectations, authority and interact with the followers in different circumstances. Such behavior enables a leader to create a work environment, norms and values as well as to influence the attitude of employees, their motivation furthermore, the leadership style is therefore, instrumental in creating a response leadership to job satisfaction, commitment, innovation and overall effectiveness of the organization. Similarly, another studies Akanji, Mordi, Ituma, Adisa, & Ajonbadi, (2020), defines leadership style as a standard way of leaders to behave when dealing with people and influence them in their work activities Further, it indicates the way leaders convey their expectations, communicate decisions, motivate and support followers and exercise authority within the organization. Such behavioral pattern determines the social and psychological workplace, which affects employee attitude, commitment, wellbeing and performance. Leadership style also defines the way leader react to the challenges, deal with change and balance between the accomplishment of the task and interpersonal relations thus contributing significantly in building trust, innovation and overall organizational performance Akanji et al., (2020). Furthermore, leadership style is a personality trait which is displayed by a leader in leading, directing, motivating, and influencing the performance of followers with the aim of delivering organizational results Xintian & Peng, (2023). Leadership style refers to the way leaders relate with the members of their team in making decisions, communicating, motivating and performance orientation based on the preferences, values and beliefs held by leaders. Leadership style in the context of organizational research refers to the mode of operation and style in which leaders influence organizational processes and behavior of followers to ensure there is effectiveness Laksmita & Perdhana, (2024). Leadership style is the constant pattern of leader behavior in various situations such as the way the leaders propose goals, convey expectations, make decisions, and motivate followers. The style of leadership is the systematic recurrent pattern of the leader behavior under different circumstances like how the leaders present goals, express expectations, make decisions, and inspire the followers Laksmita & Perdhana, (2024). Similarly, the leadership style is the particular strategy and leader behaviors that are used to influence the behavior and the response of the followers in a task- or relationship-oriented approach. Leadership style refers to the style adopted by a leader in exercising the leadership when referring to the members of his team Usman &

Shehu, (2025). Educationally, it portrays the way school leaders, principals, heads of departments as well as teacher's mentor, support and impact students, teachers and other personnel in an academic establishment Usman & Shehu, (2025). It dictates how educational leaders take decisions that affect curriculum, teaching and learning processes, policy delivery, communicate expectations in terms of teaching, learning and professional practice, encourage teachers and learners to meet academic objectives and create a conducive positive and inclusive learning climate. A good style of leadership in education encourages coordination, professional growth, student's involvement, and improvement in schools generally in linking the vision of the institution and the teaching methods and student needs Awotunde & Aregbeshola, (2025).

2.2 Knowledge Sharing

Knowledge Sharing is the process through which individuals mutually exchange their knowledge and jointly create new knowledge (Rani, Yaqub, Singh, & Magliocca, 2025). Moreover, Nguyen, T. H., & Nguyen, T. M. (2022) argues that knowledge sharing is the process where people exchange information, skills and expertise with each other to help and improve   understanding and outcomes Pelealu, (2022). Furthermore, Singh, A., & Sharma, R. (2023) define knowledge sharing in his study as individuals communicate or pass on what they know to others so that knowledge is spread and used effectively (Meher, Mishra, Panigrahi, Patel, & Jena, 2025). According to Mollah, Pal, Amin, Rahaman, & Abdullah, (2024) the process of sharing knowledge within an organization consists of two key components: the transfer of knowledge and its assimilation. Similarly, Mollah et al., (2024)described knowledge sharing as an ongoing and evolving process that encompasses the exchange of both internal and external information between organizations. Knowledge sharing refers to the act of providing relevant knowledge to co-workers within an organization Mollah et al., (2024) aiming to foster individual innovation Jennings, (2018), enhance team dynamics Mollah et al., (2024)and address various organizational levels Mollah et al., (2024)). Additionally, it plays a vital role in helping the organization as a whole achieve its goals. The studies of Hoang & Le, (2025) defines knowledge sharing which refers to the process in which people exchange their tacit and explicit knowledge among themselves and collaboratively develop new knowledge and understanding which is fundamental part of the education institutions to assist in learning and problem solving. Moreover, in business education (as applied to education broadly), knowledge sharing is described as exchange experiences, information, and expert insights to develop competencies such as teamwork, decision making and critical thinking skills crucial for students and educators alike Cui, (2025). In another study's authors defines knowledge sharing as the "Improvement of professional performance and teaching practices, teachers share both explicit (documented) and tacit (personal, experiential knowledge) Similarly, teachers who share their knowledge and experience are said to be engaging in both explicit and tacit knowledge sharing which enhances educational practices within the

institutions and promote innovation capability Cui, (2025). The studies of J. Zhang, Li, Alam, Boamah, & Wen, (2025) define knowledge sharing in terms of education as the knowledge sharing in educational organizations is the dissemination of expertise among professionals (e.g., teachers, lecturers) to strengthen the performance collaboration and innovation in teaching and learning cultures. According to the studies of J. Zhang, Li, et al., (2025), knowledge sharing among educators is described as the purposeful sharing of professional knowledge, teaching strategies and instructional practices to improve educational effectiveness and student learning outcomes. Additionally, Yıldız, Balkan Akan, Sığrı, & Dabić, (2025)argues that in higher education knowledge sharing is the exchange of academic and researchers, enhancing collaborative work and academic development. Furthermore, knowledge sharing within the education institutions supports the organizational learning by enabling the flow of information. Moreover, knowledge sharing among academic staff is also described as exchanging academic content, pedagogical strategies and digital resources to enhance learning and collaborative research in digital education environment. Lastly, the knowledge sharing within the educational institutions supports organizational learning by enabling the flow of information and expertise that contributes to collective learning and institutional development Yıldız et al., (2025).

2.3. Organizational Culture

Organizational Culture is conceptualized as the shared values, beliefs and norms that influence knowledge sharing and overall performance within organization. Moreover, it plays a pivotal role in facilitating or hindering the flow of knowledge among members therefore impacting organizational effectiveness(Raziq, Jabeen, Saleem, Shamout, & Bashir, 2024). Furthermore, Muthukumar et al. (2022) defines "Organizational Culture encompasses collective behaviors, values and beliefs that shape how members of an organization interact and work together as it influences the decision making processes, communication patterns and overall functioning of the organization(Muthukumar et al., 2022). Similarly, the studies of Xie (2020) emphasized that organizational culture is viewed as a learning culture that fosters continuous improvement and adaptability as it confines shared values and practices that encourage learning and knowledge sharing among members, contributing to the organizational resilience and innovation capacity(Lucas, 2020). Organizational culture is described as the unique combination of elements that distinguish one organization from another (Hofstede, 1983; O'Reilly et al., 1991; Schein, 1988), encompassing customs, norms, rules, symbols, ideologies, beliefs, rituals, and myths (Villanueva Peve, Urbano Cochachin, Torres Patilla, & Deza Quispe, 2024). Additionally, it represents the shared mental framework of the organization's members, reflecting their collective identity as a historical and social construct tied to the company's history (Villanueva Peve et al., 2024). This demonstrates that organizational culture serves as a means of expressing the identity of the organization's members (Villanueva Peve et al., 2024). According the studies of (Efeoglu & Ulum, 2017), organizational culture consists of the beliefs and

expectations shared by the members of the organization i.e. common norms, values and perspective that shape an organization's identity. Furthermore, the studies of (Kareem, Patrick, & Prabakaran, 2025), describes organizational culture is a collection of shared core assumptions, norms and values embedded within the organization that guide behavior and problem solving(Kareem et al., 2025), describes the organizational culture in terms of shared values, norms, goals and expectations. As the studies defines organizational culture "The set of values, norms, goals and expectations shared by all members of the organization that influences their commitment and performance. Further the studies define organizational culture as set of underlying assumptions acquired to address external adaptation and internal integration, learned and transmitted to new members (Riza, Hutahayan, & Chong, 2025). Moreover, the organizational culture is a set of practices defining the way employees act, think and behave the normative glue aligning attitudes with the organization (Singun, 2025). Similarly, organizational culture is how things are done in the workplace, reflecting core attitudes values, behavioral patterns and symbols that connect members. The studies further highlight organizational culture as a social control system based on shared norms and values and set of expectations about appropriate behavior within the organization. Moreover, the organizational culture includes shared values, beliefs and practices that shape an organization's social norms and psychological environment and unify members toward common goals (Deqin & Aziz, 2025). Additionally, the studies depict that culture is a set of shared meanings, enabling members to interpret and act upon their environment within the organization context (Yas, Othman, Mohammad, & Agala, 2022). Organizational culture in education institutions entails values, norms beliefs and practices that provide an educational institution its identity and influence the manner in which all members of learning community think and act (Lee, 2022).According to the recent education studies of (Jaya, Priyana, Wulandari, Herlina, & Albar, 2024) organizational culture refers to the values, norms, beliefs and practices that are shared and are applicable to the work environment and determine the behavior of teachers, their collaboration, innovation and job satisfaction. The school culture and leadership research describes organizational culture as a system of similar values, attitudes, beliefs, and norms, some of which are explicit and some implicit that unite and construct unity in schools.

