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The Impact of Paradox Leader Behavior on Subordinate Performance through Openness to Experience and Learning Goals Orientation

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Abstrak

- **Tujuan:** Penelitian ini bertujuan untuk menganalisis bagaimana *openness to experience* dan *learning goal orientation* berpengaruh terhadap *paradox leader behavior* dan menganalisis bagaimana efek mediasi dari *paradox leader behavior* dan efek moderasi dari *phsycological capital* terhadap *follower performance*.
- **Desain/metodologi/pendekatan:** Penelitian ini adalah penelitian kuantitatif, dengan menggunakan analisis data PLS-SEM, metode pengambilan sampel menggunakan tehnik *purposive sampling*. Responden berasal dari dosen dan tenaga administratif perguruan tinggi yang memiliki *subordinate*, sebanyak 102 responden. Penyebaran kuisioner digunakan dalam pengumpulan data.
- **Temuan**: Hasil penelitian menunjukkan bahwa *openness to experience* berpengaruh terhadap *paradox leader behavior* serta *learning goal orientation* berpengaruh terhadap *paradox leader behavior* dan *learning goal orientation* juga berpengaruh terhadap *follower performance*. Sedangkan *paradox leader behavior* tidak memediasi *openness to experience* terhadap *follower performance*, dan tidak memediasi *learning goal orientation* terhadap *follower performance*. Hubungan antara *openness to experience* terhadap *follower performance* tidak berpengaruh dan *paradox leader behavior* terhadap *follower performance* juga tidak berpengaruh. Tidak ada efek moderasi dari *phsycological capital* terhadap *paradox leader behavior* terhadap *follower performance*.
- **Batasan penelitian/dampak:** Penelitian selanjutnya disarankan untuk memperluas populasi penelitian pada universitas negeri atau sektor lain, dan menambahkan variabel lain untuk memperdalam pemahaman tentang hubungan antara variabel-variabel ini.
- **Implikasi praktis:** Hasil penelitian menunjukkan bahwa pada pimpinan dan yayasan pada universitas swasta, perlu mengembangkan budaya dan menciptakan lingkungan kerja melalui aturan dan kebijakan yang menekankan orientasi tujuan pembelajaran dan keterbukaan terhadap pengalaman untuk mendorong perilaku kepemimpinan paradoks yang adaptif. Karyawan yang memahami perilaku pemimpin yang paradoks dapat melihat tuntutan yang

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saling bertentangan dan bersaing sebagai fenomena di dalam organisasi dan dapat mengintegrasikan berbagai tuntutan sehingga kontradiksi di antara mereka dapat menjadi produktif.

- **Keaslian/nilai**: Penelitian ini berkontribusi pada implementasi dari Teori Paradox dan *Personality Traits* dalam mempengaruhi kinerja bawahan pada dosen di Perguruan Tinggi Swasta di Indonesia. Ini menjadi kesenjangan penelitian sekaligus hal yang menarik karena belum banyak penelitian terkait hal ini.
- **Jenis Makalah:** Jenis artikel ini adalah makalah penelitian untuk melihat bagaimana pengaruh dari openness to experience dan learning goal orientation terhadap paradox leader behavior dan efek mediasi dari paradox leader behavior dan efek moderasi dari phsycological capital terhadap follower performance.

Kata Kunci: *Paradox Leader Behavior; Openness to Experience; Learning Goal Orientation; Follower Performance, Psychological Capital*.

Abstract

- ***Purpose:*** *This study aims to analyze how openness to experience and learning goal orientation influence paradoxical leader behavior and the mediating effect of paradoxical leader behavior and the moderating effect of psychological capital on follower performance.*
- ***Design/methodology/approach:*** *This research is a quantitative research, using PLS-SEM data analysis. The sampling method uses purposive sampling. The respondents were 102 lecturers and administrative staff at universities who had subordinates. Questionnaires were distributed to collect data.*
- ***Findings:*** *Significant results were shown by openness to experience on paradox leader behavior, as well as learning goal orientation on paradoxical leader behavior and learning goal orientation on follower performance. The results showed that paradoxical leader behavior neither did mediate openness to experience nor learning goal orientation on follower performance, Meanwhile, insignificant results were also shown by openness to experience on follower performance, and paradoxical leader behavior on follower performance. In addition, there was no moderating effect of psychological capital on paradoxical leader behavior on follower performance.*
- ***Research limitations/implications:*** *This study has limitations, as the population in this study only came from private universities in Indonesia. Future research could be expanded to include public universities or other demographic groups/sectors and adding other variables to deepen understanding of the relationship between these variables.*
- ***Practical implications:*** *The results of the study indicate that leaders and foundations at private universities need to develop a culture and create a work environment through rules and policies that emphasize learning goal orientation and openness to experience to encourage adaptive paradoxical leadership*

behavior. Employees who understand paradoxical leader behavior can see conflicting and competing demands as phenomena in the organization and can integrate various demands so that the contradictions between them can be productive.

- ***Originality/value:*** *This research contributes to the implementation of Paradox Theory and Personality Traits in influencing the performance of subordinates among lecturers at private universities in Indonesia. This represents a research gap and is interesting because there is not much research on this topic.*
- ***Paper Type:*** *This article is a research paper examining the influence of openness to experience and learning goal orientation on paradoxical leader behavior, the mediating effect of paradoxical leader behavior, and the moderating effect of psychological capital on follower performance.*

Keywords*: Paradox Leader Behavior; Openness to Experience; Learning Goal Orientation; Follower Performance, Psychological Capital.*

Introduction

The current organizational environment is characterized by volatility, uncertainty, complexity, and ambiguity which are driven by globalization, shift in consumer behavior, competitor strategies, leadership structures, and regulatory changes (Lestari, 2020). This condition is experienced by all business sectors, including higher education institutions. Rapid and dynamic changes require universities to adaptively respond to changes in both internal and external environments following the COVID-19 pandemic in 2020-2022. Many universities experienced a decline in student enrollment as a result of layoffs in the workforce (which is the main source of funds) and creates operational and financial tension. Data from the International Labor Organization (ILO) in 2020 on workers and students found that one in five employees lost their jobs, resulting in a decline in student enrollment (Supriharyanti et al., 2024).

