

**THE ORGANIZATIONAL CULTURE AND
TRANSFORMATIONAL LEADERSHIP, ITS INFLUENCE
ON THE PERFORMANCE OF STUDY PROGRAM
THROUGH LEARNING ORGANIZATION**

Agus Fauzi 

Doctorate Program in Management Department, Faculty of Economic and Business,
Padjadjaran University, Bandung, Indonesia
agusfauzi526@yahoo.co.id

Yuyus Suryana

Doctorate Program in Management Department, Faculty of Economic and Business,
Padjadjaran University, Bandung, Indonesia

Maman Kusman

Doctorate Program in Management Department, Faculty of Economic and Business,
Padjadjaran University, Bandung, Indonesia

Hilmiana

Doctorate Program in Management Department, Faculty of Economic and Business,
Padjadjaran University, Bandung, Indonesia

Abstract

The study aims to produce a model of research that relates to the variable of organizational culture, transformational leadership, learning organization, and performance of the study program. This study also aims to produce a model of a study to evaluate the influence of organizational culture and transformational leadership on the performance of the study program either directly or through organizational learning organizations, both partially and simultaneously. This article is a review of the literature, so that method being used is a literature review. This study is conducted by grinding theories that have been established. The study also

sourced and based on the results of previous research, especially empirical research results that related to the variables that were being studied. In addition, if it is continued in empirical research, the study population will include numerous study programs of the universities. This study produces a research model that explains the relationship between organizational culture, transformational leadership, learning organization, and performance of the study program of several universities in Jakarta. Therefore, the research model as a result of this study resulted in a number of hypotheses. The hypotheses include the following; expectation to have a positive and significant relationship between transformational leadership and organizational culture; organizational culture and transformational leadership expected to positive and significant impact on learning organizations either partially or simultaneously; transformational leadership and organizational culture is positive and significant impact on the performance of study program either partially or simultaneously; learning organization is expected to have a relationship that is positive and significant impact on the performance of study program; organizational culture and the transformational leadership is expected to affect positively and significantly to the performance of study program either directly or through organizational learning, both partially and simultaneously.

Keywords: Organizational Culture, Transformational Leadership, Learning Organization, Performance of Study Program

INTRODUCTION

Sahaya (2012; 96) in her research reported that the learning organization directly affects to the organizational performance. Learning organizations that's run by an organization has positive effect on organizational performance. On the other hand, Rijal (2010; 119) summarizes a number of expert's opinions (Senge, Johnson, Prewitt, Sadller) identifies the role of leadership in learning organizations. To do learning organization, it requires a solid foundation of leaders' expertise that supports the learning organization. Some studies found that transformational leadership has a direct influence on the learning organization (Nurwanti, 2013; Chang & Lee, 2007; Pimapunsri, 2014; Rijal, 2010; Sahaya, 2012).

Meanwhile, Rijal (2010; 119) in the literature review identified a number of factors that affect learning organizations including organizational culture. Organizational culture is the main variable in the development of learning organizations. The role of organizational culture is urgently needed and it becomes important variable within the organization that is conducting the process of learning organizations. Organizations cannot ignore the role of organizational culture

when they are doing the learning organization. Characteristics of learning will be reflected in the values of the organizational culture. Organizational culture has an influence on the learning organization (Chang & Lee, 2007; Rijal, 2010; 124).

So far, transformational leadership and organizational culture have an important role in the process of learning organizations. In a number of previous studies, they found that organizational culture and transformational leadership style is necessary to facilitate the learning organization (Rijal, 2010; 120). Organizational culture and transformational leadership have widely become the theme of studies in the last decade, but still very few studies aimed at how organizational culture and transformational leadership on the influence on learning organizations and performance of study program.

LITERATURE REVIEW

Organizational Culture

Bateman and Snell (2015; 67) defines that, "*organizational culture is a set of important assumption about the organization and its goals and practices that members of the company share*". This definition provides an understanding of how the practices which members of the organization are doing towards those important assumption by sharing. This reciprocal sharing implies the involvement of those who are team-oriented and empowering each other for the implementation of significant assumptions and aims of the organization. Thus, the practice of sharing among members contained therein the involvement of those who are team-oriented and empowerment as key words in this definition.