2.4. Business Process Maturity

According to the studies of (Szelągowski & Sliż, 2024), business process maturity reflects how well an organization's processes are defined, managed, measured and optimized at various levels of capability. Furthermore, the studies of Looy and colleagues, business process maturity reflects how clearly processes are defined, standardized and documented within the company additionally, the studies revealed that as maturity increase, the organization develop formal rules, clear responsibilities, performance indicators and continuous improvement routines. Moreover, it shows professionally and systematically business processes are handled in everyday operations. From a CMMI perspective, business process maturity is the level of an

organization's ability to manage and improve its processes are unpredictable and dependent on individuals, while high level means that processes are stable standardized, measured and constantly adapted. The maturity model shows how an organization grows from basic to advanced process disciplines (Brock, Löhr, Bartelheimer, von Enzberg, & Dumitrescu, 2023). Furthermore, according to the studies of (Vilela & Alves, 2025), APQC defines business process maturity as the extent to which processes in an organization are well documented, consistently followed, controlled, measured and regularly improved. Moreover, a mature organization uses performance matrices, clear process roles, and governance systems to ensure that the processes run the same way every time and deliver reliable results. Business process maturity describes how advanced, stable and capable an organization's business processes are in terms of definition, management, measurement, control and continuous improvement. Business process maturity is the level of sophistication an organization has achieved in defining, managing, monitoring, and improving its business processes, including the alignment of processes with strategic goals (Smajli, Feldman, & Cox, 2024). Business process maturity refers to the extent to which organizational processes are explicitly defined, systematically managed, consistently measured, effectively controlled, optimized to achieve desired organizational outcomes as reflected in the synthesis of process maturity model literature (Smajli et al., 2024). Moreover, business process maturity reflects the extent to which organizational processes possess the capability to consistently and systematically deliver improved business outcomes, resulting from their progression toward higher level of formalization, control measurement and continuous improvement (Pinto, Fernandes, Da Silva, & Pereira, 2022). According to the past studies process maturity is expected to influence organizational outcomes enhancing process consistency and predictability. Well matured processes provide a stable operational foundation, enabling employees to perform tasks more efficiently and organizations to achieve sustainable performance improvement(Boullauazan, Sys, & Vanelslander, 2023). Similarly, business process maturity refers to the level of having clearly defined processes of an institution, which are managed, measured, controlled and continually improved to contribute to teaching and learning processes and administration aspects(Smajli et al., 2024). The studies describe BPM as "It is the ability of the process architecture at the university to help the institution transform- to integrate fragmented operations to a cohesive digital ecosystem that would improve the learning outcomes" (Waara, 2025). Business process maturity offers a systematic, evolutionary model according to which educational institutions evolve - ad hoc and reactive processes to more efficient, proactive, and optimal operations. The given view of maturity is based on the existing BPM models modified (Mielcarek, Chwiłkowska-Kubala, Cyfert, & Chomicki, 2025)

2.5 Organizational Performance

Organizational performance is conceptualized as multidimensional construct emphasizing various aspects such as financial outcomes, customer satisfaction,

internal processes and learning and growth, Moreover, this holistic view allows organizations to access performance beyond financial metrics, incorporating both tangible and intangible elements (Abd-Elrahman, Kamel, & Said, 2025). Another studies of (Sahibzada & Mumtaz, 2023) argues that organizational performance is influenced by effective knowledge management processes , which enhance knowledge worker's productivity and enhance overall performance .Similarly, the organizational environment including factors such as leadership capacity, culture , politics significantly impact the sustained organizational performance. Moreover, a conductive environment fosters employee motivation and alignment with organizational goals, leading to improved performance. According to the studies (Wekesa & Kinyua),Organizational performance is used to indicate the degree, to which an organization has been effective and efficient in its use of resources to achieve its mission and create value to its stakeholders. The researchers argue that the performance of an organization is the level to which established goals have been achieved more over according to the research, this is measured by comparing actual performances to set objectives. Organizational performance entails the quantifiable outcomes and results that an organization attains in comparison with its set goals and objectives. It is an indication of the effectiveness and efficiency with which an organization uses its resources, processes, and capabilities to achieve its mission, meet the expectations of its stakeholders and be able to have a sustainable competitive advantage. Based on recent research, measuring the performance of organizations is about not just analyzing the actual performance in relation to the set goals but also doing the same with the objectives of the organization (Malik, Qamar, & Zaman, 2025). Additionally, one of the most widely applied dependent variables in organizational studies is organizational performance, which is conceptually defined as the ratio of value created by an organization and the value desired by the owners or stakeholders of the organization. According to the previous literature, organizational performance refers to an organization's ability to consistently achieve its objectives and meet target overtime, largely driven by the contributions and effectiveness of its workforce (Croitoru, Dragomir, Imbrescu, Dragan, & Chivu, 2025). Previous studies suggest that organizational performance is an efficiency and optimal utilization of human capital (Enstroem, Singh Kang, & Bhawna, 2025). The studies of (Mebratie, Shanbel, Awoke, & Dessalegne, 2025) define organizational performance as the organizational performance reflects the achievement of defined goals through the effective integration and utilization of resources to produce intended outcomes. Moreover, according to the past studies in educational institutions refers to the extent to which schools, colleges or universities achieve their academic and administrative goals reflecting how effectively outcomes and institutional outcomes (Tolosa & Hussien, 2025). Further, in the studies of performance improvement in the education sector (efficiency+effectivenss) perspective organizational performance in educational institutions refers to the efficiency and effectiveness with which these organizations undertake their core functions such as teaching, research and administration to deliver quality services that satisfy their key stakeholders (Mebratie et al., 2025). Based on research linking learning and growth perspective to performance outcomes in the

educational organizations" Organizational performance in the education sector is defined as the   to which institutions achieve their stated goals by effectively using human capital, information capital and organizational capital to improve outcomes for the students and other stakeholders (Dimache et al., 2025). Additionally, within the higher education institutions, organizational performance denotes the extent to which leadership practices, strategic direction, organizational culture and operational processes are effectively integrated to produce high – quality educational outcomes and sustain institutional excellence (M. Zhang & Zeng, 2025). According to previous studies "Organizational performance of educational institutions can be understood as the degree to which schools or universities meet their strategic goals (teaching, learning, research, service) while optimally allocating and managing information, financial, and human resources." Lastly, based on the definitions used in the educational research on performance measurement and resource utilization in schools and universities organizational performance in educational institutions can be defined as a measure of how effectively and efficiently and institutions uses its resources to achieve its mission and deliver value to the stakeholders, demonstrating precision comprehensiveness and cost effective attainment of objectives(Sahibzada, Jianfeng, Latif, Shafait, & Sahibzada, 2022).

2.6 Hypotheses Development

According to Bratton (2004), organizational leadership can be characterized by three key elements: establishing a clear direction through strategic planning, managing and monitoring performance and embracing the principles of change. Leadership style is widely recognized as a critical determinant of organizational performance. In the management literature, leadership style refers to the consistent patterns of leader behavior and decision making used to influence employees and guide organizational performance reflects the extent to which organizational goals are achieved efficiently and effectively. Moreover, extensive empirical and theoretical research confirms a positive relationship between leadership style and organizational performance, emphasizing that leadership behavior shape employee motivation, commitment and attitudes which ultimately enhance organizational outcomes (Mokhchy et al., 2025). Additionally, recent studies further highlight leadership as a strategic organizational resource that aligns human capital with organizational objectives. Effective leadership style contributes to improved performance by providing clear vision, fostering employee engagement and creating supportive work environment that enhance productivity and coordination (Coffie, Müller, Marfo, Ocloo, & de Klerk, 2025). Moreover, leadership influences organizational performance both directly through mediating factors such as job satisfaction, organizational commitment and organizational culture. Overall, the literature consistently concludes that leadership style is predictor of organizational performance. Organizations characterized by effective leadership practices demonstrate higher and more sustainable performance as leadership serves as a central mechanism through which human potential is transformed into organizational success(Mphaluwa et al., 2025). A 2025 quantitative

research study investigated the role of style of school leadership on the performance of lecturers in public universities in Vietnam. The sample size of the researchers was 800 lecturers in four universities of the public (National Economics University, Academy of Finance, Banking University of Ho Chi Minh City, and Ho Chi Minh City University of Education). The findings indicated that transformational leadership positively influenced lecturer performance in such aspects as teaching performance, research performance, and professional development performance, which demonstrated that there was a positive correlation between leadership behaviors and the performance of educational organizations. The following hypotheses have been suggested:

H1. Leadership style significantly affects organizational performance.

Sharing of knowledge is an important organizational behavior that has a positive impact on the performance of an organization. It includes sharing of knowledge, skills, understandings, and expertise among the employees, as part of the overall knowledge of the organization (Mokhchy et al., 2025). In the knowledge-based view (KBV) perspective, organizational knowledge is a strategic asset that when properly shared promotes innovation, flexibility, and competitive edge (Mushtaq, Manjiang, Bakhtawar, & Mufti, 2025). Moreover, Empirical research is continually affirmative to the beneficial effect of knowledge sharing on the performance of an organization. As an example, (Sa'adah & Rijanti, 2022), discovered that knowledge sharing positively affected performance at the Religious Office of District X in West Papua (T = 3.193, p < 0.05) which means that active knowledge sharing can enhance performance in an organization. On the same note, the study of the knowledge-intensive business services industry of the Czech Republic showed that knowledge sharing between employees and managers increased performance due to better innovation and market efficiency (Danko & Crhová, 2025). Additional data on the importance of knowledge sharing in innovation and operational efficiency is presented in Romania and China. In Romania, the organizations that performed well on the knowledge sharing practices had better innovation outcomes that translated into better performance (J. Zhang, Jehangir, Yang, Tahir, & Tabasum, 2025). Tacit and explicit knowledge sharing in the high-technology companies in China played an important role in innovation and firm performance (Mokhchy et al., 2025). All the studies discussed above show that knowledge sharing is one of the main processes by which organizations can create collective knowledge, develop innovation, and maintain performance. Many organizations that institutionalize knowledge sharing practices have better chances of realizing long term efficiency, flexibility and competitive edge. For example, in a recent quantitative study of 48 Egyptian public and private universities, the influence of knowledge sharing by the faculty on the faculty performance was studied, with the faculty job satisfaction as an intermediary. The findings indicated that knowledge sharing had a great impact on faculty performance ($R^2 = 63.50$) and had a great positive impact on job satisfaction that positively affected performance results. The entire model accounted 82.30 percent of the variance, with the significance of knowledge sharing working collectively in

improving the performance of academic employees(Cui, 2025). So, the hypothesis is as follow:

H2: Knowledge sharing positively affects organizational performance.

