

DEVELOPING A CONCEPTUAL MODEL FOR THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND EMPLOYEE'S PERFORMANCE AND TEAM PERSONALITY AND ORGANIZATIONAL LEARNING

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Abstract

Employee performance is important factor for the success of any organization. Despite the growing number of research on this topic, previous study ignored the critical role of team personality and organizational learning on leadership and organizational culture regarding the performance of employee. Therefore, the current study aims to investigate the role of transformational leadership and organizational culture in improving the performance of employees in higher education sector. In addition, this study investigates the moderating effect of organizational learning and team personality. Relevant theoretical foundations were used in building the study's model namely Campbell model. The context of this study is institution of higher education in the Kingdom of Saudi Arabia. To examine the hypothesized model, the quantitative research design was employed. This study will use non-probability sampling techniques. The questionnaires will be adapted from existing studies and designed with the aim of collecting only crucial information regarding to the research questions and enable analysis and interpretation. Questionnaires will be distributed among the academics working in the higher education system of the Kingdom of Saudi Arabia. Personalized invites and mailed questionnaires will be used based on the preferences and availability of the participants. To test the proposed hypotheses, Structural Equation Modeling (SEM) approached will be used as statistical analysis tools for analyzing data and hypotheses testing. This study is expected to produce significant contributions in term of theoretical and managerial.

Keywords: Employees' Performance, Organizational Learning, Transformational leadership, organizational culture, Team Personality, Higher Education.

INTRODUCTION

Existing literature demonstrate the critical role of employee performance in the success of an organization, irrespective of its nature of business (Nawi et al., 2016). Today research on the topics related to employee performance has grown exponentially. Numerous studies have been carried out to examine various issues related to employee performance including the job attitude (Saleh & Ndubisi, 2006), entrepreneurial skills (Ahmad, 2011, & Ahmad, 2021). total quality management (TQM) implementation (Yazdani, 2022), organizational performance (Sohail & Hoong, 2003, Ahmed, & Ferdousi, 2020), information and communications technology (ICT), higher education employee selection, higher education system improvement (Khalil, Husin, Nawawi, & Hashim, 2008, Hashim, Aksah, & Said, 2018), staff training (Allui, & Sahni, 2016), leadership (Godbless, 2021), and employee appraisal criteria (Mahmood & Abd Rahman, 2007, Camilleri, 2021).

Employee performance in the education sector is critical in every country, as it affects the academic ranking of the university (Smith & Abouammoh, 2013). Universities in developed

countries are working hard to improve their educational rankings, while universities in developing countries are gradually catching up despite being at a disadvantage (Sohail, Daud, & Rajadurai, 2006, Hwang, 2018). In such countries, the most common challenges are insufficient learning, limited resources, a lack of funding, and insufficient staffing, that contribute to the low performance.

Employee performance has been a topic of focus by previous researchers. Existing research findings indicate that various factors such as motivation, leadership, work environment, organizational culture, employee competence, and compensation affect employee performance (Paais, & Pattiruhu, 2020). Others may contradict at some point specifically, critical factor likes leadership has been found to have substantial impact on employee job satisfaction, but it does not affect performance (Chang & Lee, 2007, Alonderiene, & Majauskaite, 2016). However, some research found that organizational culture affect employee performance (Yiing & Ahmad, 2009, Godbless, 2021), which however, does not influence job satisfaction (Nguyen, 2020). Recent study by Paais and Pattiruhu (2020) found positive relation between leadership and both satisfaction and employee performance. These irregularities in findings warrant further investigation.