The views of Bateman and Snell described in more detail by Schermerhorn (2013; 296) that, "*organizational culture is the system of shared belief and values that guide, behavior in organizations*". If Bateman and Snell cited a set of important assumptions, the Schermerhorn explain what is meant by the key assumptions, the beliefs and values that guide the behavior of members of the organization. Even Schermerhorn says that beliefs and values have become a system, which means it has been agreed upon values and they coordinate when sharing on these important assumptions. Reciprocal sharing through systems that has been built according to the definition of Schermerhorn implies not merely implies involvement, but more than that, to be agreed upon and coordinate implementation to run consistently. So that the critical point in the definition of Schermerhorn other than engagement, is consistency in implementing and shared beliefs and agreed values as well as coordination among the members of the organization.

Besides Schermerhorn, Daft (2010) also detailing what is meant by the critical assumption by stating that; "*Organizational culture is a set of values, beliefs, understanding,*

and basic norms shared by members of an organization". Daft expressed the important assumptions by fully on the side of values and beliefs, understanding, and the basic norms. Daft definition also highlights the importance of shared values, beliefs, understanding, and the basic norms among members. Implicit in this definition is that reciprocal sharing gives meaning involvement of members in each team orientation and empower each other. So that critical points on this definition is engagement between members in a variety of values, beliefs, understanding, and the basic norms.

In addition, Robbins and Coulter (2012: 80) revealed that, "*organizational culture described as the shared values, principles, traditions, and ways of doing things that influence the way organizational members act*". This definition stresses an important of sharing among members on the value, the principle and tradition. Shared values, principles, and traditions performed through engagement between them. This definition implies that organizational culture become an agreed guidelines and consistent in the run. Therefore, the critical points definition of Robbins and Coulter is involvement in shared values and consistency in providing guidance as a way of behaving in organizations.

While Kinicki and Williams, (2011; 236) revealed that; "*Organizational culture is a system of shared beliefs and values within an organization that develops and guides the behavior of its members*". Like Schermerhorn, the definition of organizational culture according to Kinicki and Williams has been narrowed down which states that the organizational culture as a system of shared values and beliefs. Meaning that the system of shared values and beliefs emphasize not only with regard to involvement in sharing but it has been agreed as a guideline for behavior.

The importance of shared values and beliefs bring consequences of agreement on a system to ensure consistency of the actions of members. In addition, the meaning of developing in this definition, means learning, in which learning becomes important for each member to understand the values and beliefs. Thus, the critical point in the definition of Kinicki and Williams is member's involvement in sharing, and learning to understand the development of values and beliefs, as well as consistency in the agreement on the system of values and beliefs to guide behavior.

In addition, this definition also emphasizes on how develops. In other words, the problem of adaptability needed to develops. So the critical points of this definition is the mission through planned enrichment purposes, and the ability to adapt to environmental changes with the appropriate response.

Fard, Rostamy, and Taghiloo (2009: 51) stated that organizational culture (for example Deal and Kennedy, 1982; Peters and Waterman, 1982) which includes the work of Schein (1990); "*organizational culture is widely understood as an instrument to be used by*

management to shape and control in some way the belief, understandings, and behaviors of individuals, and thus the organization to reach specified goals".

Culture is seen as an instrument to send and watched in many ways about belief, understanding, and behavior of individuals. Thus, this definition implies the consistency of supervisory procedures against conviction, understanding and behaviors that are sent. Delivery and supervision by itself result in members do the learning, interacting and involved in the process. It is important in this definition is to add a new color than the previously discussed definitions of ensuring that specific purpose. In other words, this definition emphasizes the importance of the mission that is enriched with a specific purpose.

By reviewing the opinion of many experts above, they provide an understanding on a number of critical points as a conclusion relating to the definitions such as engagement, learning, consistency, adaptability, and mission. So, to extract them the study of organizational culture can be defined as "*shared values and belief among members of the organization through involvement, consistency, adaptability, to achieve the organization's mission*".

Transformational Leadership

Kinicki and Williams (2011; 459) says that, "*transformational leadership is a process transforms employees to pursue organizational goals over self-interests*". This definition implies a meaning not only comprehensive but also the depth of the transformation. Members of the organization are transformed through the power of leadership to give individual consideration to what the member is able to achieve organizational goals beyond personal interests.

