

Exploring the Mediating Role of Organizational Culture in the Relationship Between Leadership Styles and Organizational Performance

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Abstract

The relationship between successful leadership and organisational performance has been deeply investigated, but more study is still needed to fully understand how organisational culture functions as a bridge in this relationship. This study aims to understand how organisational culture functions as a mediator between various leadership styles and organisational performance. To achieve the above, the opinions of teachers within the educational environment were examined using a quantitative correlational technique. The study examines the way faculty members perceptions the relationships and possible associations between multiple variables. A structured survey was used to gather information from universities in Sindh, both public and private. Factors of organizational culture, performance indicators, and transformational, transactional, and laissez-faire leadership styles are all examined in the study. The research shows how important organizational culture is as a mediator and how various styles of leadership affect organizational success. This study offers helpful advice to organizations looking to boost efficiency by deploying leadership and establishing a positive organizational culture.

Keywords: leadership style, organizational performance, organizational culture.

1. Introduction

The discipline of organisational behavior research has extensively investigated the link between approaches to leadership and company performance. Organisations must understand how different leadership styles influence organisational performance to improve their effectiveness and achieve their objectives. However, there are several factors that mediate this relationship because it is intricate and varied.

One important factor that has been identified as a potential mediator in the relationship between leadership styles and organisational success is organisational culture. Organisational culture, according to O'Reilly et al. (1991), refers to the common standards, values, and beliefs that shape how individuals act and perceive the outside world. It significantly affects employee behaviour, attitudes, and performance, as well as how well different leadership philosophies work to achieve organisational objectives.

According to studies, there is an unambiguous connection between organisational cultures and leadership concepts. Various approaches to leadership have been proven to influence how an organization's culture evolves (O'Reilly et al., 1991). Organisational culture, in turn, can influence

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how well various leadership philosophy's function. In this regard, a transformational leadership style that focuses inspiration, motivation, and individualised consideration may be more effective in firms that place a high value on innovation, creativity, and employee growth. On the other hand, organisations with a culture that values stability, predictability, and respect to rules and processes may benefit more from a transactional leadership style, which concentrates on incentives and penalties.

The relationship between leadership styles and organisational performance can also be mediated by organisational culture. According to a body of research, organisational culture can impact how leadership styles are perceived and used inside a company as well as how such styles affect employee behaviour and performance (Rehman et al., 2019). A transformational leadership style, for instance, can have a good impact on staff motivation, engagement, and performance when there is a supportive and empowering organisational culture in place. On the other hand, a culture that is averse to innovation and change could limit the ability of a transformational leadership style to improve organisational performance.

Organisational learning and inventive culture have also been noted as potential mediators in the relationship between leadership styles and organisational performance in addition to organisational culture (Rehman et al., 2019). The process of gaining, interpreting, and implementing information inside an organisation is known as organisational learning. It can improve the efficiency with which some leadership style promotes organisational performance. On the other side, an innovative culture is one that appreciates and encourages innovation, creativity, and risk-taking. It can also make it easier to adopt leadership strategies that encourage innovation and enhance organisational performance.

For organisations to effectively leverage their leadership practises and improve their performance, it is essential that they comprehend the mediating function that organisational culture plays in the relationship between leadership styles and organisational performance. Organisations may establish a supportive environment for employee motivation, engagement, and performance by matching leadership styles with the values, beliefs, and conventions of the organisational culture and eventually achieving their objectives.

2. Literature Review

Management and leadership studies have given a lot of attention to the complicated relationship between leadership styles, organisational culture, and organisational success. Understanding how leadership practices affect performance outcomes and how organisational culture mediates this relationship has become crucial as organizations work to achieve sustained success and competitiveness. The goal of this review of the literature is to summarize and evaluate the research that has been done on the influence of organisational culture on leadership styles and performance.

2.1 Leadership Styles and Organizational Performance

A lot of research has been conducted on concepts of leadership, especially about how they affect the efficiency of organisations. Higher employee engagement, creativity, and overall performance are all correlated with transformational leadership, which characterized by an encouraging and visionary approach (Bass & Riggio, 2006). Short-term performance results have been associated with transactional leadership, which emphasises incentives and penalties (Judge & Piccolo, 2004). The efficacy of an organisation is frequently diminished by laissez-faire leadership, which entails

less participation (Avolio et al., 1999). Even if each style has its own advantages and disadvantages, the total effect they have on performance emphasises how crucial it is to comprehend how they work together.