The main problem of this research is no research into organizational learning and team personality and their effect on employee performance takes into account the inter-relationships between organizational culture, and transformational leadership, . For example, Alshammari, (2020) (Alneyadi, Al-Shibami, Ameen, & Bhaumik, 2019) investigated transformational leadership characteristics and their impact on performance but ignored the influence of culture in the nexus. Nevertheless, organizational learning is unique in that learning processes are rooted in culture of an institution (Henderson, Creedy, Boorman, Cooke, & Walker, 2010). According to Tedla (2016), leaders use influential organizational culture to shape employees' attitudes, improve the organization's effectiveness and financial performance. Therefore, it is crucial to understand the efficacy of organizational culture in introducing and innovating new products to enhance services and operations delivery. The fact that majority of the organizational culture and performance studies have been conducted in western countries such as Europe and the United States (Garca Morales, Matas Reche, & Hurtado Torres, 2008) warrant a new perspective such as Middle Eastern context. Therefore, based on the above discussion a theoretical gap has been identified, necessitating additional research into these relationships especially in a non-western developing world organizational culture setting, such as Saudi Arabia.

Furthermore, team personality is critical in any business. Organizational success is dependent not only on employees' skills and capabilities, but also, and perhaps more importantly, on various personality traits (Delima, 2019). Team-based tasks are common in businesses, and skills and abilities are critical for investigating teamwork effectiveness. The main idea is to comprehend various levels of analysis at the individual, team, and organizational levels. Team personality is a team-level index of traits that reveal the team's strength or elevation. Individual team personality mixtures can influence team personality in general (Stipelman, Rice, Vogel, & Hall, 2019). The interrelationships between organizational culture, transformational

leadership, and their impact on performance have not yet been examined in any team personality research, according to (Alshammari, 2020). The majority of study focuses on each element individually and how it affects worker performance. Thus, more research into ways to improve employee performance that help organizations gain a competitive advantage and superior organizational performance is required (Paais, & Pattiruhu, 2020). This is especially true in the dynamic environment of the domestic and global higher education systems.

Furthermore, no research has been conducted to investigate the role of organizational learning as a mediator in the relationship between transformational leadership, organizational culture, and employee performance, as well as team personality as a mediator in the relationship between transformational leadership, organizational culture, and employee performance. As a result, the current study seeks to fill this void by investigating the mediating effects of organizational learning and team personality on transformational leadership, organizational culture, and employee performance.

REVIEW OF PAST RELATED STUDIES

Employee performance

(Mayer & Cobb, 2000) delineated employee performance as the end result of a given task as carried out by an individual or a group of individuals in an organization along the lines of their given authority and responsibility to achieve the organization's set goals without violating the prevailing laws or any ethical or moral codes. Meanwhile, (Al Kahtani, 2013) defined the term as an individual's endeavor in fulfilling his/her given role according to the standards that have been set by his/her organization.

Employee performance also entails the abilities and skills of the employee (Sarmiento, Beale, & Knowles, 2007), which drive their work towards attaining organizational goals (Obaid & Eneizan). Meanwhile, industrial psychologists had incorporated behavioral clues in determining employee performance (Redmond, 2016). Campbell, McCloy, Oppler and Sager had established the theory of performance to underline the importance of delineating the true meaning of performance (Campbell et al., 1993).

It has been suggested by (Chen & Silverthorne, 2008) that performance can be measured in three ways: 1) output rates i.e. the quantity of units sold or produced over certain durations by a group of workers, 2) individual rating i.e. an employee being rated externally, and 3) self-rating or self-appraising. Self-appraisal and self-rating tools enable employees to comprehend their work better and encourage them to improve their capabilities and performance. Hence, employee performance basically measures organizational achievements and personal capabilities based on the assessor's point of view (Chen & Silverthorne, 2008).

Campbell et al (Campbell et al., 1993) hence discourages the use of general performance ratings and instead suggests the aforementioned eight dimensions as general ratings will not be able to embody the best fit. However, other researchers contend that a single, general factor is still advantageous particularly in determining overall performance. For instance, (Viswesvaran, Schmidt, & Ones, 2005) discovered that about 60 percent of the variance in performance

ratings is derived from the general factor. Another advantage of the general factor is that it cannot be explained by rater error (i.e., a halo effect). Hence, based on these arguments, researchers should take note that the general factor and unidimensional measures of overall performance may still be highly significant in measuring employee performance (Mohsen, Neyazi, & Ebtekar, 2020).