Kinicki and Williams' definition confirms how leaders make adjustments between personal goals become a common goal. It emphasizes the importance of transformative leaders who give individual consideration to try to make efforts of destination adjustments to become mutually agreed objectives, here in after jointly invite members to obtain results beyond personal goals.

While Bateman and Snell (2015; 425) states that, "*transformational leadership is leadership who motivate people to transcend their personal interest for the good of the group*". Bateman and Snell's definition emphasizes how individual interests are transformed to fit the objectives of the organization. In addition, they are motivated to work toward organizational goals. Bateman and Snell's definition highlights the importance of inspiring members to do more for the organization.

The views of Kinicki and Williams as well as Bateman and Snell on how to transform the organization's members was explained again by Robbins and Coulter (2012; 498) that, "*transformational leadership is Stimulates and Inspires (transforms) followers to Achieve*

extraordinary outcome". It is clear that this definition emphasizes the transformational leadership as leadership that inspires a sense of commitment members of the organization. This definition also emphasizes the importance of leadership that stimulates the intellect members to provide the vision and energy in sharing knowledge.

Definition Robbins and Coulter reinforced by Schermerhorn (2013; 366) that, "*transformational leadership is inspirational and arouses extra-ordinary effort and performance*". Apparently, Schermerhorn stressed the importance of leader who can inspire members in doing business more than expected. An effort that can only be done by members who have the commitment because it was inspired by the leader.

What is disclosed by Robbins & Coulter, and Schermerhorn, there are at least two important emphasis namely stimulating and inspiring leaders to members to achieve better results than expected. In other words, members can achieve more results because it was inspired and stimulated by leadership style of the leader. In addition, Robbins & Coulter, and Schermerhorn also reveal existing efforts and outstanding performance to achieve outstanding results as well.

While Daft (2010; 341) reveals that, "*transformational leadership is leadership that has the special ability to bring innovation and change*". Daft's critical points of view focuses on innovation and change. Transformative leader is to bring innovation and change for its members. Daft views are slightly different from the others, but bring innovation and change in the Daft's definition can be the result of stimulation, inspiration, idealized influence by providing a clear vision of the transformative leaders as defined by Kinicki and Williams, Robbins and Coulter.

By examining in depth of the opinion of experts as it pared above, it provides an understanding on a number of critical points related to the definitions of articulating a vision, inspirational, intellectual stimulation and individualized consideration. Therefore, by extracting some definitions above, for purposes of this study the authors concluded that, transformational leadership is; "*the process of transforming by idealized influence, inspiring, intellectually stimulating, and provide individualized consideration of to organization members.*"

Learning Organization

Senge, as cited by Cebri' Janet. al. (2013; 296) defines a learning organization as follows; "*A learning organization is defined as one where its members continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together*".

The above definition makes clear that organizational learning becomes a place for members to continuously expand the desired capacity, thereby building personal skills. This definition also emphasizes the importance of expanding the pattern of thinking (systems thinking), in which shared vision is developed, and members constantly know how to learn in team. Thus, it is understood that efforts are continuously learning how the team learning implies the formation of mental models.

While Kinicki and Williams (2011; 58) states that, "*learning organization is an organization that Actively creates, acquires, and transfers knowledge within itself and is Able to modify its behavior to reflect new knowledge*". This definition confirms that the organization actively creates, acquires, and transfers knowledge. This statement gives an understanding that with the creation, acquisition and transfer of new knowledge, the organization is actually sharing the vision, gain greater capability to make individual an expert. This definition also stressed that by creating, acquiring, and transferring knowledge allows them to modify the behavior that reflect new knowledge. In other words, modifying means change the perspective or mental models that reflect to the new knowledge. Modifying behavior begins with new knowledge to understand the internal and external situation of the organization and how to understand the structure of the organization's relationship situations; so that it is much more better to the system thinking.

While Bateman and Snell (2015; 300) revealed that "*learning organization is an organization skilled at creatifying, acquiring and transferring knowledge and at modifying its behavior to reflect new knowledge and insights*". This definition is in addition to deduce the importance of team learning and shared vision in the creation and knowledge acquisition, also build models insights or new mental models to modify behavior.

In view of Bateman and Snell, learning activities organization is emphasizing on creation acquiring, and transferring knowledge. Creation and acquisition of knowledge by people in the organization who is running team learning to change behavior work. Each individual's involvement in learning organization is in the frame of developing the capability to be able to think systematically and build a new mental model to modify its behavior.