To comprehend how they affect organisational success, ideas about leadership have been thoroughly researched. To better understand the leadership preferences of Division III sports directors, Burton & Peachey (2009) performed research. They sought to ascertain whether transactional or transformational leadership styles produced superior results in the management of intercollegiate athletics. The study also investigated whether a leader's gender affected how others saw them. Similar research was done on leadership and fairness by Knippenberg et al. (2007). For a thorough knowledge of leadership, they contended that research into the connections between fairness and other leadership facets was essential.

In Malaysian research university students, Kern & Selamat (2022) investigated the connection between leadership style, self-esteem, and organisational commitment. This study showed that leadership styles may influence how committed employees are to their organisations, underscoring the need for good leadership in sustaining organisational effectiveness and success.

Additionally, Brasrinanto & Sukiman (2022) looked at how organisational culture and employee motivation mediated the impact of leadership style on worker performance. This study concluded that organisational culture and employee motivation serve as intermediaries between leadership style and employee performance.

The significance of leadership styles in affecting organisational success is emphasised by this research. Employee engagement, innovation, and overall performance have all been shown to improve under transformational leadership. Contrarily, transactional leadership has been linked to rapid performance improvements. Lack of direction from the top frequently results in diminished organisational performance. To maximise organisational success, it is essential to have a sophisticated grasp of the relationships between various leadership styles.

Numerous studies have been conducted on leadership style, especially about how they affect the efficiency of organisations. Improved employee engagement, creativity, and overall performance are all correlated with transformational leadership, which is characterised by a motivating and visionary approach (Bass & Riggio, 2006). Short-term performance results have been associated with transactional leadership, which emphasises incentives and penalties (Judge & Piccolo, 2004). The efficacy of an organisation is frequently diminished by laissez-faire leadership, which entails less participation (Avolio et al., 1999). Even if each style has its own advantages and disadvantages, the total effect they have on performance emphasises how crucial it is to comprehend how they work together.

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2.2 Organizational Culture as a Mediator:

The significance of organisational culture in balancing the effects of leadership ideologies on performance outcomes cannot be emphasized. Organisational culture, in accordance with well-known research by Edgar Schein (1985), is a collection of common values, attitudes, and standards that influence employees' conduct. According to a growing body of research, an effective organisational culture can raise employee engagement, motivation, and work satisfaction. A strong corporate culture can consequently amplify the effects of leadership styles on performance results, making it an essential mediator.

In the sector of higher education, the importance of cooperation, innovation, and student success raises the role of organisational culture as a mediator. By encouraging open communication, common goals, and a sense of belonging, teacher and staff engagement can be increased, improving performance outcomes.

Higher education environments have been shown to be especially supportive of transformative leadership strategies, claim Frantz et al. (2020). Innovation and creativity are supported, a common vision of excellence is promoted, and followers of transformational leaders are inspired and motivated. When combined with a supportive organisational culture, these leadership philosophies can significantly affect performance outcomes at higher education institutions.

To maximize performance and achieve their goals, higher education institutions should place a high focus on developing a solid and encouraging organisational culture. When there is a positive culture, the impacts of leadership styles on performance outcomes are increased because it boosts employee commitment, motivation, and job satisfaction.

2.3 The Mediating Role of Organizational Culture

There has been an increase in interest in research over the past several years that examine how organisational culture influences the relationship between leadership and performance. According to a study by Afsar et al. (2014), a supportive organisational culture helps to some extent with the good impact that transformational leadership has on organisational performance. This shows that an organization's culture may either strengthen or weaken the influence of its leaders on performance outcomes.

Similar findings were made by Denison and Mishra (1995), who discovered that organisational culture is crucial in moderating the link between leadership techniques and employee engagement.

The study showed that, in contrast to a poor organisational culture, a strong organisational culture can improve the influence of leadership practices on employee engagement.

These studies emphasize the role organisational culture plays in determining how effective a leader is. While an ineffective organisational culture can hinder these outcomes, an effective culture can assist in creating a setting that fosters innovation, drive, and performance. Therefore, organizations that place a high value on building a positive workplace culture are more likely to benefit from effective leadership practices.