Organizational culture is a well-known phenomenon in the management studies as a major intangible resource that dictates the way the employees act, decision making and the way they execute their duties in an institution. In higher education, culture is a set of values, norms, beliefs, and practices that inform faculty, staff, and administrative behavior and, therefore, define institutional processes and effectiveness (Chen, Song, Wang, & Wang, 2025). In the Resource-Based View (RBV) approach, the presence of a strong and aligned organizational culture will support strategic consistency, innovation, faculty engagement, and university performance (Wato, Mulwa, & Jama, 2025). Moreover, there is empirical evidence that organizational culture and performance are positively related in higher education institutions (HEIs). Indicatively, such investigations were conducted in the public universities in Kenya and found that there was a strong and significant positive correlation between organizational culture and institutional performance as well as cultures with a focus on involvement, adaptability, and shared goals showed significant improvement in faculty productivity and student outcomes (Andriani, Anggraini, Golam, & Lerebulan, 2025). Equally, a study involving Saudi Arabian universities and SMEs applying the Competing Values Framework discovered that the correspondence between the organizational culture and the strategic purpose results in the improved operational and academic performance (Jeffrey, 2025). Additional proof implicates that the implementation of strategic cultural structures plays a very important role in organizational performance in HEIs. Universities can be much more effective and efficient when cultural norms and values are consistent with such institutional goals as research excellence, teaching quality, and innovation (Mokhchy et al., 2025). Certain cultural dimensions, such as innovation based culture, team-based working culture and performance based culture, have positive impacts on both administrative and academic performance, which supports the key role of culture in enhancing the performance of an institution (Mokhchy et al., 2025). Altogether, these studies show that organizational culture in higher education does not only influence internal behaviors and attitudes but also performance by means of faculty engagement, motivation, communication, and alignment to strategic academic goals and objectives. Higher institutions of learning that develop positive, adaptive, and performance-driven cultures are better placed to record better research output, teaching performance and sustainable competitive advantage. The proposed hypothesis is as follow:

H3: Organizational culture significantly and positively affects organizational performance.

Business process maturity is the level at which the academic, administrative, and operational processes of the higher education institutions (HEIs) are well-defined,

managed, measured, and constantly enhanced. Increased maturity is linked to greater efficiency, quality of educational provision, consistency in the operation side of administration and overall effectiveness of an institution, and hence is a key force of performance in the universities(Moussa, Hany, & R Allam, 2025). The leadership style is central in influencing the manner in which these processes are governed, developed and institutionalized. Leadership, such as transformational, transactional and participative leadership, directs, inspires and synchronizes the faculty, administrative staff and the management to achieve the excellence of processes. Empirical evidence suggests that leadership style and business process maturity in the higher education are positively correlated(Lukash, 2025). Transformational and transactional leadership actions including having a clear vision, performance monitoring, and rewarding achievement have been cited as having increased process maturity in university settings as they promote systematic process management and compliance with standards(Yangailo, 2025). Strategic direction, commitment to leadership expressed by owning improvement efforts and supporting involvement of the faculty and staff make a significant contribution to process development and maturity of the institution. Moreover, the involvement of the leaders in the process changes with the help of the academic and administrative staff leads to the enhancement of the processes, the academic results, and the entity work effectiveness, underlining the importance of leadership in developing the culture of unceasing enhancement in the field of HEIs(Huy & Phuc, 2025). In general, the studies indicate that the leadership behavior can have a positive impact on business process maturity in universities. Leaders that focus on strategic alignment, employee engagement, and ongoing enhancement enable regulated, dynamic, and changing processes; which are fundamental features of well-developed institutions of higher learning. On the basis of above literature, following hypothesis is proposed:

H4: Leadership style significantly affects the business process maturity.

The concept of knowledge sharing is explained as the transfer of explicit and tacit knowledge among people, group of people or units within an organization as a way of developing a better understanding and performance. It is a long-term process of relaying experiences and expertise that facilitates organizations to resolve issues, create and enhance the workplace practices. The knowledge-based perspective of the firm argues that knowledge resources that are internal, and how they can be shared across their organizational boundaries are very essential in improving organizational capabilities, such as process quality and maturity. The shared knowledge will enhance better problem solving, minimize the duplication of efforts and enhance coordination of business processes. This is also substantiated by the SECI model of knowledge creation (Omanyo & Ndiege, 2025), that describes how tacit and explicit knowledge can be transformed via sharing and learning processes, which results in a better routine and standard practices. Frequent sharing of knowledge enables the organization to refine and streamline their processes which are the major signs of the increased business process maturity. Despite the fact that there are limited studies that directly relate

knowledge sharing to business process maturity, some recent studies have shown that knowledge-sharing practices have a positive impact on process-related outcome, especially innovation and managerial capabilities facilitating mature processes. As an illustration, a study in the Journal of Innovation and Knowledge in 2025 concluded that knowledge sharing can improve organizational performance through greater innovation skills, indicating that shared knowledge will help bring more organized and efficient processes in the long term(Khan, Mahmud, & Fayyaz). Similarly, an (Mehmood, Nazir, Fan, & Nazir, 2025), has identified knowledge sharing within an organization as an important factor in business process management and performance, and it is evident that sharing knowledge promotes the growth of cross-functional communication, learning, and managerial coordination, which is the core of process maturity, although it is not necessarily directly measured. Sharing of knowledge has been found to have positive impacts on organizational commitment and psychological capital among the faculty within higher education institutions (HEIs) which subsequently promote organizational standardized and collaborative process behaviors(Omanyo & Ndiege, 2025). Systematic reviews reveal that universities participate in knowledge exchange which is influenced by individual, organizational, and technological factors with focus on its significance to organizational learning and daily improvement. The research studies related to tacit knowledge sharing in HEI research groups further highlight that structural, strategic, and individual influences are very relevant in influencing knowledge-sharing practices such that academic units are integrated and enhance their routines, processes that are similar to business process maturity. Although direct empirical research of knowledge sharing and BPM in HEIs is scarce, the overall literature indicates that knowledge sharing is found to increase organizational routines, cohesion, as well as adaptive behaviors, which are the core values of process maturity. On the whole, knowledge sharing is revealed as one of the power sources of the organizational ability development that facilitates information exchange, joint problem-solving process, standardization, and innovation. It also enhances relational constructs like commitment and psychological capital that facilitate the process improvement in collaboration in HEIs. All these insights lead to the conclusion that knowledge sharing poses a positive and significant influence on the business process maturity, which is extremely important in promoting well-managed, standardized, and continually-advancing business processes in an organization(Omanyo & Ndiege, 2025). Research evidence suggests the following hypothesis:

H5: Knowledge sharing significantly affects business process maturity.

The literature remains consistent and has been endorsing positive association between organizational culture and business process maturity where culture is a key antecedent to successful process management. Organizational culture forms common values, behavioral patterns, and norms that define the perceptions of employees in adopting and continually enhancing business processes. Empirical findings presented KALELİ (2025) indicate the positive impact of the supportive organizational culture on the implementation of the business process management (BPM) and a direct link between

the supportive organizational culture and the increased process maturity. Their results are that cultures with a promotion of collaboration, ongoing improvement and process orientation were found to facilitate organizations to formalize, manage and optimize processes better. To bolster this connection, Aljlayel (2024) points to the fact that such cultural values as adherence to quality, customer orientation, team spirit, and learning orientation contribute to the adoption of BPM as a condition to proceed to the next stage of business process maturity. Equally, Schmiedel, vom Brocke, and Recker (2012) state that cultural characteristics that focus on openness to change and collective process ownership go a long way in boosting process standardization and on-going attempts at improving the processes. Organizational culture is also identified in literature reviews in BPM area as one of the success factors that lower the resistance to change and thereby sustain the process orientation that is critical in attaining a higher level of maturity (vom Brocke & Sinnl, 2011). Together, these studies indicate that organizations characterized by high levels of strong, adaptive, and process-supportive cultures have a higher probability of realizing and maintaining greater business process maturity to result in superior efficiency, consistency, and performance. Furthermore, one of the empirical studies of () investigated how organizational culture influences the knowledge management maturity within a public university context, using a survey of 306 respondents from a Brazilian Public University. The finding shows that organizational culture positively influences knowledge sharing and job satisfaction and that in return these factors positively affect the maturity of knowledge management processes within the institution. Similarly, a supportive culture promotes behaviors (Knowledge sharing and satisfaction) that enhance the maturity of knowledge – related processes, a construct closely related to overall maturity within the organizational settings such as higher education. Structured equation modelling in this study confirmed that culture was significant predictor of these variables, collectively contributing to higher maturity in knowledge management. In the light of the above literature this study proposed the following hypothesis:

H6: Organizational culture significantly effects business process maturity.

This study investigates the role of organizational maturity, specifically business process maturity, in mediating the effect of leadership style on organizational performance. These results indicate that leadership style positively impacts organizational performance, and that this effect strengthens as organizations move to higher levels of maturity. Well-developed and standardized processes have been repeatedly demonstrated to enhance performance outcomes in past studies, as has effective leadership in driving process maturity. Empirical evidence by (Dimache et al., 2025), suggests that organizational culture is an important precursor to the adoption and development of Business Process Management practices. Moreover, a growing body of research indicates that leadership style influence organizational performance not only directly but also indirectly through the process related mechanisms, with business process maturity playing a key mediating role. Although limited studies explicitly test business process maturity as a mediator, BPM literature consistently shows that higher

levels of process maturity are positively associated with improved efficiency quality and overall organizational performance relationships Similarly, the studies examining leadership within BPM contexts further support this view(Anthony & Antony, 2022). demonstrate that leadership behavior embedded in BPM activities such as employee involvement in process improvement, positively affects organizational profitability, highlighting leadership's role in shaping process practices that drive performance. Additionally, broader leadership research shows that leadership style enhance performance through the intermediate capabilities such as innovation and organizational learning which reflect improved internal processes. Collectively, this evidence supports proposition that business process maturity mediates the relationship between leadership style and organizational performance by translating leadership influence into structured, efficient and continuously improved processes. Based on preceding discussion the following hypothesis is formulated:

H7: Business process maturity mediates the relationship between leadership style and organizational performance.