Chang and Lee (2007; 159) through academic definition states that; "*The academic definition of the learning organization means that the learning organization covers individual, grouping and organizational learning with the simultaneous proceeding effort for organizational and individual learning*".

Chang and Lee's statement implies that a learning organization is a learning effort by individuals, groups or organizations that are processing simultaneously. With that simultaneous process implies among members of the organization share the views and increase the result of

capability or personal master, shared vision, and think thoroughly or systematically through team learning.

Watkins and Marsick in Pimapunsri (2014; 8) that; "*the learning organization as one that captures, shares, and uses knowledge to change the way in the which the organization responds to the challenges.*" This definition makes clear that learning organizations is challenging the traditional perspective towards organizational management based on knowledge. Learning organizations challenge individuals in the organization to change. Learning organization provides opportunities and new thinking patterns to face the challenges. This definition implies an understanding that learning organizations is how organizations share the vision and knowledge to respond to new challenges. Learning organization also represents a change in thinking by using knowledge. New challenges that come from the external environment will respond to the changes and new ways of their mental models.

By examining in depth on the opinion of experts as it pared above, it provides an understanding of critical points related to some definitions about personal master, shared vision, mental models, team learning, and systems thinking. To extract, the learning organization in this study can be understood as, "*an organization that continuously doing team learning and develop the capacity to become a personal master, shared vision, and system thinking as a mental model to respond to the challenges.*"

Performance of Study Program

Robbins and Coulter (2012: 419) argues that "*organizational performance is the accumulated results of an organization's work activities.*" This definition implies that the degree of achievement on implementation of the work will be seen as the result of accumulated or organizational performance. The organization's goals will be used as a measure of performance or performance results that have been run.

Meanwhile, according to Tanenbaum in Yildiz (2014: 57) that the organization performance as: "*Organizational performance is the extent to which the organizations which have certain sources and means fulfill their objectives exploiting overlapping capacity without creating further burden for employees*". Looking into this definition, the organization performance is the achievement of the overall results for the use of organizational resources. Capacity and organizational resources are exploited to the maximum for the achievement of the objectives, but without giving undue burden on members. This definition emphasizes the importance of interest as the standard of performance achievements of the organization. The above definitions of organization performance is in the context of business organizations. Definition of organizational performance in the context of higher education or courses in a

number of studies have been made to some adjustments to become more contextual with the object of college or course of study. Organizational performance in the context of higher education is a faculty performance, in which the performance of the faculty is divided into two instrumental performance such as increasing the number of graduates and conceptual performance such as increasing the quality of education (Abassi and Miandashti, 2013; 509).

Abassi's opinion specifically reveals that the performance of the study program is divided into two namely instrumental performance and conceptual performance. The dimension of instrumental performance is shown by increasing the number of graduates, while the performance of the conceptual dimension is the quality of education.

Meanwhile, according to Murias, Miguel and Rodriguez (2008; 133) there are six dimensions of performance of study program; teaching, fulfilment of social needs, promotion of international student mobility, research, postgraduate studies and services to the university community. The essence of this sentence is to express on a number of dimensions of the performance of higher education institutions or study programs, filling social needs, increasing the mobility of students, research, graduate studies, and service to the community college.

Ligotne (2014; 49) when compared the higher education governance in European countries, used three quantitative indicators: number of students, amount of public funding and number of higher education institutions". Ligotne mentions three indicators to analyze the performance of a course such as number of students, amount of public funding, and number of higher education institutions. So, what is presented by Ligotne is to explain a number of dimensions which measures the performance of a quantitative study program.

A similar expression conveyed by Pitpreecha (2014; 600) to provide an overview of the performance, which consists of quality of graduates, academic achievement or published research, potential of universities to compete in international arena, success of alumni in the community, ability to fund research, curriculum quality, and so forth.