Leadership

Leadership is fundamentally crucial for organizational performance as well as for supervisors and employees (Wang et al., 2005). Employee perspective on leadership has long been a subject of interest for researchers who had established leadership into two key dimensions: value-based and transformational (Chan, 2020). However, value-based leadership approach asserts that people are mostly motivated by values such that people care more about their values and live-in line with them (Vilma, 2018). For instance, a such leaders have ethical, authentic and moral dimension regarding to their behavior (van Niekerk & Botha, 2017). Therefore, this leadership style intents to show that values are the most natural motivators for most people. Transformational leadership is suggested to have a stronger and more positive impact on employee behavior and employee performance than value-based leadership (Vigoda-Gadot, 2007). For instance, recent studies show that transformational leadership has a positive and strong impact on employee performance (Manzoor et al., 2019), making it crucial element for any organization.

(Yukl & Michel, 2006) defined leadership as the process of influencing others to accomplish certain tasks in certain ways so as to achieve a common goal (p. 8). (Fiedler, 1996) stated that a leader is responsible for the success or failure of a group, an organization, or a country. The theory of "Great Man" was the precursor to the notion of leadership. Proponent of the theory, Thomas Carlyle believes that leaders are born with innate leadership qualities; in short, leaders are not made. The word "Man" is a deliberate indication that the role is only designated for males. Back in the day, successful leaders mainly refer to military men (Bolden, 2004). Although in the contemporary context leaders are no longer exclusively associated to men, several management scholars and organizational psychologists remain in favor of the notion of the "Great Man" (Organ, 1997). Accordingly, researchers have attempted to distinguish leaders from followers. Good leaders or prospective ones are said to possess the qualities of being adaptive, responsive, motivated, achievement-orientated, assertive, decisive, energetic, determined, and self-confident (McCall & Lombardo, 1983).

(Uslu, 2019). This theory suggests that no single leadership style can produce the ultimate positive results. Leadership effectiveness is determined by the combination of several variables including situational aspects and quality of followers (Herbert).

(Yukl, 2010) describe leadership as a leader-follower interaction where the leader endeavors to influence his followers via behavioral control towards accomplishing a shared objective. Yukl (Yukl, 2010) further explain that the degree of intensity to achieve organizational success shapes the leaders' leadership styles, which in turn affects the employees' job satisfaction, commitment and productivity (Akpapere, Jengre, & Mogre, 2019). Several leadership styles

have been identified in literatures on management leadership; two major styles established in recent studies include transformational and transactional leadership (Tewari, Gujarathi, & Madulety, 2019). The next section presents one of them i.e., transformational leadership.

Transformational Leadership

In previous studies, transformational leadership has been associated with work satisfaction, which in turn results in improved employee performance (Manzoor et al., 2019). Transformational leaders revolutionize the beliefs and attitudes of their followers and encourage them to work at their own personal best but with constant organizational improvement in mind (Burns & Leadership, 1978). Such leaders heighten the understanding and awareness towards certain issues. Resultantly, they create motivation and excitement among their followers to perform better towards achieving the shared goals (Manzoor et al., 2019).

Bass and Stogdill (B. M. Bass & Stogdill, 1990) and Gadot (Vigoda-Gadot, 2007) regard transformational leadership as highly significant for its ability to identify with and internalize anticipated values. (Parry, 2003) indicated that transformational leadership has a positive effect on the innovative ability and effectiveness of public sector organizations. More specifically, transformation leadership inspires the employees to work and even exceed expectations towards the organizational vision. The trade hypothesis is a collection of economic models that focus on enhancing returns to scale and deriving value from an organization's processes (Shiozawa & Donnery, 2017).

Transformational Leadership and Employee Performance

Historically, some individuals were assumed to be born with innate qualities that destine them to become great leaders (Ogbonna & Harris, 2000). However, such innate qualities were difficult to identify which led to the development of the leadership style and behavioral theories. Following years of research, it was concluded that leaders who practice democratic and participative leadership styles are better regarded as successful leaders (Sheshi & Kërçini, 2017) as cited in (Ogbonna & Harris, 2000). Most of the earlier studies were only focused on identifying the best leadership style so as to improve the performance of workers. A high work performance indicates that the leadership style employed is effective for both the organization and the followers.