Recent research highlights that organizations with strong knowledge sharing practices exhibit more effective internal learning cycles. This further demonstrates that knowledge sharing has positive effects on organizational learning and innovation outcomes that are closely linked to process improvement and process maturity (mature knowledge flows enable better process redesign and innovation. Further, evidence suggests that organization with advanced knowledge management practices consistently achieve stronger operational and project results. In this study (Pereira et al., 2021), shows that higher knowledge management particularly the maturity of knowledge sharing practices is positively associated with better project outcomes and higher level of project and process maturity European project based organizations. The findings highlight that as knowledge sharing becomes more structured and embedded, organizations experience smoother workflows, better decision making and more mature business processes overall. Furthermore, the recent literature emphasizes that organizations with strong knowledge sharing structures and mature knowledge management practices achieve higher level of process consistency, standardization and improvement. Aligning with this perspective, provide an important contribution by presenting a comprehensive KM maturity assessment model. The study develops a holistic knowledge management maturity framework that integrates key dimensions such as knowledge sharing, knowledge governance technical systems and organizational culture. The researchers highlight that these maturity dimensions' advance. Organizations experience better process routinization, greater process control and increased overall business process maturity. Thus, the work reinforces the view that higher KM maturity particularly effective knowledge sharing directly supports more mature, efficient and reliable organizational processes.

H8: Business process maturity mediates the relationship between knowledge sharing and organizational performance.

As process maturity improves, organizations experience better process outcomes, strongly related to enhanced organizational performance. This pattern follows the mediation mechanism whereby organizational culture influences performance indirectly through its beneficial effect on process maturity. demonstrate that the adoption of BPM methods contributes to the development of a strong, BPM-oriented culture of process thinking, standardization, and continuous improvement. Their empirical analysis shows that this BPM culture acts as a kind of mediating mechanism by means of which BPM adoption translates into improved process performance and related organizational outcomes. Though the focus is on BPM adoption, findings reinforce the broader causal pathway in which organizational culture shapes process capabilities-including maturity-and these capabilities enhance organizational performance, supporting the organization culture   the business process maturity/capability and BPM affect performance relationship. The relation between BPM culture, BPM methods, and process performance: Evidence from quantitative field studies by Schmiedel, (Schmiedel, Recker, & vom Brocke, 2020), this work empirically investigates how the use of BPM methods affects process performance and crucially identifies such an effect as mediated by supportive BPM culture. In other words, BPM methods improve performance largely because they foster a BPM-oriented culture, which then drives better process outcomes. The remarkable work by (Schmiedel et al., 2020), "Analysis of Business Process Maturity and Organizational Performance Relations," considered a sample size of 84 Polish enterprises and reported a strong positive relationship between process maturity and organizational performance. Indeed, organizations with clearly defined, optimized, and continuously improved processes were more effective, adaptable, and showed better results according to the performance measurement indices On a related note, (Schmiedel, vom Brocke, & Recker, 2014), illustrated that higher levels of process maturity have a significant impact on organizational performance by reinforcing internal capabilities in knowledge management and sharing. They showed that mature processes reinforce better decision-making, foster innovation, and provide for organizational learning that in turn will nurture continued success. In addition, (Turetken & Van Looy, 2024), identified that organizations at a mature stage in their processes also have stronger organizational cultures-a commitment to quality, continuous improvement, and effective communication. As their research points out, process maturity supports not only better performance but also better coordination, alignment, and coherence of organizational activities. Taken together, these investigations establish that business process maturity is indeed a key enabling mechanism in translating leadership practices into organizational performance, as it strengthens the paths that enable efficiency, innovation, and strategic alignment. A growing number of studies confirm that organizational culture is foundational in developing process-oriented practices inside firms. Strong cultural support for collaboration, learning, and continuous improvement often makes the difference in the successful progression towards higher maturity levels of BPM initiatives. Saravia-Vergara et al. conducted an empirical study on process management practices in Peru

and found that organizational culture significantly enhances BPM adoption and overall process maturity. Their findings indicate that supportive culture facilitates process structuring, consistent measurement, and continuous improvement activities that enable an organization to reach more advanced stages of business process maturity. Based on above empirical evidence our hypothesis is as follow:

H9: Business process maturity mediates the relationship between organizational culture and organizational performance.

Empirical studies on business process management (BPM) have always proved that the more mature the business processes are, the better the performance of an organization. Empirical research, including that by(Hussaini et al., 2024), indicates that the better the BPM capabilities of organizations, the more the overall performance results, in terms of efficiency and quality, which proves the argument that maturity shows positive performance. The supporting literature in the Business Process Management Journal, based on the data of 165 organizations, proves that major dimensions of BPM maturity, including the use of IT, resources, and measurement practice, play a critical role in enhancing the process performance, which is one of the most important elements of an overall organizational success. This positive relationship is further supported by longitudinal field research: a seven-year longitudinal study in a Dutch university established that maturity improvements in process management was always correlated with improved performance of processes despite organizational change, pointing to the fact that mature process management can maintain performance continuity and adaptation. Other contexts analysis such as maintenance process in Dutch housing association studies also note that higher BPM maturity is associated with the high process performance outcomes that once again support the relationship between maturity and performance. All these studies combine to offer good evidence that there is positive association between business process maturity and organizational performance, in cross-sectional and longitudinal conditions and in industry contexts.

H10: Business process maturity has positive relationship with organizational performance.
This research is grounded in the **resource-based view (RBV) theory,** which provides a robust foundation for investigating the relationships between **leadership style, knowledge sharing**, and **organizational culture** on **organizational performance,** with the **mediating role of organizational maturity**. According to the RBV, internal organizational resources such as leadership competencies, knowledge assets, and a strong culture serve as strategic resources that contribute to sustainable competitive advantage. This study conceptualizes **leadership style, knowledge sharing,** and **organizational culture** as valuable, rare, inimitable, and non-substitutable (VRIN) resources that enhance performance when effectively utilized, especially through the maturity of organizational processes and capabilities. Align with the RBV considers

effective leadership a human capital resource that can be leveraged for competitive advantage. Transformational and participative leadership styles are viewed as capabilities that align and mobilize other resources(Maris, Ongena, & Ravesteijn, 2023). Furthermore, RBV emphasizes knowledge as a core intangible asset. Organizations that foster knowledge-sharing mechanisms are better positioned to innovate and perform effectively. Culture represents embedded organizational routines and social complexity, both of which are critical RBV resources that are difficult to replicate. Acts as a **dynamic capability** that enhances the organization's ability to integrate, reconfigure, and apply resources (like leadership and knowledge) to improve performance aligning with RBV's emphasis on capability development. Moreover, the ultimate outcome of how well internal resources (leadership, knowledge, culture) and capabilities (maturity) are managed. As the foundational RBV article highlighting VRIN resources, applicable to leadership, knowledge, and cultured knowledge sharing to performance via organizational mechanisms, consistent with RBV(Sohns, Aysolmaz, Figge, & Joshi, 2023).Moreover, (Biernikowicz, Gabryelczyk, & Ashraf, 2025), found that leadership style significantly boosts organizational performance when paired with a supportive internal culture, reinforcing the RBV argument that internal people-based assets contribute to sustained performance advantages. (Turi, Khwaja, Tariq, & Hameed, 2023), in their study demonstrates how knowledge-sharing practices (as RBV resources) drive performance outcomes.

Despite the acknowledged importance of leadership style, knowledge sharing and organizational culture in enhancing the performance, their interaction with organizational maturity remains unexplored. There is lack of lack of empirical evidence on how organizational maturity mediates these relationships. This gap limits the development of tailored management strategies aligned with organizational cultural context. For this see Research framework (Figure 1)
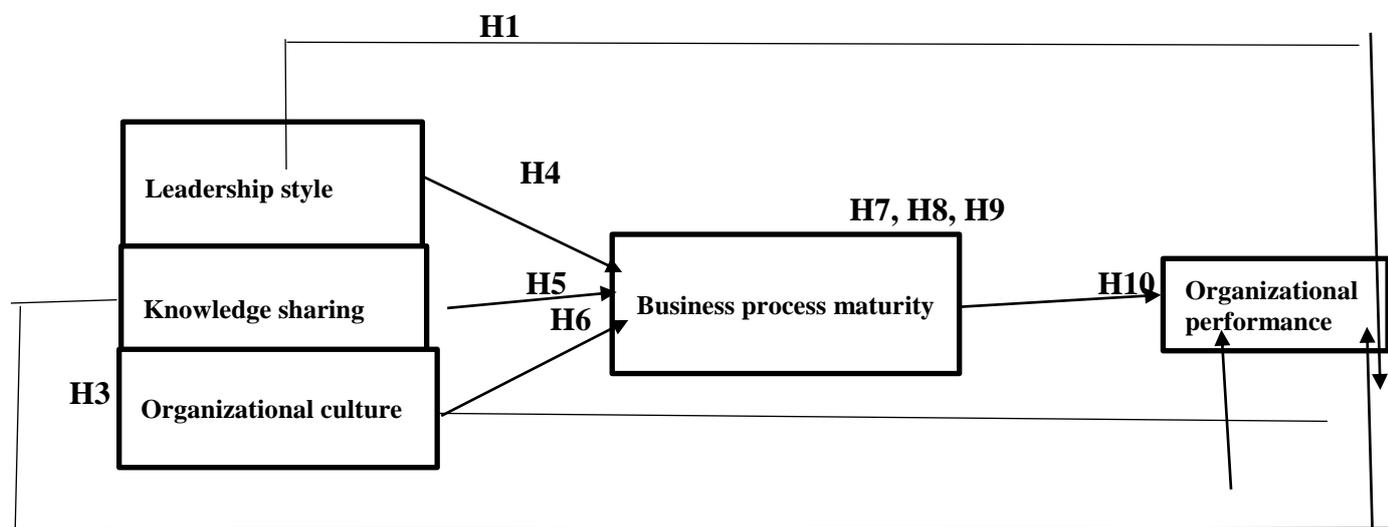

Figure 1: Research Framework

Research Methodology

3.1 Overview

This section explores the detailed research methodology used in the study. It begins by justifying the selected methodology through a discussion of the research design, followed by the explanation of chosen research approach and strategy. The section then highlights key aspects of the study, such as study setting, time frame, target population, sampling procedures and ultimate response rate. Additionally, the data collection process is validated by outlining the measurement scales and instruments adapted to each research variable. Finally, the section explains how the pilot study has conducted and describes the data analysis technique applied.