Through studying the opinion of many experts as pared above, it provides an understanding on a number of critical points about standard of work and number of students, amount of funding, teaching, quality of graduates, graduates absorption, amount of research, service, and accreditation. For the purposes of this study, the definition of organizational performance is being adjusted, so the definition of the study program performance is "*the work reaches the standard number of students, the amount of funding, teaching, quality of graduates, absorption of graduates, the number of research, service, and accreditation, which program set as its goal the study.*"

DISCUSSION OF RELATIONSHIP BETWEEN VARIABLES

Organizational Culture and Transformational Leadership

A leader can create a specific type of organizational culture, then develop it to reflect the values and beliefs of specific culture (Belias and Koustelios, 2014). In certain situations, the organizational culture is expected to be strong in order not to be affected by new values from the outside, especially as opposed to the cultural values of the organization concerned. Although, strong organizational culture can sometimes be a dilemma, especially when it faces certain situations that require external adaptation so that the role of culture can become more functional to achieve organizational goals.

The more functional culture apply the more role of leaders of the organization can maintain. Leaders may consider whether the organizational culture focuses on internal or external market orientation. Therefore, the role of leader to be important in coloring the organizational culture, the way of acting or a certain style. Buble (2012; 86) revealed that the culture will be focused on internal or external orientation depending on the particular leadership style. In other words, the style of leadership has a role where the cultural orientation will be focused.

Buble's phrase implies that there is alignment between the culture and the particular leadership style. In other words, between organizational culture and particular leadership style determine the effectiveness of the organization. Leaders must understand that the work cannot be separated from the cultural context, it plays important role in the effectiveness of his leadership. When leaders develop leadership organization, it will reflect certain cultural beliefs and values (Belias and Koustelios, 2014). Thus, the style of a leader, to be inherent in his, a cultural value.

On the other hand, organizational culture influences the activities, practices and strategies that is run by leaders (Belias and Koustelios, 2014). Although leaders can paint the cultural pattern, but the behavior and activities of leaders are also subject to the values, norms, and belief in the organization. Meanwhile, the value of which is embedded in the organizational culture characterized by the behavior of the leader. On the other hand, values and norms of the organization also become informal guidelines for behavior of individuals, including the leaders. Therefore, the organizational culture and leadership style have a reciprocal relationship and influence each other.

In general, it can be said that the organizational culture is formed by individuals within the organization, including its leaders, and leadership style is also influenced by the culture of the organization. Belias and Koustelios (2014) in his article states that there is a reciprocal relationship between leadership and organizational culture. While the findings Buble (2012: 96)

states that leadership style and organizational culture have a positive and significant relationship.

A study by Cameron and Quinn showed that most organizations develop a dominant leadership style from mutual relationship model between organizational culture, leadership, and efficiency (Buble, 2012; 86). It can be said also that the notion of efficiency here is a pattern of corresponding relationship between organizational culture and transformational leadership. Thus, this study results imply that there is a pattern of mutual relations between organizational culture and leadership. (Buble, 2012).

Organizational Culture, Transformational Leadership, and Learning Organization

Rijal (2010; 119) in his study identifies a number of factors that affect learning organization, including the organization's culture. Culture becomes the main variable in the learning organization. The characteristics of a learning organization is reflected in the values of culture. Meaning that style of the learning organization cannot be separated from culture in the organization. Therefore, organizational culture gives color to the learning organization. In other words, organizational culture has positive effect on the learning organization, as the findings of Chang & Lee (2007; 176).

The findings of Chang & Lee (2007) implies that organizational culture is an important factor in learning organizations, in which the culture is a system of values, ways and habits of thinking, which provides behavioral norms through interaction between people, structures, and systems of the organization. In other words, the organizational culture is to determine the pattern and effect to the kinds of learning organizations to takes place.

In addition, in an environment of high competition and fast-changing market, the organization is demanded to learning to become flexible, adaptable and innovative to exist, of which they are actually domain of the organization's culture. In other words, the organizational culture is an important factor and integrate strategies and effective organizational change by doing what is so called a learning organization.

On the other hand, leadership is one of the characteristics of a learning organization. Rijal (2010; 119) summarizes a number of expert opinions (Senge, Johnson, Prewitt, Sadller), which identifies the role of leadership in learning organizations. To perform the basic skills learning organization requires leaders who support the learning organization. A particular style of leadership plays a role in the success of the learning organization, that provides pattern for organizations whose develops its capabilities.