Higher education management has now begun to shift from collegialism to managerialism. This shift has affected how performance is measured from a broader stakeholder perspective (Camilleri, 2020). Previous research on university performance has used indicators more closely related to the cost efficiency of teaching and research (Lu, 2012), patents and publications (Aghion, et al., 2010), teaching and research (Tee, 2016) and university ranking (Sukoco, et al., 2022).

Data from the National Accreditation Board for Higher Education (BANPT) shows a total of 226 study programs in the Faculty of Economics and Business under the auspices of LLDIKTI Region 7. Of these, 34 study programs have excellent or A accreditation, 52 study programs have excellent accreditation, 81 have B accreditation, 58 have good accreditation, and 1 study program is unaccredited. The data above shows that the majority of study programs at private universities under LLDIKTI Region 7 have B/Good accreditation, and only around 15% have A or Excellent accreditation. This certainly presents "homework" for university leaders, both at the top and middle levels, to formulate strategies and policies to improve academic quality and reputation, as mandated by the Directorate General of Higher

Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology.

It's undeniable that the public's perception of state universities (PTN) is higher than that of private universities (PTS). Improving their reputation is challenging for private universities. Data shows that in terms of academic reputation scores and rankings among Indonesian universities, rankings 1-10 are held by state universities.

Table 1. Academic Reputation Scores and Rankings of Indonesian Universities

University	Global Ranking	Academic Reputation	Akademic Reputation Ranking
Univ Indonesia	237	50,5	161
Univ Gadjah Mada	263	51.7	152
Institut Teknologi Bandung	281	41,0	203
Universitas Airlangga	345	34,0	254
Institut Pertanian Bogor	489	21,6	399
ITS Surabaya	621-630	15,3	570
Universitas Padjajaran	661-670	16,8	525
Universitas Diponegoro	791-800	17,2	517
Universitas Brawijaya	801-850	17,2	519
Universitas Hasanuddin	1001-1200	12.5	601+
Universitas Bina Nusantara	1001-1200	11,0	601+
Universitas Negeri Sebelas Maret	1001-1200	10,7	601+
Universitas Telkom	1001-1200	7,4	601+
Universitas Islam Indonesia	1201-1400	10,4	601+
Universitas Pendidikan Indoesia	1201-1400	9,6	601+
Universitas Negeri Yogyakarta	1201-1400	9,6	601+
Universitas Negeri Sumatera Utara	1201-1400	7,6	601+
Universitas Muhammadiyah Yogyakarta	1201-1400	6,3	601+
Universitas Katolik Atmajaya Jakarta	1201-1400	5,8	601+
Universitas Andalas	1401+	6,9	601+

Source: Book of Quality Improvement Strategies Towards World-Class Universities (2022)

To develop world-class institutions, both public and private universities need to pay attention to several important matters: (1) Improving academic quality and reputation; (2) Improving graduate quality and reputation; (3) Strategies to increase national and international research collaboration and citations; (4)

Strategies for enhancing internationalisation programmes; (5) Strategies for funding, budget allocation, and faculty-student ratio.

Private universities often face tension when there is a dilemma between the internal interests of the university and the foundation, and the demand of the external environment in achieving academic quality and reputation. For example tensions betweeen research innovation versus cost efficiency, academic autonomy versus foundation control. Unlike public universities, private universities are independent institutions that rely on their funding; therefore, the challenge of exploring ways to improve the quality and reputation of private universities becomes paradoxical in various circumstances. In higher education, the character and role of the dean as the leader of the strategic operational division for academic activities will influence the university's outcomes (Lestari, 2020: 10).

The above phenomenon demonstrates the importance of leadership that is able to navigate seemingly conflicting demands. Zhang. et al. (2015) suggest that leaders be trained to handle various short-term possibilities and long-term perspectives, with a primary focus on paradoxical thinking and action. Paradox studies adopt an alternative approach to tensions, exploring how organizations can meet competing demands simultaneously. This research, which began in the 1980s through research conducted by Smith & Berg (1987) and Cameron & Quinn (1988), is widely used as a reference by modern leadership today.

Humans have traits that originate from themselves and traits that are influenced by factors outside themselves. This will influence whether a leader is paradoxical or not. Paradoxical leadership can also be linked to The Big Five Personality traits. This theory aims to identify the basic dimensions of human personality: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. The role of a leader in an organization is very important; thus, for employees in the workplace, their role expectations are a powerful force for engaging employees in appropriate work activities (Kahn, 1992). Personality traits help explain why a person acts as they do in leadership positions and are thus a major predictor of a person's leadership behavior.

Ishaq et al. (2019) explain that psychological capital is a set of positive psychological resources that enable individuals to invest additional effort with more confidence and successfully mobilize their cognitive resources to perform certain tasks (efficacy), have more willingness and energy to produce various solutions to problems (hope), expect good things to happen to them and thus overcome problems positively, challenges, and difficulties (optimism), and achieve success even when faced with various favorable and unfavorable conditions (resilience).

Most research on Paradoxical Leader Behaviour (PLB) still focuses on the business sector or public organisations (Zhang et al., 2015; Backhaus et al., 2021), while studies in the context of higher education, especially private universities in developing countries, are still rare. As a result, there is still minimal empirical evidence explaining how leadership personality characteristics such as openness to Experience and learning orientation influencing paradoxical leadership behaviour, and how this behaviour impacts follower performance in academic settings. Therefore, this study aims to fill this gap and provide deeper insights into the paradoxical dynamics of private universities in Indonesia.

This study views Paradoxical Leader Behaviour as a relevant leadership mechanism for integrating seemingly conflicting demands in private university environments. Therefore, this study aims to empirically test how leader personality traits, openness to Experience, learning goal orientation influence paradoxical leader behaviour, and how this behaviour acts as a mediator toward follower performance. Furthermore, this study also highlights the importance of psychological capital as a contingent factor that moderates the influence of Paradoxical Leader Behaviour on Follower Performance.