Also, transactional leadership majorly relies on processes and control, requiring strict management structures. On the other hand, transformational leadership pays attention to inspiring employees to follow and relies on coordination, communication, and cooperation at a high level (Yıldırım & Birinci, 2013).

Therefore, transformational leadership creates a vision that subordinates work to exceed required expectations, while transactional leadership applies extrinsic motivation to improve employee performance (Hoxha, 2019). In this study, the focus is Transformational leadership. Transformational leadership has been widely accepted as the ideal leadership style in contemporary organizations. This form of leadership has gained recognition due to the

recognizable impact of transformational leadership and its ability to achieve organizational outcomes such as employee satisfaction and organizational performance. It is widely accepted that transformational leadership has the peculiar ability to instigate higher order need (Saleh, Nusari, Ameen, & Alrajawy, 2018).

Another study added that transformational leadership has the ability to motivate employees and generating positive emotions, the creation of an inspirational vision for the vision and directing followers towards achieving these objectives. Drawing on proposed dimensions of transformational leadership by several authors, four dimensions of transformational leadership were derived which are fundamental to the present study: Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC).

Organizational objectives are more effectively achieved when facilitated by proper leadership and employee performance qualities (Migdadi, 2019). Leaders or managers are responsible for increasing production levels and enhancing employee efficiency so as to achieve organizational goals. A positive leadership-performance relationship facilitates the successful achievement of organizational objectives (Batool & Ullah, 2013). Numerous empirical studies have proven the direct effect of transformational leadership on individuals and organizations (Rasool, 2015). Employee expectations towards their job, leaders, and company satisfaction lead to the intended positive impact (Felfe & Schyns, 2006). (Castaneda & Nahavandi, 1991) found that leaders who are job-oriented and demonstrate relational behaviours produce better satisfied employees. Transformational leaders possess both characteristics; they understand the significance of enhanced employee performance and one-to-one leader-follower interaction in pursuing common goals. Based on these findings, this hypothesis is presented:

Organizational Culture

According to Robbins (S. P. Robbins, 2001), the culture of an organization is uniformed throughout the firm, held by common and descriptive characteristics which distinguish the firm from others, and of which unify individuals, groups and systems. Schein (Schein, 2010) described the term as shared philosophies, ideologies, beliefs, assumptions, expectations, attitudes, norms and values within an organization.

Organizational culture entails the beliefs, values and interactive patterns within an organization which ... specify desired behaviours and outcomes to guide and sustain goal-directed efforts of organizational members (Peterson & Zimmerman, 2004). Employees are driven to perform well and to focus on task accomplishment when there is a rational decision-making process. When innovative abilities are encouraged, employees become more confident and creative in their experimentations (Naranjo-Valencia, Jiménez-Jiménez, & Sanz-Valle, 2011).

(K. Cameron & Quinn, 1999) developed the “Competing Values Framework” which determines whether an organization has an internal or external focus and whether it seeks flexibility and individuality, or stability and control. The framework entails six organizational culture dimensions and four key culture types namely: clan, adhocracy, market, and hierarchy.

The Model of Culture and Effectiveness introduced by (Denison, 1990) describes the link between organizational culture, management practices, performance and effectiveness based on the main cultural traits of involvement, consistency, adaptability, and mission. The model suggests linking management practices with the underpinning theories when investigating the relationship between organizational culture and effectiveness.

The organizational culture is very vital and determines organizational climate pointing out that it is a very important part of any successful organization. Further, culture has equally been observed as a main effect or as a moderator in several investigations (Umrani, Kura, & Ahmed, 2018). Organizational culture plays a great role in the functionality of an organization; therefore, it does not only hold interest for researchers and scholars but it is also of great significance to companies and their managers. The organizational culture is one of the most complicated dimensions of change management and it is as well made up of formal and informal components. It is, however, important to note that organizational cultures are not static or uniform, but they actually evolve as time moves on.