3.2 Research Design

The research design serves as the basic blueprint that guides how a study is conducted. Scholar around the world use a variety of research designs depending on the nature and need of their discipline. Commonly used design include descriptive, correlational, experimental, quasi highlighted by (Jay-ar & Sumbilon, 2023). The selection of a research design is closely linked to the specific objective of the study. In this research, the goal is to examine how leadership style, knowledge sharing and organizational culture influence organizational performance along with assessing the mediating effect business process maturity. To accomplish this empirical data must be collected from relevant environments and then analyzed to draw significant conclusion. Therefore, this study adopted correlational research design to validate the expected results, in line with the approach suggested by (Mustafa & Robillos, 2020).

3.3 Research Approach

The study adopts a quantitative research approach to accomplish its objectives as suggested by (Alford & Teater, 2025). Several reasons justify this choice. Quantitative research enables researchers to more effectively identify and examine the relationships between study variables. Unlike qualitative methods, which rely heavily on the researcher's interpretations, qualitative studies use objective measurements. Furthermore, quantitative research generally allows for larger sample size, making it easier to generalize results. Another advantage is the availability of extensive statistical techniques that support accurate data analysis, an element that is often limited in qualitative research. Finally, quantitative approaches allow constructs to be measured through standardized, valid and reliable questionnaire using numerical scales that help to compass and evaluate the characteristics of variables under study (Claro, Castro-Grau, Ochoa, Hinostroza, & Cabello, 2024; Holton & Burnett, 2005)

3.4 Research Strategy

Research in management science often uses survey- based method to collect data, whether conducted through cross sectional or longitudinal designs. In line with the practice, the present study adopted   a similar survey approach. According to (Ranganathan, Caduff, & Frampton, 2024), surveys are particularly effective for

obtaining demographic information from respondents. Additionally, the survey methodology was selected for this study because it allows for accurate measurement and qualification of organizational variables, which offer advantage over other strategies. Supporting this choice, (Adeoye, 2024), evaluated the reliability and validity of the adapted questionnaires, strengthening their suitability for survey driven studies. Consequently, the present research used a survey strategy with adapted questionnaire, following well established methodological standards in the field.

3.5 Time horizon

The study used a convenience sampling, collecting data on selected research variables from participants at a specific moment in time (Kim, Van Quaquebeke, Chang, & Kim, 2025).

3.6 Population, Sample and Sampling Technique

The following section outlines the research population, the sample concerned and sampling technique employed.

3.6.1 Research Population

Population refers to the entire group of individuals, objects or events related to specific research context (Willie, 2024). The sample of the current study included the faculties as well as teachers of the Wah Cantt, Rawalpindi, and Islamabad universities. In particular, these participants were Lecturers, Assistant Professors, Associate Professors, and Heads of Departments. The main aim of the study was to investigate the linkages between leadership style, knowledge sharing, organizational culture and organizational performance and also test the mediating role of business process maturity in the education environment.

3.5.2 Sampling and Sampling Size

The research design of the present study was convenience sampling, and to collect data in educational institutions of Wah Cantt, Rawalpindi, and Islamabad regions, both an online Google Form and a paper-and-pencil questionnaire were used. The sample of the current research included the faculty and the teachers of the universities in the Wahcantt, Rawalpindi and Islamabad. Because it was broad and dispersed, a convenience sampling technique was utilized in order to provide proper representation across institutional categories and job roles. The sample size was set as 300 respondents. According to the determination table of sample size by Craigie and Morgan (1970), for a population of about 1,000, at least 278 participants are needed. Consequently, a sample of 300 may be considered statistically appropriate; it provides proper representation and allows generalizing the findings at a 95% confidence level with a 5% error margin (Nwakego, Godfrey, Emeka, & Ugonna, 2024).

3.6.2.1 Scale Used

The study used five constructs that were all measured using a five-point Likert scale. Respondents were asked to indicate the level of their agreement with each item, ranging from 1-"Strongly Disagree" to 5-"Strongly Agree."

3.7 Measurement of variables

In this research leadership style was assessed using a twenty-item scale developed by Madlock (2008). A sample statement from the scale is "The leader guides faculty on their duties and expectations" Similarly, knowledge sharing was measured using eleven item-scale originally, introduced by (Ali, Mustaffa, Alkawsi, & Capretz, 2024). A sample statement from the scale is "Knowledge is frequently shared between the two units in this organization." Furthermore, the organizational culture was assessed through five-item measure adapted from (Georgescu et al., 2024). An illustrative item is "Everyone knows and understands our objectives and priorities." Moreover, in practice, BPM maturity is usually assessed using comprehensive questionnaires, such as the 17-item instrument proposed by (Dijkman, Lammers, & De Jong, 2016). An example item from their scale is: "Formal procedures for the execution of procedures do not exist in our organization. "Organizational performance in this study was measured using an item adapted from Brewer and Selden, who assessed performance perceptions within work groups. Their approach focuses on assessing how employees view the effectiveness and contributions of those with whom they work most closely. An example item from their scale is: "Overall, how would you rate the quality of work performed by your current co-workers in your immediate work group?" This measure provides a brief but meaningful indicator of perceived performance within organizational settings. The demographic variables that were controlled for in this study included gender, education, age, type of institution, leadership or professional development programs in which they participated, teaching experience, leadership experience, and designation. Gender was divided into three categories: Male, Female, and Prefer not to say. Education includes Matric, Intermediate, MS/M.Phil., and Ph.D. Categories of age include 20–25, 26–30, 31–35, 36–40, 41–45, and 45 and above. The type of institution was coded as Public, Private, and Semi-government. Further, participants were asked about any leadership or professional leadership development programs in which they had participated: Yes, or No. Teaching experience was divided into the following groups: Less than 5 years, 5–10 years, 11–15 years, and Above 15 years. On the other hand, the scale of leadership experience was divided as Less than 3 years, 3–6 years, 7–10 years, and Above 10 years. Lastly, designation was measured as Lecturer, Assistant Professor, Associate Professor, and teachers.

3.8 Response rate

The study had 294 respondents as the total sample of the study. With regards to gender, the respondents were very well balanced, with 153 male respondents (52.0%), and 141 female respondents (48.0%). On education level, most of the respondents had higher qualifications with 177 (60.2) respondents belonging to category 5 and 66 (22.4) respondents belonging to category 6 whilst the rest of the respondents fell

within the lower education categories. The age distribution was that the majority of the respondents were in the 31-50 years' age brackets (28.2, 24.5 and 18.4 respectively), showing this represented a predominantly middle-aged sample. Older age (TOI) showed that 190 respondents (64.6%), had medium tenure in the organization whereas 65 respondents (22.1) had a higher tenure. Regarding the previous leadership program participation (PLPLP), 257 respondents (87.4) said that they participated, and 37 respondents (12.6) did not. With respect to overall experience (TExp), there were almost similar results in category 1(47.3) and 2 (45.2). Likewise, the leadership experience (LEXP) had a majority in category 1 (46.3) and 2 (44.6). Lastly, in terms of designation, most of the respondents had designation category 1 (58.8%), then 4 (16.0%), 2 (14.3%), and 3 (10.9%).

3.9 Data collection method

The quantitative nature of the study required the use of a survey strategy to collect data from the target respondents. Questionnaire are one of the superior tools for accurately and specifically obtaining information, since they enhance the reliability and validity of data. Furthermore, they contain pre-tested and validated items that other established researchers have generated (Heaton-Shrestha et al., 2023).Although interview and observation techniques have merit in their own right, they are less applicable for quantitative research. Consequently, a questionnaire-based survey was conducted for the purpose of this study.

3.10 Data Analysis

This study used questionnaire- based survey to collect data from participants. After data collection, appropriate statistical techniques were applied using Smart PLS 4.0 and SPSS 25 to meet the objectives of the study. Accurate Structural equation modeming (SEM) requires data sets to meet certain fitness criteria, including checking for multivariate outliers, handling missing data and ensuring normality. Therefore, the data set was thoroughly reviewed and refined using data fitness tests available in Smart PLS to address any sorting or error related issues.

3.11 Structural Equation Modelling (SEM)

Given the complexity of the research model that involves multiple independent, dependent, and mediating variables, SEM is used. SEM can explain how observed and latent variables are related, and for building scales, it combines EFA and CFA, validating a measurement structure. It also assesses variance, covariance, and regression paths to ensure model adequacy through systematic refinement. The process has been described by (Sarstedt, Richter, Hauff, & Ringle, 2024). SEM is conducted in two stages: first, the assessment of the measurement model for uni dimensionality and overall fitness; second, hypothesis testing to evaluate the relationships among variables according to the study objective.

3.11.1 SEM- First Phase

The first step of SEM assesses the adequacy of the data set through the reliability, validity and one-dimensionality of the constructs: Leadership style, Knowledge sharing, organizational culture and organizational performance. As discussed by the first stage of SEM evaluates the dataset's suitability by examining the reliability, validity, and one-dimensionality of constructs such as Leadership Style, Knowledge Sharing, Organizational Culture, and Organizational Performance. As discussed by (Cheung, Cooper-Thomas, Lau, & Wang, 2024), it is important to assess the relationships among those variables as a way to confirm convergent and discriminant validity. Because established scales were used for the measurement of constructs. Confirmatory Factor Analysis was conducted as (Mou, Dufour, & Jackson, 2025) suggests in their study.