Literature review and hypothesis development

The Big Five Personality Traits Theory

The history of the development of the Big Five Personality Traits theory began in the early 20th century, when researchers such as Allport, Cattell, and Eysenck conducted research to identify the basic dimensions of human personality. Early developments in the 1940s and 1950s. The Big Five Personality Theory provides a basis for explaining the antecedents of research related to paradoxical leadership behaviour.

According to Ishaq et al., (2019), leaders' extraversion and openness to experience are positively related to followers' PLB ratings. Conversely, agreeableness, conscientiousness, and neuroticism among leaders are negatively related to followers' PLB ratings. Big Five Personality Theory provides a foundation for explaining research antecedents related to paradoxical leadership behavior. Individuals who are open to experience are divergent thinkers, have a high tolerance for ambiguity, and prefer challenges and complexity. They not only maintain control of decision-making while using unconventional ways and methods to achieve organizational goals (De Hoogh et al., 2005), but also remain flexible and open to other people's perspectives (Colbert et al., 2012) and tend to urge their followers to also develop unconventional methods to achieve their goals in the workplace (Moss & Ngu, 2006). Individuals who are openness to experience are different thinkers, have a high tolerance for ambiguity and prefer challenges and complexity. They are broad-minded and tend to be unconventional or non-conformist. This tendency allows them to accept and deal with paradoxes in the workplace better than others (Derue, et.al, 2011).

It is important for foundations and private university administrators to understand the characteristics of each leader so that they can fulfil their roles in the face of conflicting demands, and to see whether the paradoxical context in private universities, such as openness to experience and learning goal orientation, can foster paradoxical leader behaviour.

- H1: Openness to experience has a positive effect on paradox leader behavior
- H2: Openness to experience has a positive effect on follower performance

Psychological Capital

Ishaq, et al. (2019) explain that psychological capital is a set of positive psychological resources that enable individuals to invest additional effort with

greater confidence and successfully mobilise their cognitive resources to perform specific tasks (efficacy), have more willingness and energy to generate various solutions to problems (hope), expect good things to happen to them and thus overcome problems positively, challenges, and difficulties (optimism), and achieve success even when faced with various favourable and unfavourable conditions (resilience). Ishaq, et al. (2019) conducted research to examine the moderating effect of subordinates' psychological capital on the relationship between paradoxical leadership behaviour and innovative performance outcomes, and found that followers' psychological capital moderates the relationship between PLB and performance in the follower role. Through the positive psychological capital they possess, followers are able to expend their resources in a manner consistent with paradoxical leadership behaviour, thereby conserving energy and becoming more responsive to the leader's paradoxical efforts to improve innovative performance outcomes and their follower roles (Ishaq, et al., 2019).

- H7: Psychological capital of moderates paradoxical leader behavior on follower performance

Learning Goal Orientation

According to Brett & VandeWalle (1999), learning goal orientation is conceptualised as a mental framework for how individuals interpret and respond to achievement situations. According to Brett & VandeWalle (1999), learning goal orientation is conceptualised as a mental framework for how individuals interpret and respond to achievement situations. Individuals with a high learning goal orientation pursue adaptive response patterns in which they persevere, increase their efforts, engage in solution-oriented self-instruction, and enjoy the challenges they face (Brett & VandeValle, 1999). Individuals with a high learning-goal orientation pursue adaptive response patterns in which they persevere, increase their efforts, engage in solution-oriented self-instruction, and enjoy the challenges they face (Brett & VandeValle, 1999). Individuals with a learning goal orientation tend to adhere to an incremental theory of their abilities; they view ability as a malleable attribute that can be developed through effort and experience.

According to Andriopoulos (2003), leaders who are oriented towards learning will be more accustomed to dealing with ambiguity and uncertainty. This enables them to see opportunities in paradoxes and seek creative solutions. Vera and Crossan (2004) state that leaders with a strong learning orientation tend to be more open to new information and different perspectives. Organisational learning has been proposed as a fundamental strategic process and the only sustainable competitive advantage in the future (DeGeus, 1988). This helps them to identify and embrace organisational paradoxes.

- H3: Learning goal orientation has a positive effect paradox leader behavior
- H4: Learning goal orientation has a positive effect on follower performance

Paradoxical Leadership Behavior

Paradoxical leadership behavior is defined as a leader who is able to convey to followers the need to simultaneously engage in contradictory yet interrelated

behaviors to constructively address paradoxes and tensions in the workplace (Sparr et al., 2015). Sparr (2022) defines paradoxical leadership behavior as a leader who is able to convey to followers the need to simultaneously engage in contradictory yet interrelated behaviors to constructively address paradoxes and tensions in the workplace.

Zhang et al. (2015) conducted the first empirical study and developed a measure of Paradoxical Leader Behavior, which consists of five contradictory behavioral dimensions (1) Leaders are both egocentric and follower-centered (2) Leaders hold final decision-making authority themselves and empower followers (3) Leaders keep their distance from followers but are close enough (4) Leaders set strict work requirements but are insulting (5) Leaders treat all employees uniformly while identifying their individuality. Paradoxical leaders tend to give members autonomy and flexibility in the teamwork process so that members can realise their full potential (Waldman & Bowen, 2016). Paradoxical leaders also recognise the uniqueness of members and show respect for each other's specialisations (Zhang et al., 2015). Followers will exhibit these attitudes and behaviors in response to their subjective perceptions of leadership (Backhaus et al., 2021). Paradoxical leaders tend to give members autonomy and flexibility in the teamwork process so that members can realise their full potential (Waldman & Bowen, 2016). Paradoxical leaders also recognise the uniqueness of members and show respect for each other's specialisations (Zhang et al., 2015). Consequently, paradoxical leaders may empower their employees to exhibit beneficial attitudes and behaviors.