The leaders' style which is referred in the learning organization is a leader whose different role to be able to bring what is best for its members, the adaptive and flexible leader, is

called transformational leader. Thus, the transformational leader is a leader who is able to streamline the process of learning organizations. While Pimapunsri (2014; 11) states that transformational leadership enhances the learning organization. A transformational leader is a style of leadership that the organization is needed while enhancing its capabilities.

Bass as quoted by Abassi (2013; 507) states that transformational leadership will continuously to effect individuals and organizations change. A transformational leader through his speeches and actions effect and raise awareness of members towards the mission and organizational goals. In a learning organization, the leader designs, trains, and creates a situation where individual increases the capacity to make transparent vision, develop a mental model, accepting the complexity of the organization, and make learning team (Abassi, 2013; 508).

The above description explains that organizational culture and transformational leadership is worth as predictor variables of the learning organization. Meaning that they give contribution to the learning organization, as found by Rijal (2010; 124) who states that organizational culture and transformational leadership effects learning organization. If organizational culture and transformational leadership influent learning organization, while both have a relationship of mutual influence, so it can be said that the organizational culture and transformational leadership simultaneously contributes positive effect on the learning organization.

Organizational Culture, Transformational Leadership, and Performance of Study Program

Organizational culture is values, beliefs, and traditions to guide the behavior of individuals, groups, including the leaders. Every individual behavior in their work is leading to the achievement of organizational goals. Therefore, the goal oriented organizational culture is a joint performance. Joining values and beliefs in turn increases ideal goals as an organization's goals. Thus, the culture of organization is to guide the work behavior, which effect to achievement of the organizational goals, as found in the research by Mousavi (2015; 114), that the organizational culture has positive influence on organizational performance.

Acar and Acar (2014; 20) summarizes some research findings which describes that organizational culture can improve effectiveness of the organization. Effectiveness of the organization is effectiveness towards objectives of the organization, while improving organizational performance. Cultural organizations can streamline the organization, which in turn improve organizational performance.

Mousavi et. al. (2015; 100) describes that the organizational culture directly influences to organizational benefits. Organizational culture motivates someone to recognize the

organization's identity, sense of belonging and responsibility to the organization, which means indicating strength internal organizational culture and socialization, and a strong culture in turn improve organizational performance. Thus, it can be said that culture can improve organizational effectiveness in achieving performance.

On the other hand, leaders through their leadership style can mobilize ability, actualize influence, guide and facilitate activities of the members to achieve organizational goals. Transformational leaders inspire members put aside personal interests for the sake of the organization's objectives. Transformational leadership change behavior and motivate members to achieve common goals. Transformational leaders encourage and guide the behavior of members towards organization's goals. In other words, transformational leadership positively effects organizational performance, as the findings of Sahaya (2012; 106) and Sarwatet. al. (2012; 667)

Meanwhile, results of study by Cameron and Quinn (Buble, 2012; 86), reveals that between organizational culture and leadership have a mutual relationship patterns that effect the organization's objectives. Pattern of relationship that suit between organizational culture and transformational leadership enhances organizational performance. If the organizational culture and transformational leadership jointly effect to the performance of the organization, while the pattern of relationship between the two influence each other, so it can be said that the culture of organization and the simultaneous of transformational leadership effect to organizational performance.

Learning Organizations and Performance of Study Program

Organizational learning is a process of continuous learning in order to improve organizational capability and capacity of the individual to be able to think in new ways (Cebri'an et al, 2013). In other words, organizational learning is done to develop the capacity and capability of the organization and members to perform better. Organizational learning as a form of response to the environment to streamline performance. In other words, a change from the traditional organization into a learning organization aims to transform the traditional organization into a more effective organization improve performance.