3.11.2 Validity of Variables

Validity ensures that what the scale is intended to measure is accurately captured by the measurement scale itself. This study tested both convergent and discriminant validities. Convergent validity examines the interrelations among constructs within the same variable, while discriminant validity checks whether constructs measure no other variable except their intended one and are uncorrelated with others. Content validity was determined through consultation and refinement of constructs in line with their suggestions.

3.11.3 Reliability of Variables

Reliability means that research instrument provides the same results over repeated time period. Established instruments are always preferred because they have been tested and refined to achieve accuracy. Reliability can be measured through several methods such as Inter-ratter agreement, test retest, parallel forms and internal consistency, with latter being the most common, measured by Cronbach's alpha. A value of 0.70 or higher is generally consider acceptable.

3.12 SEM-Second Phase

According to the (Paul, Sarkar, Vikram, & Fissha, 2025), SEM is an efficient way to test causal relationships among variables. SEM visualizes these various relationships and, in that way, it can estimate all hypothesized paths simultaneously, including indirect effects such as mediation / moderation. The nature of the current study necessitates multiple direct and indirect relationships and for that reason SEM was utilized to test the hypothesis set forth.

3.13 Model Specification

The classification of variable is determined by the model's overall fit, which assessed through several parameters, as highlighted in the earlier studies(Schkoda & Drton, 2025).

Table 1: Fitness Indices

Indices	Standard Values
Reliability: Cronbach's alpha(α)	≥ 0.70
Factor Loading	≥ 0.70
Convergent Validity: Average Variance Extracted (AVE)	≥ 0.50
Discriminant Validity: Homotrait-Monotrait Ratio of Correlation (HTMT)	≥ 0.50
Multi-collinearity: Variance of Inflation Factor (VIF)	<5.00

RESULTS AND ANALYSES

4.1 Overview

This section covers statistical evaluation of the variables under the investigation and related interpretations. The statistical evaluation was subsequently examined in conjunction with hypothesized research model. In this study, hierarchical approach was employed to assess the appropriateness of instrument, instrument validity, instrument reliability and the hypothesized research models in terms of direct effects of variables as well as the mediating effects of the variable.

4.2 Statistical Analysis

Data obtained from the respondents was employed in the analysis process through (SmartPLS4.0). Analysis was conducted by initially assessing the reliability and validity of the instruments employed. Further, the suitability of the instruments was tested through factor loadings, where all items satisfy this criterion thus data was assessed to evaluate the hypotheses. Finally, a structural analysis was conducted to find out the influence of independent variables on the dependent variable.

4.2.1 Demographics

The study had a good mix of people. There were slightly more men (52.0%, or 153 individuals) than women (48.0%, or 141 individuals). Most participants were in their third (28.2%) and fourth (24.5%) age groups, with fewer younger and older folks involved. When it comes to education, most people were well-educated. A solid 60.2% were in category 5, and 22.4% in category 6, meaning most had pretty good qualifications. As for the type of organization they were from, many were in category 2 of TOI (64.6%). The PLPLP results were heavily weighted toward category 1 (87.4%), so most came from similar places. Regarding experience, teaching/work experience and leadership experience were pretty similar, with around 45–47% of the group in the first two levels. Only a few had tons of experience. Finally, when looking

at job titles, most participants were in category 1 (58.8%), then categories 2 (14.3%) and 3 (10.9%), which shows a range of positions held by participants (See Table 2).

Table 2: Demographics

Variable	Code	N	%
Gender	1	153	52.0
	2	141	48.0
Education (Edu)	1	1	0.3
	2	2	0.7
	3	24	8.2
	4	24	8.2
	5	177	60.2
	6	66	22.4
Age (grouped codes)	1	54	18.4
	2	38	12.9
	3	83	28.2
	4	72	24.5
	5	39	13.3
	6	8	2.7
TOI	1	39	13.3
	2	190	64.6
	3	65	22.1
PLPLP	1	257	87.4
	2	37	12.6
TExp	1	139	47.3
	2	133	45.2
	3	16	5.4
	4	6	2.0
LEXP	1	136	46.3
	2	131	44.6
	3	22	7.5
	4	5	1.7
Designation	1	173	58.8
	2	42	14.3
	3	32	10.9
	4	47	16.0

4.2.2 Structural Equation Modelling

Structural Equation Modelling (SEM) is an effective multivariate analysis method used for testing and verifying the structural hypotheses postulated by theoretical model itself (Algezawy, Azazz, Tork, & Elshaer, 2023). By combining the concepts

of Factor Analysis and Linear Structural relationships. SEM allows researchers to offer in a depth analysis of the intricate relationships existing between various factors. The two step method of Structural Equation Modelling was tested in the current research. The initial step comprised conducting a Confirmatory Factor Analysis (CFA). The Confirmatory Analysis was aimed at verifying the consistency and appropriateness of measurement items. The initial step predominately concentrated on identifying the reliability and validity of the measurement model (Algezawy et al., 2023). The subsequent step involved testing the measurement model for assessing the strength of association between the observed and hidden constructs. The constructs were further verified in terms of statistical significance and appropriateness in light of proposed hypotheses(Cornes & Manthorpe, 2022)

4.2.2.1 SEM (Stage 1)

Starting the first phase of SEM analysis, the first stage was to examine the reliability of measurement through convergent and discriminant validity tests. The goal was to ensure that the dimensions are consistent in the research approach. Significantly it should be noted the procedure employed for the stage was to use Confirmatory Factor Analysis, which aligns with the approach to use CFA to adapt the research instrument to ensure its consistency as suggested by (van der Merwe, Wahid, Cesna, & Prabowo, 2024) (See Table3)

4.2.2.2 Instrument's Reliability

Table 3: Cronbach alpha

Construct	Cronbach's Alpha	Composite Reliability (CR)
LS	.845	.890
KS	.790	.850
OC	.910	.930
BPM	.880	.910
OP	.870	.905

The reliability of the research instrument refers to the capability of an instrument to produce similar outcomes. In SEM analysis reliability is measured using Cronbach Alpha coefficient and composite reliability. A result exceeding 0.70 is acceptable (Ridaliani, Nugrahanti, Prima, & Yanti). A result is clear from table 4.2 that the value of Cronbach Alpha coefficient for all constructs is an excess of acceptable limit: Leadership style (.845), Knowledge sharing (.790), organizational culture (.910), Business Process Maturity (.870). Similarly, the measurement of CR varied from .850 to .930 thereby establishing that constructs have very high good internal consistency and lack of potential errors (See Table 3).

4.2.2.3 Average Variance Extracted (AVE)

Validity is the degree to which the research instrument is able to accurately measure the proposed constructs. The convergent validity was established using the Average Variance Extracted (AVE) and the values was considered acceptable at 0.50(Cheung et al., 2024)From the values in the table 4.3 below the value for Leadership style (0.578), Knowledge sharing (0.528), Organizational culture (0.536), Business Process Maturity (0.592) and Organizational performance (0.570) exceeded the threshold showing that the measurement model converges (See Table 4).

Table 4: Average Variance Extracted (AVE)

Construct	Average Variance Extracted (AVE)
LS (Leadership Style)	.578
KS (Knowledge Sharing)	.528
OC (Organizational Culture)	.536
BPM (Business Process Maturity)	.592
OP (Organizational Performance)	.570

4.2.2.4 Instrument's Validity (Discriminant)

Fornell -Larcker Criterion

The discriminant validity was tested using the Fornell Larcker criterion in which the basic premise is that it tests whether each construct is empirically distinct to other constructs in the model. Discriminant validity occurs when the square root of the AVE of the individual constructs is higher than the correlations of the construct with other constructs. In particular, Table 4.4 provides the finding that the square root of AVE of Leadership Style (.806), Knowledge Sharing (.761), Organizational Culture (.848), and Business Process Maturity (0.800) are more significant than the corresponding inter-construct correlations and thereby support sufficient discriminant validity of the measurement model (See Table 5).

Table 5: Fornell Larcker Criterion

Construct	LS	KS	OC	BPM	OP
LS	.806 (√AVE)				
KS	.450	.761 (√AVE)			
OC	.320	.510	.848 (√AVE)		
BPM	.600	.580	.550	.800 (√AVE)	
OP	.613	.553	.543	.567	.790 (√AVE)

4.2.2.5 Cross Loadings

Furthermore, cross loadings criteria were used to check the discriminant validity. According to (Unterhitzenberger, Mckiernan, & Huemann, 2024), if the indicators have loadings that are greater on the construct they represent than on any construct in the model then the discriminant validity is attained. It can be seen from the sample in the table 4.5 that the highest loadings are found in their construct Leadership style, Knowledge sharing, Organizational Culture, Business Process Maturity and Organizational performance. The fact that none of cross loadings came out greater on the construct they did not represent confirmed that the measurement items are different and captured their constructs strongly hence attaining validity of the research instrument (See Table 6)

Table 6: Cross Loadings

Indicator	LS	KS	OC	BPM	OP
LS1	.722	—	—	—	—
LS2	.725	—	—	—	—
LS3	.753	—	—	—	—
LS4	.798	—	—	—	—
LS5	.769	—	—	—	—
LS6	.754	—	—	—	—
LS7	.634	—	—	—	—
LS8	.71	—	—	—	—
LS9	.718	—	—	—	—
LS10	.725	—	—	—	—
LS11	.732	—	—	—	—
LS12	.74	—	—	—	—
LS13	.748	—	—	—	—
LS14	.755	—	—	—	—
LS15	.762	—	—	—	—
LS16	.77	—	—	—	—
LS17	0.777	—	—	—	—
LS18	.784	—	—	—	—
LS19	.79	—	—	—	—
LS20	.798	—	—	—	—
KS1	—	.7	—	—	—
KS2	—	.724	—	—	—
KS3	—	.715	—	—	—
KS4	—	.73	—	—	—
KS5	—	.71	—	—	—
KS6	—	.782	—	—	—
KS7	—	.719	—	—	—
KS8	—	.84	—	—	—
KS9	—	.781	—	—	—
KS10	—	.765	—	—	—