Research conducted by Avey et al. (2011) suggests that followers with high psychological capital tend to be more flexible, adaptive, and open to different leadership approaches, including paradoxical behaviour. This enhances their ability to respond effectively to conflicting demands. Ishaq, et al. (2019) conducted research to examine the moderating effect of subordinates' psychological capital on the relationship between paradoxical leadership behaviour and innovative performance outcomes, and found that followers' psychological capital moderates the relationship between PLB and performance in the follower role. Through the positive psychological capital they possess, followers are able to expend their resources in a manner consistent with paradoxical leadership behaviour, thereby conserving energy and becoming more responsive to the leader's paradoxical efforts to improve innovative performance outcomes and their follower roles (Ishaq, et al., 2019).

Another study was conducted by Heracleous & Wirtz (2014), which concluded that the ability to balance two opposing poles gives Singapore Airlines a sustainable competitive advantage and that this ability becomes increasingly relevant to organisational effectiveness as competition intensifies.

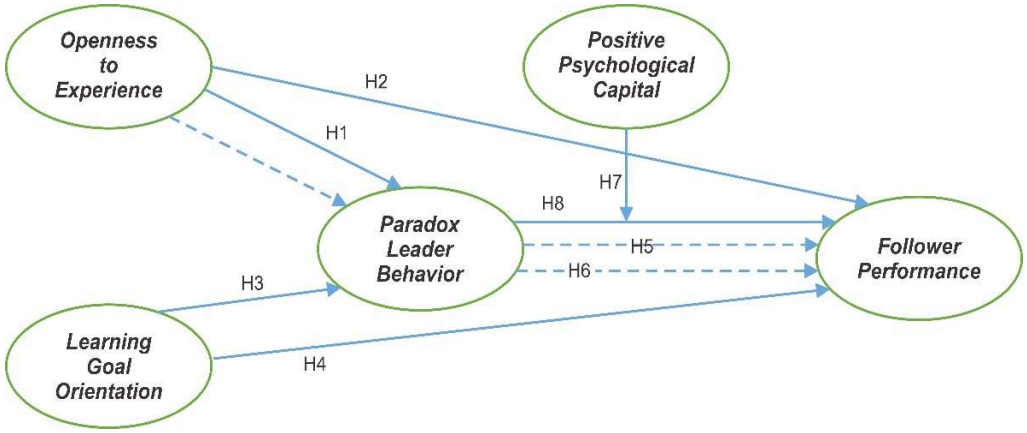
- H5: Paradoxical leader behavior mediates openness to experience on follower performance
- H6: Paradoxical leader behavior mediates learning goal orientation on follower performance
- H8: Paradoxical leader behavior has a positive effect on follower performance

Follower Performance

Follower performance, according to the conceptual definition by Gilbert and Hyde (1988), is how effective and productive a subordinate is in their role as a 'follower' within an organisation. Subordinate performance does not solely depend on the leadership abilities of their superiors, but also on the characteristics and behaviour of the subordinates themselves. Regarding the relationship between leaders and subordinates, Mary Parker Follett can be considered the first modern management scholar to focus on attention to followers (Gilbert & Hyde, 1988). Employees in modern organisations increasingly face paradoxical tensions (Lewis, 2000), such as exploration versus exploitation (March, 1991). An individual's effectiveness in dealing with a leader's paradoxical behaviour will be determined by how effectively that individual manages paradoxical tension through their paradoxical mindset (Miron-Spektor, et.al. 2011).

In relation to leadership, a leader who demonstrates acceptance of contradictions and the ability to explore the possibility of coexistence shows followers how to be open, learning-oriented, and flexible in the face of external challenges, thereby creating a limited environment of discretion for them. Followers who encounter paradoxical leader behaviour will work more competently, adaptively, and proactively (Zhang, et al., 2015).

Figure 1. Conceptual Framework



Research Method

Data Collecting Technique And Variables

This study used quantitative methods. The data in this study were primary data collected through surveys. The researcher will send a questionnaire link to respondents who are willing and meet the criteria and ask for their willingness to fill out the questionnaire created using Google Forms. The researcher sent the questionnaire link to prospective respondents via email or WhatsApp. When the number of respondents reached the specified number, the researcher retrieved the survey results through Google Forms for data processing and statistical analysis. The survey instrument covered five core constructs, openness to experience,

learning goal orientation, paradoxical leader behavior, psychological capital, and follower performance, measured with multi-item Likert scales adapted from established sources (e.g., Zhang et al. for PLB; Big Five measures for OE; PCQ for PsyCap; role-based performance scale for performance). All items employed a consistent response scale in which higher scores indicate stronger levels of the underlying construct. Instrument quality was evaluated and is reported in the Results: indicator loadings (Table 2), convergent and discriminant validity via AVE and the Fornell–Larcker criterion (Tables 3 and 5), internal consistency via Cronbach's alpha and Composite Reliability (Table 5), indicator collinearity via VIF (Table 4), and overall model fit via SRMR (Table 8).

Table 2. Variable and Indicator

Variables	Indicator	Source
1. Openness to Experience	1. Unique thinking 2. Curiosity 3. Deep thinking ability 4. Imagination 5. Inventiveness 6. Ability to appreciate aesthetics; 7. Flexibility; 8. Reflective ability; 9. Artistic interest; 10. Interest in art, music or literature 11. Ability to accept creativity and innovation 12. Ability to accept change	John & Srivastava (1999)
2. Learning Goal Orientation	1. Belief in one's abilities 2. Belief in one's efforts 3. Response patterns	Button, et.al (1996)
3. Psychological Capital	1. Hope 2. Self Efficaacy 3. Resilience 4. Optimism	Luthans, *et. al.* (2007)
4. Paradox Leader Behavior	1. Combining self-centeredness with other-centeredness 2. Maintaining both distance and closeness 3. Treating subordinates uniformly, while allowing individualization 4. Enforcing work requirements, while allowing flexibility 5. Maintaining decision control, while allowing autonomy	Zhang, et.al., (2015)

Variables	Indicator	Source
5. Follower Performance	1. In role performance 2. Innovation performance	Scott & Bruce, 1994).