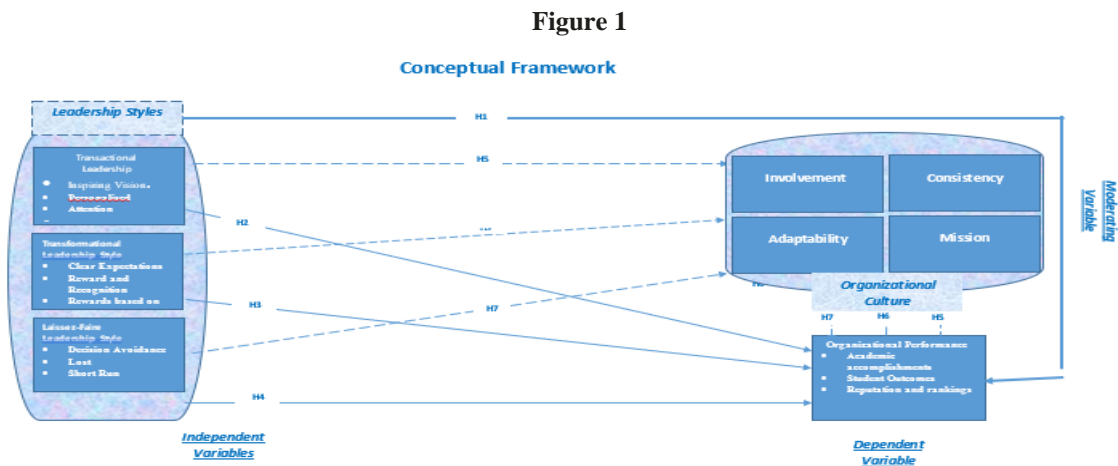
2.4 Interaction Between Leadership Styles and Organizational Culture:

An organization's culture and the management style of a leader can have significant effects on performance outcomes. According to research, depending on the specific conditions, the relationship between organisational culture and leadership styles can be complex and have a variety of effects on performance. For instance, as demonstrated in the study by Koh et al. (2018), a leader can achieve significant advancements in product development by implementing a transformational strategy that syncs with an innovative organisational culture. On the other hand, a transactional leadership style within an organisational culture that supports autonomy could impede creativity, as observed by Isaksen and Ekvall (2010).

Literature also emphasizes the complex and dynamic relationship that exists between theories of leadership, organisational cultures, and performance outcomes. While a leader's management style can have an impact on performance outcomes, these impacts can also be moderated and mediated by the organisational culture. This implies that, depending on the culture of the company they work for, a leader's style may have a distinct effect on performance. Therefore, for organizations wanting to optimise their leadership practices and develop a culture that encourages improved performance results, understanding this complicated interplay is essential.

By examining how organisational culture mediates the relationship between leadership styles and performance outcomes, this study adds to the body of knowledge in this area. Organizations can take action to create a culture that is in line with their leadership practices and that can support them in achieving their targeted performance outcomes by developing a greater awareness of the part organisational culture plays in this connection.

2.5 Conceptual Framework



The literature review suggests a framework for understanding the mediating role of organizational culture in the relationship between leadership styles and organizational performance. The framework includes independent variables like transformational, transactional, and Laissez-Faire leadership, mediating variables like involvement, consistency, adaptability, and mission, and dependent variables like financial performance, employee performance, innovation, and creativity.

2.6 Research Hypotheses

- Transformational Style of Leadership significantly impacts the Organizational Performance of HEIs in Pakistan.
- Transactional Style of Leadership significantly impacts the Organizational Performance of HEIs in Pakistan
- Laissez-Faire Style of Leadership significantly impacts the Organizational Performance of HEIs in Pakistan.

3. Research Methodology

The study was conducted in Pakistani higher education institutions using a quantitative approach due to its speed, simplicity, and ability to test hypotheses. The research involved all faculty members of the Higher Education Institutes of Pakistan, and data was collected using a stratified random sampling method. The study aimed to understand the relationship between leadership style and organizational performance in education in Pakistan, focusing on the effects of gender on student performance and the need for more inclusive and diverse educational environments.

Correlation and regression analysis are statistical techniques that help us understand the relationship between two or more variables (Field, 2013). These methods allow us to examine how changes in one variable are associated with changes in another variable (Hair et al., 2019).