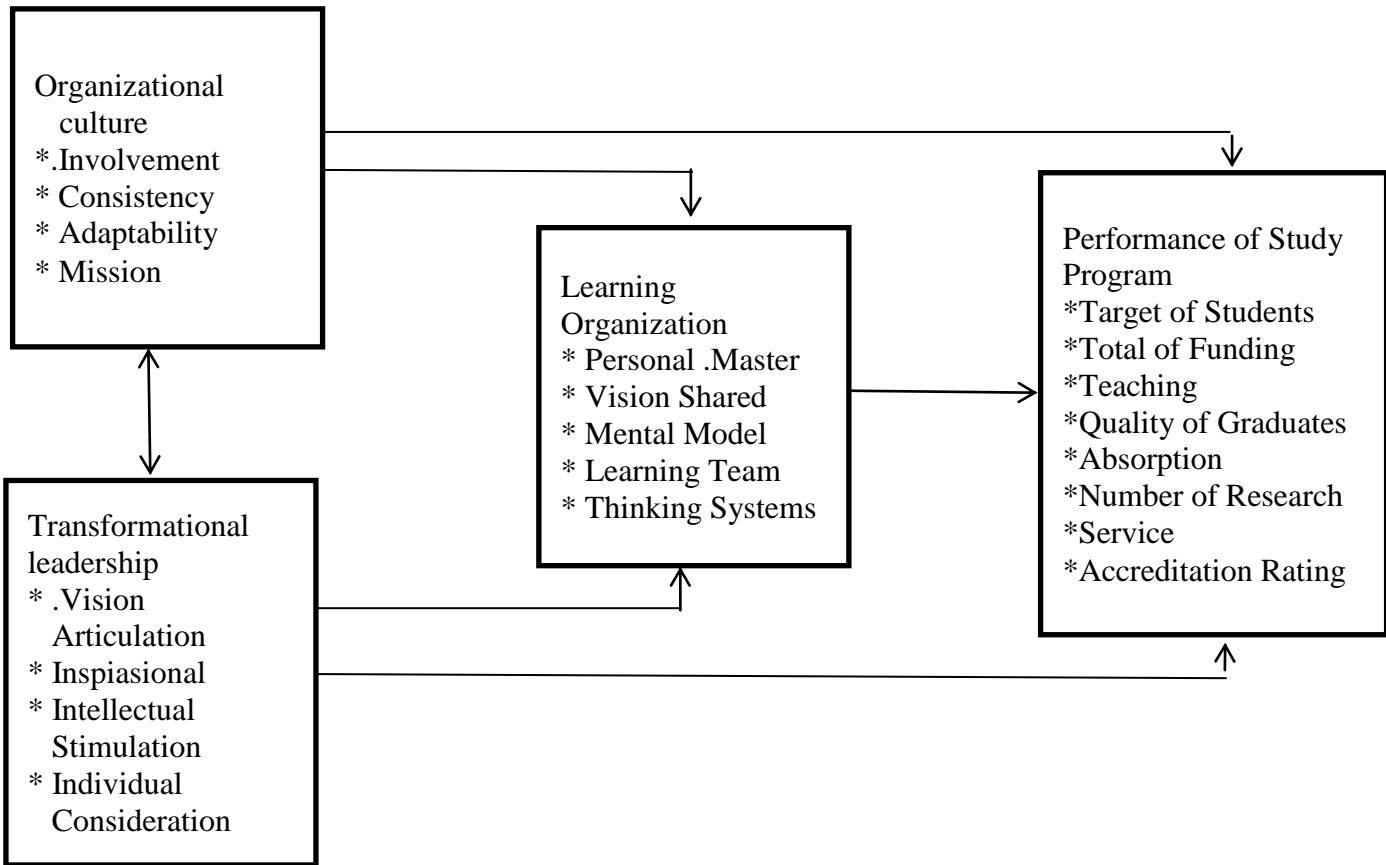
If learning organizations to develop organizational capabilities in order to perform effectively, then it means that the learning organizational has a positive impact on organizational performance. Sahaya (2012: 96) found that the learning organization mediates the effect of transformational leadership on organizational performance. In other words, the learning organization directly affects the performance of the organization. In the context of this study can be said to be a learning organization have a positive effect on the performance of the study

program, as the findings of Abassi (2014; 509) that the learning organization affect the performance of faculty or course of study.

SUMMARY

Four framework has been formulated above can be built a model of study, as presented in the figure below.

Figure 1. The Proposed Model of Study



CONCLUSIVE REMARKS

Of the framework that has been described, following conclusions may be drawn;

1. There is a positive and significant relationship between organizational culture and transformational leadership.
2. Organizational culture and transformational leadership influence positively and significantly related to learning organizations either simultaneously or partially.

3. Organizational culture and transformational leadership and significant positive effect on the performance course either simultaneously or partially.
4. Learning organizations a positive and significant effect on the performance of the study program.
5. Organizational culture and transformational leadership and significant positive effect on the performance of the study program, either directly or through a learning organization.

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