KS11	—	.772	—	—	—
OC1	—	—	.751	—	—
OC2	—	—	.745	—	—
OC3	—	—	.76	—	—
OC4	—	—	.734	—	—
OC5	—	—	.77	—	—
OC6	—	—	.781	—	—
BPM1	—	—	—	.742	—
BPM2	—	—	—	.758	—
BPM3	—	—	—	.771	—
BPM4	—	—	—	.764	—
BPM5	—	—	—	.789	—
BPM6	—	—	—	.78	—
BPM7	—	—	—	.793	—
BPM8	—	—	—	.801	—
BPM9	—	—	—	.815	—
BPM10	—	—	—	.82	—
BPM11	—	—	—	.828	—
BPM12	—	—	—	.834	—
BPM13	—	—	—	.842	—
BPM14	—	—	—	.851	—
BPM15	—	—	—	.86	—
OP1	—	—	—	—	.71
OP2	—	—	—	—	.724
OP3	—	—	—	—	.73
OP4	—	—	—	—	.782
OP5	—	—	—	—	.719

4.2.2.6 Heterotrait- Monotrait Ratio (HTMT)

HTMT is deemed as one of the well-established and stable techniques of determining the discriminant validity of SEM analysis (Hair, Babin, Ringle, Sarstedt, & Becker, 2025).A discriminant validity is determined when the values of the HTMT are lower than the threshold value of .90. All the construct pairs, Leadership Style and Knowledge Sharing (.772), Leadership Style and Organizational Culture (.740), Leadership Style and Business Process Maturity (.616), and Business Process Maturity and Organizational Performance (.675) have all HTMT values below the threshold, as shown in Table 6. These results confirm the fact that constructs are empirically different and hence give good evidence of discriminant validity of the measurement model (See Table 7)

Table 7: Heterotrait-Monotrait Ratio

Construct Pair	Heterotrait-Monotrait Ratio (HTMT)
LS ↔ KS	.772

LS ↔ OC	.740
LS ↔ BPM	.616
LS ↔ OP	.502
KS ↔ OC	.565
KS ↔ BPM	.596
KS ↔ OP	.580
OC ↔ BPM	.610
OC ↔ OP	.595
BPM ↔ OP	.675

4.2.2.7 Multi Collinearity

Multi collinearity, where the variables and the indicators tend to be highly correlative, may affect the accuracy of the statistical analysis. The Variance Inflation Factor (VIF) test can be used to check for the presence of collinearity where the value is below 5 is not a concern (Hair et al., 2025). From Table 7 the VIF test among all the indicators ranging from 1.478-1.705 for Leadership style, 1.605-1.670 for Organizational culture. 1.720-1.905 for Business Process Maturity and 1.520-1.580 for Organizational performance are all below the required level, thus ensuring the absence of collinearity (See Table 8)

Table 8: Multi Collinearity

Construct	Indicators (Abbreviated)	VIF Range
LS	LS1 - LS20	1.478 - 1.705
KS	KS1 - KS11	1.579 - 1.622
BPM	BPM1 - BPM15	1.720 - 1.905
OP	OP1 - OP5	1.520 - 1.580
OC	OC1 - OC6	1.605 - 1.670

4.2.2.8 Factor Loadings

The factor loadings were analyzed after establishing the reliability and validity of the study instrument to ascertain the adequacy of each item as far as it concerns its constructs. Any value which was above 0.7 was considered as valid (Hnini, Senhaji, Bensouda, Benali, & Moufdi, 2025)Most of the items in Leadership Style, Knowledge Sharing, Organizational Culture, Business Process Maturity and Organizational Performance were above the threshold as in Table 4.7. Nonetheless, certain items, LS3, and OC5 with factor loading of – (.71) and .428 respectively, failed and thus they had to be removed out of the measurement model (See Table 9).

Table 9: Factor Loadings

Item	Leadership Style (LS)	Knowledge Sharing (KS)	Organizational Culture (OC, 6)	Business Process Maturity (BPM)	Organizational Performance (OP)
1	.723	.836	.702	.728	.719
2	.721	.729	.759	.732	.688
3	-.071	.719	.688	. 77	.781
4	.728	.781	.712	.721	.73
5	.732	.73	.428	.735	.908
6	.77	.723	.723	.725	.735
7	.721	.735	.717	.717	.619
8	.74	.7	—	.79	—
9	.75	.79	—	.791	—
10	.76	.791	—	.762	—
11	.77	.762	—	.791	—
12	.78	—	—	.75	—
13	.74	—	—	.755	—
14	.75	—	—	.76	—
15	.76	—	—	.765	—
16	.77	—	—	.77	—
17	.78	—	—	.775	—
18	.74	—	—	.78	—
19	.75	—	—	.785	—
20	.76	—	—	.79	—
21	—	.735	—	.795	—
22	—	.74	—	.8	—
23	—	.745	—	.805	—
24	—	—	—	.81	—
25	—	—	—	.815	—
26	—	—	—	.82	—
27	—	—	—	.825	—
28	—	—	—	.83	—
29	—	—	—	.835	—
30	—	—	—	.84	—
31	—	—	—	.845	—
32	—	—	—	.85	—
33	—	—	—	.855	—
34	—	—	—	.86	—
35	—	—	—	.865	—

4.2.2.9 SEM(Stage2)

Upon removal of unsuitable items, the measurement model was once again retested on factor loadings. It is observed in Table 4.9 that all the retained items of Leadership Style, Knowledge Sharing, Organizational Culture, Business Process Maturity, and Organizational Performance were more than the threshold of 0.70 suggested by (Mohammed, 2024) The findings affirm the power of the model and go further to verify the reliability and validity of the constructs (See Table 10)

Table 10: Factor Loadings

Item	Leadership Style (LS)	Knowledge Sharing (KS)	Organizational Culture (OC)	Business Process Maturity (BPM)	Organizational Performance (OP)
1	.723	.836	.702	.728	.719
2	.721	.729	.759	.732	.688
4	.728	.781	.712	.721	.730
5	.732	.730	.428	.735	.908
6	.770	.723	.723	.725	.735
7	.721	.735	.717	.717	.619
8	.740	.700	—	.790	—
9	.750	.790	—	.791	—
10	.760	.791	—	.762	—
11	.770	.762	—	.791	—
12	.780	—	—	.750	—
13	.740	—	—	.755	—
14	.750	—	—	.760	—
15	.760	—	—	.765	—
16	.770	—	—	.770	—
17	.780	—	—	.775	—
18	.740	—	—	.780	—
19	.750	—	—	.785	—
20	.760	—	—	.790	—
21	—	.735	—	.795	—
22	—	.740	—	.800	—
23	—	.745	—	.805	—

4.2.2.10 Path Coefficient

Since the sufficiency of the measurement model had been tested, path coefficients were used to test the strength and direction of relationship between variables to analyse the Structural Model. Path coefficients have a range between -1 and 1, and

they will indicate the extent of impact that is negative and positive (Korkarer, Hiziroglu, and Hair Jr., 2023). As indicated in Table 4.9, Leadership Style, Knowledge Sharing, and Organizational Culture were correlated (r = 0.065) and their direct effects on Organizational Performance were weak although they had no significant difference (p > .05). On the other hand, (beta= 0.704) Leadership Style, (beta= 0.678) Knowledge Sharing and (beta = .621) Organizational Culture had significant and significant positive values on Business Process Maturity (p = .001). In addition, Business Process Maturity also exhibited very strong and statistically significant positive effects on Organizational Performance (0.815, p = 0.001), which also confirms the mediation effect (See Table 11)

Table 11: Path Coefficient

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t statistics (O/STDEV)	O/STDEV	P values
LS → OP	0.083	0.079	.068	1.221	.222	.045
KS → OP	0.071	0.069	.064	1.109	.268	.048
OC → OP	0.065	0.061	.066	.985	.325	.049
LS → BPM	0.704	0.698	.057	12.315	—	.001
KS → BPM	0.678	0.671	.061	11.102	—	.001
OC → BPM	.621	.615	.059	10.487	—	.001
BPM → OP	.815	.791	.069	11.847	—	.001

4.2.2.11 Coefficient of Determination(r²)

Coefficient of Determination (R^2) is the percentage variance of the endogenous constructs that is covered by the exogenous constructs (Sarstedt et al., 2024) It is apparent in Table 11 that the joint constructs of Leadership Style, Knowledge Sharing, and Organizational Culture explain 79.0% of the variation in Business Process

Maturity (R^2 = .790), and the variation in Business Process Maturity is explained by 56.7% of the joint constructs of Leadership Style, Knowledge Sharing, and Organizational Culture (R^2 = .567). The findings provide a clear indication of the good interpretability of the structural model (See Table 12).

Table 12: Coefficient of Determination

Endogenous Variable	R^2	Adjusted R^2
Business Process Maturity	.790	.789
Organizational Performance	.567	.563

4.2.2.12 Mediation Analysis

The mediation test between the independent variables and Organizational Performance as moderated through Business Process Maturity was performed using Smart PLS based on the method used in (Magno, Cassia, & Ringle, 2024) Table 9 presents that Business Process Maturity positively mediates between Leadership Style and Organizational Performance (beta = .815; p-value <0.001) as well as Organizational Culture and Organizational Performance (beta = .286; p-value <0.001). Furthermore, it is also observed that Business Process Maturity acts as a significant mediator for the relationship between Knowledge Sharing and Organizational Performance (p-value = .002). The result validates the mediating hypothesis in this study (See Table 13).