Population and Sample

In PLS-SEM-based research, an adequate sample size is crucial for the validity of the analysis results. This study targeted respondents from the academic community at private universities in Indonesia, with the unit of analysis being lecturers and academic staff who are directly relevant to leadership at the faculty level. The accurate population size of this study is unknown; therefore, this study used non-probability sampling techniques to determine the sample. The sampling method used purposive sampling with a judgment sampling type, which is a sample collection technique based on predetermined respondent criteria (Schindler, 2022). This study included 102 respondents. This number was determined based on methodological considerations and population representation of the study.

First, not all individuals met the research criteria. Respondents were selected through purposive sampling based on specific criteria, namely active lecturers or academic staff in the Faculty of Economics and Business who understood leadership practices. Thus, the respondents obtained were a group that was relevant and representative of the target population. To further enhance contextual representativeness, respondents were drawn from multiple private universities in East Java spanning varied accreditation levels (excellent, very good, good, and B), thereby approximating the heterogeneity of the target setting and improving the applicability of findings to similar faculties and institutions.

Second, from a statistical justification perspective, sample size determination also refers to Cohen's (1992) guidelines, which recommend setting the number of respondents based on the number of predictors in the model, significance level ($\alpha = 0.05$), and target test power (power ≥ 0.80). In this study, the endogenous construct with the most predictors has three entry paths: paradoxical leader behavior is influenced by open mindedness and learning goal orientation, and subordinate performance is influenced by paradoxical leader behavior and the interaction between paradoxical leader behavior and psychological capital. For a moderate effect ($f^2 = 0.15$) with three predictors, the minimum number of respondents recommended is 77, while for a small effect ($f^2 = 0.02$), approximately 88–100 respondents are required. With an actual number of 102 respondents, this study was above the recommended minimum limit, enabling it to detect significant relationships with an adequate level of confidence. Accordingly, the achieved sample size ($n = 102$) exceeds thresholds for small-to-moderate effects and is adequate for PLS-SEM estimation at $\alpha = 0.05$ with power ≥ 0.80. Given the unknown population size, inferences are framed as analytically generalizable to comparable private-university contexts rather than statistically generalizable to all higher-education settings.

Data Analysis, Mediation, and Moderation (PLS-SEM & Bootstrapping)

Analyses were conducted using PLS-SEM. The measurement model assessed convergent validity (indicator loadings, AVE), internal consistency (Cronbach's

alpha, Composite Reliability), and discriminant validity (Fornell–Larcker), as reported in Table 4 (loadings), Tables 5 and 7 (√AVE and AVE), and Table 7 (alpha and CR). Indicator collinearity was evaluated using VIF (Table 6), and overall model fit was examined via SRMR, which met the < 0.08 benchmark (Table 10).

The structural model evaluated path coefficients, R^2, and effect sizes (f^2), with statistical significance obtained through SmartPLS bootstrapping. Direct effects are reported in Table 11 and indirect (mediated) effects in Table 12. Importantly, mediation was tested via bootstrapped indirect effects within the PLS-SEM framework, not via simple regression, providing stronger inferential evidence for indirect pathways. Moderation was tested by specifying and estimating a product-indicator interaction term between paradoxical leader behavior and psychological capital within PLS-SEM; its statistical significance was assessed via bootstrapping and is reported alongside other structural paths in Table 9.

Result and discussion

Respondent Profile

In terms of gender, the majority of respondents were male (52 people, 50.98%), followed closely by female respondents (50 people, 49.02%). Based on age, the largest group was 36-46 years old (37.3%), followed by 25-35 years old (31.4%) and 47-57 years old (25.5%).

Table 3 Respondent Profile

Profile	Frequency	Percentage
Gender		
Male	52	50.98%
Female	50	49.02%
Position		
Lecturer	85	83.3%
Administrative staff	17	16.7
Age		
25-35	32	31.4
36-46	38	37.3%
47-57	26	25.5%
58-65	6	5.8

Source: Processed Data (2025)

Test of Reliability and Validity

In this study, construct validity was evaluated using two approaches: To assess convergent validity, the factor loadings for each questionnaire item were tested. According to Hair et al. (2019), items are considered valid when the factor loading is equal to or greater than 0.70. However, a factor loading of 0.5 is considered to be empirically appropriate. Each indicator in Figure 1 has a factor loading value greater than 0.5, indicating that all indicators meet the convergent validity criteria.

In addition, collinearity between formative indicators was assessed using the Variance Inflation Factor (VIF), in line with the recommendations of Hair et al. (2019). VIF values were calculated to ensure that multicollinearity did not affect the estimation of indicator weights. VIF values below 5.0 are generally considered acceptable, and values below 3.3 indicate minimal multicollinearity concerns (Hair et al. 2019). In this study, all indicators showed VIF values below the threshold of 3.3, indicating that collinearity was not a significant problem and that the indicators were suitable for inclusion in the model. From the Collinearity Statistics (VIF) results for the Outer Model Indicators, several indicators were removed because they had VIF values above 5, namely LGO3, OE1, OE6, OE8, OE9, and PC6. This assessment confirmed that the measurement model met the validity requirements necessary for further structural analysis.

Table 4. Loading Factor

Item Quesioner	Outer Loading
Follower Performance	
Rate each subordinate on the extent to which they complete assigned tasks well.	0.836
Rate each subordinate on the extent to which they fulfill the responsibilities specified in their job description.	0.882
Rate each subordinate on how they engage in activities that directly affect performance evaluation.	0.839
Rate each subordinate on how they search for new technologies, processes, techniques, and/or product ideas.	0.873
Rate each subordinate on how they generate creative ideas.	0.86
Rate each subordinate on how they promote and explain ideas to others.	0.811
Rate each subordinate on how they develop adequate plans and schedules for implementing new ideas.	0.889
Rate each subordinate on how innovative they are in their work.	0.855
Learning Goal Orientation	
I often seek opportunities to develop new skills and knowledge.	0.867
I enjoy challenging and difficult tasks at work that allow me to learn new skills.	0.869
I prefer to work on projects that allow me to demonstrate my abilities to others.	0.71
Openness to Experience	
I see myself as someone who is curious about many different things.	0.736
I see myself as someone who has an active imagination.	0.822
I see myself as someone who is inventive (seeks new and innovative ways).	0.885
I see myself as someone who enjoys reflection and playing with ideas.	0.842
Physiological Capital	
I feel confident in helping to set targets/goals in my work area.	0.772
I feel confident in conveying information to colleagues.	0.774
If I encounter difficulties at work, I can think of many ways to get out of the problem.	0.733
At present, I am vigorously pursuing my work goals.	0.847
I usually take stressful things at work in stride.	0.702