3.1 Targeted Population

The targeted population of the study was the teachers working in public and private universities of Sindh. Specifically, teachers of public and private universities were selected because minimal research has been conducted on Impact of Leadership Style on University Performance with the Mediating Role of Academic Culture in the domain of Sindh. The targeted sample was the entire teaching faculty members working at BPS/TTS/Contractual in public and private universities in Sindh. The entire general universities (public & private) of Sindh were the population of this study. The following table shows the population of this study:

Table 1. Population of the Study

| University Sector | Nos | Male Faculty | Female Faculty | Total |
|--------------------------|------------|---------------------|-----------------------|--------------|
| Public Sector | 27 | 3315 | 2530 | 5845 |
| Private Sector | 33 | 3148 | 2445 | 5593 |
| Total | 60 | 6463 | 4975 | 11438 |

3.2 Sampling procedure, and Sample Size

This study used the Stratified random sampling method. In Stratified random sampling, researchers divide the population into small groups called strata. These groups are always based on the same characteristics as gender, caste, religion etc. (Aoyama, 2019). Keeping in view the guidelines available in the sample size table of Morgan, the sample size was rounded up to 510 (five hundred and ten) rather than 375 of the entire teaching staff which is hired on BPS/TTS/Contractual of public and private universities of Sindh.

In this study, at first, faculty members were divided into strata based on gender (Logunov, Dolzhikova, Shcheblyakov, Tukhvatulin, Zubkova, Dzharaullaeva, 2021) by which the sample size was approximately (489) of the entire teaching staff which are hired on BPS/TTS/Contractual of public and private universities of Pakistan. All the participants of this research were requested/invited to provide information through a Questionnaire.

Table 2. University Status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | Public | 230 | 47.0 | 47.0 | 47.0 |
| | Private | 259 | 53.0 | 53.0 | 100.0 |
| | Total | 489 | 100.0 | 100.0 | |

Table 2 shows the university sector wise sample of the study.

3.3 Reliability of the Instrument

The reliability of a tool is defined as the degree to which the tool's results are consistent across time periods (Brewer, 2009). It will be determined whether the instrument is dependable by computing Cronbach's Alpha using the Statistical Package for the Social Sciences (SPSS). The overall reliability of the tool was 0.832, and factor-wise reliability was 0.913. The statistics of reliability are presented in detail in the below:

Table 3. Construct Reliability Overview

| | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) |
|-----|------------------|-------------------------------|-------------------------------|
| Act | 0.921 | 0.914 | 0.935 |
| Cul | 0.947 | 0.947 | 0.959 |
| For | 0.937 | 0.990 | 0.951 |
| Lai | 0.794 | 0.819 | 0.858 |
| Per | 0.890 | 0.941 | 0.925 |

Reliability is the ability of a tool to give correct results time and time again. The instrument was found to have construct reliability of all variables greater than 0.75, which shows that the instrument is highly reliable, which means that the results it gives can be accepted and counted on.

4. Result and Discussion

The demographic analysis of a sample population reveals a relatively balanced gender distribution, with 251 (51.3%) males and 238 (48.7%) females. Most of the sample falls within the middle-aged range, with 94 (19.2%) aged between 21-30, 31-40, 25.8% between 41-50, and 22.5% between 51-60. The majority hold 310 (63.4%) a PhD, and 26 (5.3%) a Post Doc qualification.

The sample consists of individuals working in both the private and public sectors, with 230 (47.0%) working in the private sector and 259 (53.0%) in the public sector. The job positions within the sample are diverse, with 30 (6.1%) holding T.A., 86 (17.6%) contract teachers, 60 (12.3%) lecturers, 176 (36.0%) assistant professors, 115 (23.5%) associate professors, and 22 (4.5%) professors.

Work experience levels are diverse, with 56 (11.5%) having 1-5 years of experience, 30.7% having 6-10 years, 31.5% having 11-15 years, and 26.4% having more than 15 years. This analysis provides a comprehensive understanding of the distribution of gender, age, qualification, sector, job position, and work experience within the sample.

Table 4. Demographic descriptive of the respondents

| Demographics | Categories | Frequency | Percent |
|-----------------|---------------------|-----------|---------|
| Gender | Male | 251 | 51.3 |
| | Female | 238 | 48.7 |
| Age in Years | 21-30 | 94 | 19.2 |
| | 31-40 | 154 | 31.5 |
| | 41-50 | 126 | 25.8 |
| | 51-60 | 110 | 22.5 |
| | Above 60 | 5 | 1.0 |
| Qualification | M.A/MSc | 36 | 7.4 |
| | M.Phil./M.S. | 117 | 23.9 |
| | PhD | 310 | 63.4 |
| | Post Doc | 26 | 5.3 |
| Sector | Private | 230 | 47.0 |
| | Public | 259 | 53.0 |
| Job Position | T.A. | 30 | 6.1 |
| | Contract Teacher | 86 | 17.6 |
| | Lecturer | 60 | 12.3 |
| | Assistant Professor | 176 | 36.0 |
| | Associate Professor | 115 | 23.5 |
| | Professor | 22 | 4.5 |
| Work Experience | 1-5 Yrs | 56 | 11.5 |
| | 6-10Yrs | 150 | 30.7 |
| | 11-15 Yrs | 154 | 31.5 |
| | More than 15 | 129 | 26.4 |

Table 5. presents descriptive statistics for five variables: Organizational Performance, Transformational Leadership, Transactional Leadership, Laissez-Faire Leadership, and Organizational Culture. The mean score for Organizational Performance is 28.0164, with a standard deviation of 6.27966. This indicates that participants scored relatively high on measures of Organizational Performance, with some variability.