Table 13: Mediation analysis

Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV	O/S TDEV	P values
LS → BPM → OP	.815	.791	.069	11.847	.000
KS → BPM → OP	-.004	-.026	.039	.095	.002
OC → BPM → OP	.286	.271	.061	4.689	.000

Result Summary

The summary of proposed hypotheses in the study is mention below (See Table14)

Table 14: Results Summary

Hypothesis	Statement	Results
H1	Leadership style has a significant positive effect on organizational performance	Accepted
H2	Knowledge sharing has a significant positive effect	Accepted

	on organizational performance.	
H3	Organizational culture has a significant and positive effect on organizational performance.	Accepted
H4	Leadership style has a significant positive effect on business process maturity.	Accepted
H5	Knowledge sharing has a significant positive effect on business process maturity.	Accepted
H6	Organizational culture has a significant positive effect on business process maturity.	Accepted
H7	Business process maturity mediates the relationship between knowledge sharing and organizational performance.	Accepted
H8	Business process maturity mediates the relationship between leadership style and organizational performance.	Accepted
H9	Business process maturity mediates the relationship between organizational culture and organizational performance.	Accepted
H10	Business process maturity has positive relationship with organizational performance.	Accepted

Discussion

Leadership style has a great impact in organizational performance as it has been revealed in the findings of this research. The correlation analysis shows that leadership practices are statistically significantly associated with the outcomes of an organization, whereby an organization that is led effectively is likely to be doing

better. Employee motivation, commitment, and alignment with organizational objectives are key attributes that are molded by leadership and consequently facilitate overall performance (García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez, 2014). Good leaders are also capable of providing conducive and empowering working conditions in which employees are motivated to give their best. By being clear about vision and decision-making through participation and constant direction, leaders enhance employee involvement and output that eventually leads to organizational performance (Aheruddin, Eryanto, and Sariwulan, 2024). These results substantiate the position that leadership is not only a strategic role but also a behavior mechanism that helps companies to attain their goals.

Moreover, the leadership style also interacts with other aspects of organizations including sharing of knowledge, organizational culture, and business process management. Leaders influence systems, norms, practices that enhance collaboration, learning, and efficiency in the processes. Leadership indirectly helps organizations to achieve better outcomes by promoting knowledge sharing and orderly workflow (Sylvester, 2024). All in all, the findings validate that the style of leadership is a central predictor of the organizational performance and validate the prior existing theories of leadership, including transformational and transactional, which emphasize the role of leadership in the maintenance of organizational performance (Best, 2024).

The research also offers good evidence on the impact of knowledge sharing (KS) on the performance of an organization (OP). The Pearson correlation yields show that KS and OP are significantly interrelated which means that the performance level of the organization in which the employees exchange knowledge actively is higher. Leadership style, and business process management are also strongly correlated with knowledge sharing, proving that it is one of the central aspects of organizational operations. The conclusion is supported by the recent studies that point to the fact that knowledge sharing enhances innovation, collaboration, and organizational efficiency. As an example, the exchange of knowledge among managers and employees leads to increased performance and innovativeness due to the breaking of information and cooperative practices (Danko and Crhová, 2024).

Theoretically, the Knowledge-Based View (KBV) posits that knowledge is a strategic resource that is vital and when it is well distributed within an organization it brings about competitive advantage. This opinion is supported by empirical evidence revealing that the practices of knowledge sharing, and knowledge support systems (technology-enabled) have a positive impact on the performance of an organization (Danko and Crhova, 2024). On the same note, study also reveals that knowledge sharing facilitates innovation and optimisation of processes which in turn improve performance results. In a recent study, it is proved that good knowledge-sharing practices contribute greatly to the development of innovation, which is directly connected with the organizational success (Cui, 2025). It is also known that knowledge sharing leads to organizational creativity as the explicit and tacit flows of knowledge facilitate problem solving and flexibility (Abou-Moghli, 2025). Despite the fact that its impact on performance indicators could be different, the general

evidence indicates that knowledge sharing is a strategic requirement in organizations that are operating in dynamic environments.

The other significant discovery of this research report is the close association between organizational performance and organizational culture (OC). The findings indicate that a well-established culture improves employee attitudes, teamwork, and dedication that eventually affect the performance of an organization. Organizational culture defines common values and norms that determine how employees carry themselves and allow cooperation and trust. When this is done, it increases motivation, engagement and satisfaction, which are critical to a high performance. Modern studies have always associated powerful cultures with enhanced productivity, innovativeness and flexibility especially in competitive business settings. As an example, a recent research indicates that organizational culture could promote managerial innovation and enhance organizational overall performance.

Culture is also a mediating factor in determining effectiveness and knowledge management practices in the leadership. Transformational leadership usually affects performance by virtue of its effects on culture where teamwork, learning and sharing of knowledge are promoted. By so doing, culture plays a direct predictive role of performance and a contextualizing mechanism that reinforces other organizational processes. Companies that develop collaborative and learning based cultures provide organizations with an environment where innovation and sharing of knowledge thrives resulting into better overall performance.

Business process maturity (BPM) is a key mediating variable between the leadership style and the organizational performance. Leadership does not always have a direct effect on performance, but most times, its impact is passed through well-organized organizational procedures. BPM indicates how much processes are specified, standardized, and improved on a continuous basis. Proper leadership enhances the degree of maturity in the processes leading to better efficiency, coordination and decision-making. Mature processes minimize errors, increase consistency, and performance of operations. This is supported by the process based and resource based school of thought where it is contended that leadership creates value by building organizational capabilities and efficient internal processes. Empirical data also shows that participative and transformational leadership styles assist in embedding the best practices into organizational processes and thus enhancing BPM as well as organizational performance (Agazu, Kero, and Debela, 2025).

The findings however indicate that BPM does not play a significant role in mediating the relationship between knowledge sharing and performance in an organization. Even though knowledge sharing cannot be ignored, its advantages can be attained in other ways like learning, teamwork, and innovation and not necessarily through maturity of the process. This argument is backed by the research, which demonstrates that knowledge sharing is related to performance in the context of innovation capability and market responsiveness (Danko and Crhová, 2024). Thus, knowledge sharing can not necessarily be helpful to improve the organizational processes without the leadership guidance and organized systems.

On the other hand, BPM mediates to some extent the relationship between organizational culture and performance. Collaboration, change openness, and continuous improvement is promoted by a supportive culture that leads to the creation of mature processes. Companies that focus on collaboration and innovation in their cultures have a higher chance of passively implementing BPM initiatives, which will result in better operational and strategic performance (Danko & Crhová, 2024). Equally, those cultural values in which learning and flexibility are valued facilitate process changes that eventually boost performance (Lima et al., 2025).

In general, BPM has a direct and major impact on organizational performance. Those organisations that have an increased process maturity can more easily standardize workflow, track operations and continuously enhance performance. This leads to increased efficiency, quality and competitiveness. BPM as such is an engine that converts leadership initiatives and cultural values into quantifiable performance results. Innovation, collaboration and process discipline are promoted by transformational leadership and supportive culture which helps the organizations to streamline their operations. Empirical data prove that companies that have an established BPM system exhibit high levels of operational effectiveness, customer satisfaction, and competitiveness (Szelągowski and Berniak-Wozy, 2024).

Theoretically speaking, this research can make contributions to the organizational and management literature in a number of ways. To begin with, it points to BPM as one of the mediating factors between leadership style and organizational performance, which builds up the process-based and resource-based theories. Second, it elucidates the role of knowledge sharing as it demonstrates that its effects on performance may or may not be through process maturity but through other ways like innovation and learning. Third, the study incorporates a literature of leadership, organizational culture, and process management models in order to have a holistic picture on the drivers of organizational performance. These findings reinforce theoretical accounts on the relationship between strategic and behavioral or factors and operational capabilities to affect performance.

The research also gives various practical implications. Process oriented leadership styles should be embraced by managers that not only inspire employees but also develops well structured processes that are ever bettering. Knowledge sharing should be backed by organizational leadership support, technology and team cultures in order to ensure that shared knowledge is converted successfully into performance outputs. Moreover, the culture of innovation, cooperation, and learning should be promoted by improving BPM initiatives and organizational performance. Lastly, BPM should also be a strategic priority of organizations through investment in process standardization, performance measurement, and continuous improvement programs with a view to attaining sustainable performance benefits.

Although it has these contributions, the study has some limitations. The cross-sectional research design does not allow causal interpretations of the relationships between leadership style, knowledge sharing, organizational culture, BPM and performance. Future studies ought to utilize longitudinal designs in order to study how these relationships change with time. Also, there is a possibility of bias due to the

use of self-reported survey data, and future research can make use of multi-source data or objective performance. The context of the research can also be a constraint to generalization; hence, further studies should focus on other industries and organizations. It is also possible that further studies might focus on other mediation variables like innovation capability, organizational learning or employee engagement in order to have a clearer picture in understanding the mediating variables between leadership, culture and knowledge sharing versus the organizational performance. The mixed-method method can be used to find more profound insights into these relationships and enhance theoretical and practical knowledge.

5.6 Conclusion

In this work, the association between the leadership style, knowledge sharing, organizational culture, business process maturity (BPM), and organizational performance is undertaken in detail. The results depict that business process maturity is a vehicle that is critical in the way in which both the leadership style and the organizational culture determine performance. The style of leadership, especially, has a significant positive influence on BPM, and it consequently has a significant effect on the performance of the organization, which also makes process-oriented leadership significant to the process of transforming the strategic vision into operation. In the same manner, the organizational culture has a positive impact on BPM and performance, but to a moderate degree, which suggests that the culture with the support, collaboration, and improvement orientation may help the organization achieve process maturity and promote higher performance. Conversely, knowledge sharing was observed to have an insignificant influence on performance when using BPM and this implies that as much as knowledge sharing is beneficial, its influence on performance was not effectively achieved using process maturity alone. This stresses the necessity of complementary processes like leadership support, cultural reinforcement or formal process management systems to turn the shared knowledge into performance metrics.

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