Item Quesioner	Outer Loading
Paradoxical Leader Behavior	
You are able to ensure current business efficiency and profitability while considering the needs of future business development.	0.876
You are able to exploit today's mature businesses while also exploring businesses with future growth potential.	0.831
You are able to focus on routinizing internal organizational management, while also daring to continually adjust and optimize it.	0.757
You are able to emphasize prudent organizational decision-making processes, while also emphasizing rapid adaptation to change.	0.792
You are able to stabilize the organizational structure, while also adjusting or rebuilding it based on company developments.	0.851
You are able to take the organization's perspective as well as the perspective of other stakeholder communities.	0.754

Source: Processed Data (2025)

Based on table 5, the validity and reliability test results indicate that all indicators meet the convergent validity criteria (loading ≥0.70). Indicators within a single construct truly reflect the same construct.

Table 5. Convergent Validity Test

	Follower Performance	Learning Goal Orientation	Openness to Experience	Paradoxical Leader Behavior	Physiological Capital
Follower Performance	0.856				
Learning Goal Orientation	0.498	0.819			
Openness to Experience	0.324	0.736	0.823		
Paradox Leader Behavior	0.442	0.763	0.764	0.812	
Physiological Capital	0.424	0.708	0.723	0.74	0.767

Source: Processed Data (2025)

Table 6. Collinearity Statistics (VIF) for Outer Model Indicators

Indicator	VIF
FP1	4.924
FP2	6.111
FP3	2,984
FP4	3,947
FP5	4,129
FP6	3,419
FP7	4,179
FP8	3,278

Indicator	VIF
LGO1	1,753
LGO2	1,757
LGO4	1.313
OE2	1,523
OE4	1,943
OE5	2,400
OE7	1,944
PC1	1,840
PC2	1,789
PC3	1,578
PC4	2,057
PC5	1,606
PLB1	4,097
PLB2	3,433
PLB3	2,168
PLB4	2,056
PLB5	2,790
PLB6	1,933

Source: Processed Data (2025)

Based on Table 6 above, it can be seen that the square root AVE of each variable is greater than its correlation with each latent variable. The square root of the AVE value of each latent variable is the value located at the top of each latent variable. Therefore, it can be indicated that all indicators have met the discriminant validity criteria.

Table 7. Validity Test

	Cronbach's alpha	Composite reliability	Composite reliability	Average variance extracted (AVE)
Follower Performance	0.948	0.951	0.956	0.733
Learning Goal Orientation	0.753	0.782	0.858	0.67
Openness to Experience	0.84	0.853	0.893	0.678
Paradoxical Leader Behavior	0.896	0.904	0.92	0.659
Physiological Capital	0.826	0.848	0.877	0.589

Source: Processed Data (2025)

The second approach calculates the average AVE for each variable to evaluate discriminant validity. According to the applicable standards, an AVE score of 0.500 or higher for a variable indicates good discriminant validity (Hair et al., 2019). Each variable in Table 7 has a minimum AVE of 0.500. This indicates that each variable

has strong discriminant validity, suggesting that these variables are unique constructs that successfully measure several aspects of this study.

Structural model testing, also known as structural model analysis, is a method used to test the structural model. The first step was to evaluate the R-squared value for each endogenous latent variable. By examining the R2value of the structural model, we can gain a better understanding of how several exogenous latent variables affect endogenous variables and whether these effects are statistically significant. According to Hair et al. (2019), there are three categories of R-squared values: strong, moderate, and weak (Hair, et al., 2011). Hair et al. (2021) stated that an R-squared value of 0.75 falls into the strong category, an R-squared value of 0.50 falls into the moderate category, and an R-squared value of 0.25 falls into the weak category (Hair et al., 2011). Based on the Bootstrapping results in Table 6, the variation in paradoxical leader behavior explained by openness to experience and learning goal orientation is 66.4%, which falls into the strong category. This value indicates that approximately 66.4% of paradoxical leader behavior can be explained by the constructs of openness to experience and learning goal orientation, with the remainder being explained by other variables. The variation in follower performance explained by openness to experience, paradoxical leader behavior, and learning goal orientation was 26.1%, which is low. This value indicates that approximately 26.1% of follower performance can be explained by openness to experience, paradoxical leader behavior, and learning goal orientation, with the remainder explained by other variables.

Table 8. Coefficient Determination

	R-square	**Adjusted R-square**
Follower Performance	0.298	0.261
Paradox Leader Behavior	0.671	0.664

Source: Processed Data (2025)

Table 9. Effect Size (f^2) of Structural Relationships in the PLS-SEM Model

	f-square	**Interpretation**
Learning Goal Orientation -> Follower Performance	0.091	Small
Learning Goal Orientation -> Paradoxical Leader Behavior	0.266	Moderate
Openness to Experience -> Follower Performance	0.031	Small
Openness to Experience -> Paradoxical Leader Behavior	0.271	Moderate
Paradoxical Leadership Behavior → Follower Performance	0.02	Very
Physiological Capital → Follower Performance	0.021	Small

Source: Processed Data (2025)

The effect Size (f^2) is a measure of influence used in statistical analysis models, such as PLS SEM, to determine the extent to which a variable contributes to the model or the extent to which the R^2 value changes when a variable is removed

from the model. The results show that *learning goal orientation* contributes little to Follower Performance (f^2 = 0.091). This means that *learning goal orientation* plays a minor role in improving *follower performance.* Meanwhile, *learning goal orientation* contributes moderately to *paradox leader behavior* (f(2)= 0.226), meaning that *learning goal orientation* has a moderate impact on *paradox leader behavior. Openness to experience* also had a moderate impact on *paradoxical leader behavior* (f(2)= 0.271) and a weak impact on *follower performance* (f(2)= 0.031). Paradoxical leader behavior has a very small effect on *follower performance* (f(2)= 0.020), and *physiological capital* had a small contribution to *follower performance* (f(2)= 0.021).