Transformational Leadership has a mean score of 20.0675, with a standard deviation of 5.23481. This suggests moderately high scores on Transformational Leadership, with some variability. Transactional Leadership has a mean score of 20.0082, with a standard deviation of 5.03389. Laissez-Faire Leadership has a mean score of 16.4090, with a standard deviation of 2.28780. Organizational Culture has a mean score of 19.7771, with a standard deviation of 5.49529. These statistics provide an overview of the central tendency and variability of the scores for each variable, helping to understand the distribution and characteristics of the variables in the study.

Table 5. Descriptive Statistics

| | Mean | Std. Deviation | N |
|-----------------------------|---------|----------------|-----|
| Organizational Performance | 28.0164 | 6.27966 | 489 |
| Transformational Leadership | 20.0675 | 5.23481 | 489 |
| Transactional Leadership | 20.0082 | 5.03389 | 489 |
| Laissez_Faire_Leadership | 16.4090 | 2.28780 | 489 |
| Organizational Culture | 19.7771 | 5.49529 | 489 |

The model summary table 5 gives an overview of the regression models used to analyze the relationship between the predictors (Laissez-faire Leadership, Transactional Leadership, Transformational Leadership, and Organizational Culture) and the dependent variable (Organizational Performance). The table provides information on the coefficient of determination (R-squared), the adjusted R-squared, the standard error of the estimate, change statistics, and the Durbin-Watson statistic.

There are two models presented in table 6.

Model 1 has an R-squared value of 0.070, indicating that only about 7% of the variation in Organizational Performance can be explained by the predictors used in the model. The adjusted R-squared value is 0.065, which accounts for the number of predictors and sample size. The standard error of the estimate is 6.07333, which represents the average distance between the observed and predicted values of the dependent variable. The R-squared change is 0.070, and the F-change statistic is 12.240 and the p value is .000 which indicate that the significance relationship between leadership style and organizational performance.

Model 2 has an R-squared value of 0.882, indicating that about 88.2% of the variance in Organizational Performance can be explained by the predictors used in the model. The adjusted R-squared value is 0.881. The standard error of the estimate is 2.16545. The R-squared change is 0.812, and the F-change statistic is 3331.051 and the p value significance level is 0.000.

The results show that Model 2, which includes the additional predictor Organizational Culture, is a significantly better fit than Model 1. The R-squared value increases substantially from 0.070 to 0.882, indicating that the inclusion of Organizational Culture greatly improves the ability to explain the variance in Organizational Performance. The F-change statistic is highly significant, further supporting the superiority of Model 2. These findings suggest that Organizational Culture plays a crucial role in predicting Organizational Performance, in addition to the other predictors included in the model.

Table 6. Model Summary^c

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | Durbin-Watson | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | | Sig. F Change |
| 1 | .265 ^a | .070 | .065 | 6.07333 | .070 | 12.240 | 3 | 485 | .000 | |
| 2 | .939 ^b | .882 | .881 | 2.16545 | .812 | 3331.051 | 1 | 484 | .000 | 2.040 |

a. Predictors: (Constant), Laissez_Faire_Leadership, Transactional Leadership, Transformational Leadership

b. Predictors: (Constant), Laissez_Faire_Leadership, Transactional Leadership, Transformational Leadership, Organizational Culture

c. Dependent Variable: Organizational Performance

Table 7 ANOVA results indicate that both regression models have a significant impact on Organizational Performance. Model 2, which includes Organizational Culture as an additional predictor, shows a stronger relationship with the dependent variable than Model 1. The inclusion of Organizational Culture significantly improves the ability to explain the variance in Organizational Performance. Both models account for the sum of squares, degrees of freedom, mean square, F-statistic, and significance level. The residual sum of squares represents the unexplained variance in Organizational Performance, and the total sum of squares represents the total variance in Organizational Performance.