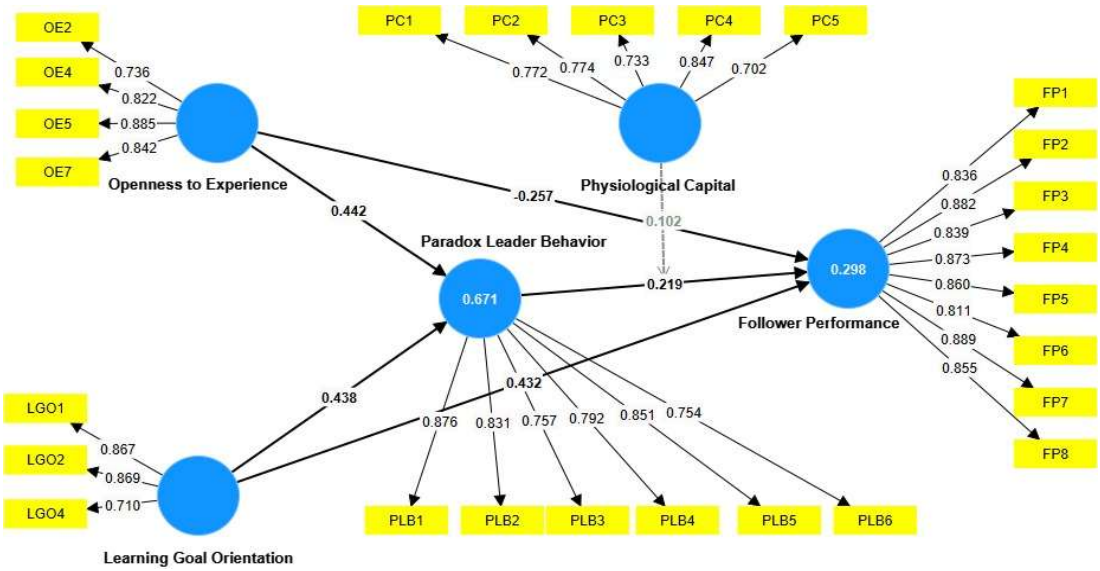
Table 10. Model Fit Test Results Saturated Model Estimated Model SRMR

	Saturated model	Estimated model
SRMR	0.074	0.076
d_ULS	1.903	2.051
d_G	1,248	1,270
Chi-square	636,758	643.983
NFI	0.722	0.719

Source: Processed Data (2025)

The model fit test results show that the SRMR value in the Saturated Model is 0.074, while the SRMR in the Estimated Model is 0.076. Both values are below the threshold of 0.08 (Hair et al., 2019), so it can be concluded that the research model has a good fit.

Figure 2. Structural Model Path Coefficients



Source: Processed Data (2025)

The bootstrapping capability of the SmartPLS program was used to test the hypotheses. In economics and management studies, a significance level between 5 and 10 percent is generally accepted. If the T-statistic value is greater than the minimum requirement of 1.960 and the P-value indicates a significance level of 0.050 or below, the hypothesis is considered acceptable. This indicates that exogenous and endogenous variables have a significant impact. However, the effect is considered insignificant and indicates that there is no impact on the relationship between external and endogenous variables if the p-value is greater than 0.050 and the t-statistic value is less than 1.960. The results in the table show that Hypotheses 1, 3, and 4 are accepted, while Hypotheses 2, 5, 6, 7, and 8 are rejected.

Table 11. Direct Effect

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**	**Hypotheses Result**
H4 Learning Goal Orientation; Follower Performance	0.432	0.379	0.187	2.305	0.021	Accepted
H3 Learning Goal Orientation; Paradox Leader Behavior	0.438	0.446	0.072	6.039		Accepted
H2 Openness to Experience; Follower Performance	-0.257	-0.263	0.176	1.458	0.145	Not Accepted
H1 Openness to Experience; Paradox Leader Behavior	0.442	0.437	0.076	5.844		Accepted
H8 Paradox Leader Behavior; Follower Performance	0.219	0.232	0.193	1.133	0.257	Not Accepted
H7 Physiological Capital x Paradox Leader Behavior & Follower Performance	0.102	0.1	0.118	0.865	0.387	Not Accepted

Source: Processed Data (2025)

Table 12. Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Hypotheses Result
H6 Learning Goal Orientation; Paradox Leader Behavior; Follower Performance	0.096	0.103	0.09	1.057	0.29	Not
H5 Openness to Experience; Paradox Leader Behavior; Follower Performance	0.097	0.101	0.086	1.128	0.259	Not

Source: Processed Data (2025)

Discussion

The results indicate that learning goal orientation affects follower performance (Hypothesis 4 accepted). Since the onset of COVID-19, all components of the education sector, including private universities, have had to utilise different technologies than before, such as learning via Zoom/Gmeet and e-learning. This certainly supports learning goal orientation, which has indicators of motivation to continue learning, a high level of curiosity, and enthusiasm in facing learning challenges (Dweck & Leggett, 1988). This has an impact on the performance of lecturers and educational staff.

Learning goal orientation include commitment to learning, shared vision, open-mindedness, and intraorganizational knowledge sharing (Calantone et al., 2002; Sinkula, et al., 1997). Because higher education institutions facing academic reputation demands, so that unit managers are required to have Learning Goal Orientation. A higher education institution leader is required to be able to manage the tension that arises between available resources, such as funding and the quality of teaching staff, and demands such as digitisation, publication in indexed journals, the presence of foreign students, etc. This is in line with research findings showing that LGO influences PLB. This is consistent with hypothesis 3. This supports the research conducted by Andriopoulos (2003), who found that leaders oriented toward learning are more accustomed to dealing with ambiguity and uncertainty.