Table 7. ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 1354.479 | 3 | 451.493 | 12.240 | .000 ^b |
| | Residual | 17889.390 | 485 | 36.885 | | |
| | Total | 19243.869 | 488 | | | |
| 2 | Regression | 16974.315 | 4 | 4243.579 | 904.976 | .000 ^c |
| | Residual | 2269.554 | 484 | 4.689 | | |
| | Total | 19243.869 | 488 | | | |

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Laissez_Faire_Leadership, Transactional Leadership, Transformational Leadership

c. Predictors: (Constant), Laissez_Faire_Leadership, Transactional Leadership, Transformational Leadership, Organizational Culture

The table 8 presents the coefficients for two regression models examining the relationship between predictors (Transformational Leadership, Transactional Leadership, Laissez_Faire_Leadership, and Organizational Culture) and the dependent variable (Organizational Performance). The unstandardized coefficients indicate that a one-unit increase in Transformational Leadership is associated with a decrease of 0.310 units in Organizational Performance, while a one-unit increase in Transactional Leadership is associated with an increase of 0.550 units. The standardized coefficients suggest that Transactional Leadership has a moderate positive impact on Organizational Performance, while Laissez_Faire_Leadership has a small positive impact. The results suggest that Transactional Leadership and Organizational Culture have the strongest positive impact on Organizational Performance, while Transformational Leadership and Laissez_Faire_Leadership have smaller and mixed effects. The coefficients should be interpreted

in conjunction with significance levels to determine the statistical significance of the relationships. Additionally, the collinearity statistics (tolerance and VIF) indicate no issue of multicollinearity among the predictors.

Table 8. **Coefficients^a**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | | Collinearity Statistics | | |
|-------|-----------------------------|------------|---------------------------|-------|--------|--------------|---------|-------|-------------------------|------|-------|
| | B | Std. Error | Beta | | | Zero-order | Partial | Part | Tolerance | VIF | |
| 1 | (Constant) | 17.186 | 2.204 | | 7.798 | .000 | | | | | |
| | Transformational Leadership | -.310 | .137 | -.258 | -2.257 | .024 | .164 | -.102 | -.099 | .146 | 6.833 |
| | Transactional Leadership | .550 | .142 | .441 | 3.865 | .000 | .213 | .173 | .169 | .147 | 6.790 |
| | Laissez_Faire_Leadership | .368 | .121 | .134 | 3.040 | .002 | .140 | .137 | .133 | .984 | 1.017 |
| 2 | (Constant) | 4.232 | .817 | | 5.179 | .000 | | | | | |
| | Transformational Leadership | -.077 | .049 | -.064 | -1.569 | .117 | .164 | -.071 | -.024 | .145 | 6.880 |
| | Transactional Leadership | .153 | .051 | .123 | 2.987 | .003 | .213 | .135 | .047 | .145 | 6.915 |
| | Laissez_Faire_Leadership | .089 | .043 | .032 | 2.051 | .041 | .140 | .093 | .032 | .972 | 1.029 |
| | Organizational Culture | 1.052 | .018 | .921 | 57.715 | .000 | .936 | .934 | .901 | .958 | 1.044 |

a. Dependent Variable: Organizational Performance

5. Discussion and Conclusion

The relationship between leadership styles and organizational performance has been extensively studied. The findings from the referenced studies provide valuable insights into this relationship, particularly in the context of the mediating role of organizational culture.

Rehman et al. (2019) highlights that leadership styles significantly influence organizational learning, innovative culture, and organizational performance. It also suggests that innovative culture and organizational learning mediate the relationship between leadership styles and organizational performance. Additionally, Tong (2020) suggests that entrepreneurial psychological leadership styles have a positive impact on organizational learning ability and organizational performance.

Moreover, Amidi et al. (2021) emphasizes the importance of organizational culture and its impact on individual and organizational behavior. It suggests that organizational culture plays a significant role in achieving organizational goals, including enhancing organizational performance. The studies also highlight the practical implications of their findings. Rehman et al. (2019) suggests that managers and owners in SMEs should focus on leadership styles, innovative culture, and organizational learning to enhance organizational performance. Similarly, Reference Alnawayy (2023) emphasizes the role of leadership styles and organizational justice in improving employees' performance in higher education institutions.

In conclusion, the current study suggest that leadership styles have a significant impact on organizational performance, and this relationship is mediated by factors such as organizational culture, and organizational learning. Understanding and effectively managing these factors can contribute to enhancing organizational performance. However, further research is needed to gain a comprehensive understanding of the complex relationship between leadership styles, organizational culture, and organizational performance.

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