Other results show that openness to experience positively affects paradoxical leader behavior. Thus, Hypothesis 1 was accepted. This is in line with the current competitive conditions in the world of private universities. Private university leader can maintain decision-making control while still allowing autonomy. For example, the head of study program retains control over the Semester Learning Plan (RPS) prepared by the course coordinator but allows each lecturer the freedom to

innovate in both in-class and out-of-class learning processes. This can only happen to individuals who are open to experience. This tendency allows them to accept and handle paradoxes in the workplace better than others (Derue, et al., 2011). The results of this study are in line with the findings of Ishaq et al. (2019), who found that two of the five personality traits, namely extroverted leaders and openness to experience, are positively related to the assessment of paradoxical leadership behaviour.

However, this study also shows that openness to experience does not affect subordinates' performance. This may be due to organizational conditions and work systems that can limit the actualization of this openness trait. In jobs that are routine, structured, and emphasize procedural compliance, openness to experience does not contribute much to performance improvement, thus not resulting in a significant contribution to subordinate performance (Hypothesis 2 is rejected). Educational institutions, including private universities, have routine work patterns and standard rules from the Directorate General of Higher Education, Research, and Technology (Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi) that are already standardized, so leaders have limited opportunities to create innovation in educational institutions. This is different from other industries, such as the creative industries (culinary, fashion, crafts, etc.). This is why subordinates will work according to the standard rules, when a leader who is open to experience has different ideas and a high tolerance for ambiguity, this does not actually improve the performance of their subordinates. This supports what McCrae and Costa (1997) stated, that a person with openness is indeed relevant in situations that demand innovation and non-conventional thinking but does not automatically improve performance in all types of work.

In addition, it was also found that paradoxical leader behavior had no effect on follower performance (hypothesis 8 rejected). Physiological capital does not moderate the effect of paradoxical leader behavior on follower performance (Hypothesis 7 rejected). According to Miron-Spektor, et.al. (2011), an individual's effectiveness in dealing with a leader's paradoxical behaviour will be determined by how effectively that individual manages paradoxical tension through their paradoxical mindset. So without this mindset from followers towards leaders, followers will not interpret PLB as something that will foster hope, efficacy, resilience and optimism, which according to Luthans, et.al, (2004) have been proven to influence human resource (HR) development and performance management. Indonesia is a country with a high power distance (score 78). This is causes power to be distributed unevenly. Leader having a high authority/ control over subordinates. At private university, it can be seen in the standard rules that have been established, so that subordinates are not motivated by superiors who use PLB because it is considered ambiguous. This result does not support the results of Ishaq et al. (2019).

Paradoxical leader behavior does not mediate the relationship between LGO or openness to experience and follower performance (Hypotheses 5 and 6 rejected). Miron-Spektor et al. (2018) emphasise that cultural values that support innovation and flexibility can facilitate leaders' ability to manage paradoxical dilemmas. This shows that the work culture in private universities is not yet fully innovative and flexible, which is understandable given the limited resources available to private

universities. Furthermore, according to Zhang et al. (2015), PLB will help subordinates work more adaptively and proactively if the organisation provides space to manage conflicting demands. If the task context is too routine/bureaucratic, the benefits of PLB on performance become weak.

Additionally, this study has limitations, as the population in this study only came from private universities in Indonesia. Future research could be expanded to include public universities or other demographic groups/sectors.

Practical Implication

This research provides context-based evidence from private higher education institutions in Indonesia, demonstrating the dynamics conditions in the private higher education sector, which is characterized by tensions between academic demands and business sustainability of private university. Organizations must foster a culture that supports learning goal orientation, paradoxical leader behavior, and psychological capital in shaping follower performance. To achieve this, private universities need to reduce bureaucratic barriers that hinder innovation, provide space for faculty and staff to develop learning processes, and set quality guidelines to ensure that autonomy remains within the boundaries of quality standards.

In addition, employees' mindsets need to be developed toward a paradox mindset, enabling them to understand paradoxical leader behavior and to perceive competing and conflicting demands as an intrinsic phenomenon within organizations (Smith & Lewis, 2011; Miron-Spektor et al., 2018), and to integrate these demands so that the contradictions among them can become productive tensions (Smith et al., 2012; Ingram et al., 2016).

Theoretical Implication

Openness to experience as a part of personality traits, influences paradoxical leader behavior. This extends the findings of Zhang, et al. (2015) in the context of the higher education sector in developing countries. Furthermore, the results of the study did not show a direct relationship between paradox leader behavior and follower performance, This shows that in order to produce performance for followers, paradox leader behavior is influenced by other things such as the paradox mindset (Miron-Spektor, et.al. (2011) and the organizational ecosystem (Boemelburg, 2023).

Conclusions

This study produced several findings: learning goal orientation influences follower performance and paradoxical leader behavior, while openness to experience influences paradoxical leader behavior but does not influence follower performance. Paradoxical leader behavior neither mediate openness to experience nor learning goal orientation on follower performance. Psychological capital does not moderate the influence of paradoxical leader behavior on follower performance. Paradoxical leader behavior does not influence follower performance. In other words, the practical implication for management is that organizations must create a

culture that supports learning goal orientation and openness to experience in shaping paradoxical leader behavior. In addition, the results of this study show that paradoxical leader behavior does not affect employee performance; from a practical management perspective, it is recommended that a leader must be able to create an environment that accepts contradictions as natural and persistent. Employees who understand paradoxical leader behavior can see conflicting and competing demands as an intrinsic phenomenon in organizations (Smith and Lewis, 2011; Miron-Spektor et al., 2018) and can integrate different demands so that contradictions between them can become productive (Smith et al., 2012; Ingram et al., 2016). Additionally, this study has limitations, as the population in this study only came from private universities in Indonesia. Future research could be expanded to include public universities or other demographic groups/sectors.

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