Organizational Culture and Employee Performance

The effect of organizational culture on performance has been studied extensively (Ogbonna & Harris, 2000). According to (Stoica, Liao, & Welsch, 2004), the way and organization searches for and uses information affects the relationship between culture and performance. (Ogbonna & Harris, 2000) highlighted that employee performance is directly affected by competitive and innovative cultural traits, but not by community and bureaucratic cultural traits. Correlation has also been identified between organizational culture and employee performance (Sheridan, 1992), decision making (Gamble & Gibson, 1999) and productivity (Kopelman, Brief, & Guzzo, 1990). Hence, it is important to understand the relationship between organizational culture and employee performance as various findings have proven that employee performance is vital in ensuring organizational success (Shahzad, Iqbal, & Gulzar, 2013).

(Abu-Jarad, Yusof, & Nikbin, 2010) affirmed that employees are generally affected by organizational norms and values. Although norms are intangible, it greatly influences employee performance and organizational profitability (Shahzad et al., 2013). In the context of Pakistan, (Shahzad et al., 2013) discovered a positive relationship between solid organizational culture and employee performance specifically their commitment towards achieving mutual organizational goals. Such commitment allows the employees to grow in the organization (Kennedy, 1982). Hence, a strong organizational culture and its acceptance can facilitate the improvement of employee performance (Shahzad et al., 2013).

According to (Taormina, 2009), every employee has distinct personal needs which may or may not be fulfilled by a given organizational culture; however, those whose needs have been fulfilled would be happier and more satisfied staying in their current organization. Hence, this provides reason to believe that organizational culture is linked to employee performance (Taormina, 2009), (Abu-Jarad et al., 2010) also found a significant relationship between organizational culture and employee performance. Other studies found that organizational culture affects employee behavior, learning and development (Bollinger & Smith, 2001),

creativity and innovation (E. C. Martins & Terblanche, 2003) and knowledge management (Tseng, 2010)).

On the other hand, other studies discovered a negative relationship between organizational culture and performance. (Yesil & Kaya, 2013) indicated that organizational culture poses no effect on financial performance, but this does not mean that it has no effect at all on performance outcome. Hence, they suggest further studies to explore the direct or indirect effect of culture on performance in different contexts. Based on these findings, this hypothesis is presented:

Organizational Learning

Organizational learning came into the spotlight when experience curves gained recognition (Hoy, 2008). It was observed that outputs would increase relative to inputs when experience is accumulated over time (Argote & Miron-Spektor, 2011). Organizational members gain more knowledge about the industry that they are involved in (Hoy, 2008). Hence, this model defines the internal organizational capacity for experiential learning and for examining, adopting and transforming new ideas into viable policies and action plans to gain competitive advantage (Mitki & Herstein, 2007).

Studies on organizational learning basically focus on three main themes: learning inhibition due to defensive routines e.g. (Schön & Argyris, 1996);(Adler & Zirger, 1998); (Akgün, Lynn, & Byrne, 2003), the effect of organizational routine change on future behaviour(Argote & Miron-Spektor, 2011), and changes in performance characteristics as a function of experience e.g. (Ellinger, Ellinger, Yang, & Howton, 2002). From these three main themes, six academic perspectives emerged namely: psychology, management science, strategy, production management, sociology, and cultural anthropology (Easterby-Smith, Crossan, & Nicolini, 2000) which attempt to explain certain core phenomena to organizational learning.(Migdadi, 2019).

Organizational Learning as a Moderator

Past studies have indicated that organizational learning can strongly affect organizational culture (Mumford, Scott, Gaddis, & Strange, 2002), (Y. Jung & Takeuchi, 2010)and leadership practice (Garcia-Morales, Lloréns-Montes, & Verdu-Jover, 2007); (García-Morales, Jiménez-Barrionuevo, & Mihi-Ramírez, 2011). Similarly, recent studies support the findings. For example, (Waruwu et al., 2020)indicate that transformational leadership and organizational learning have a positive and significant effect on performance. Also, (hindasah & nuryakin, 2020)conclude from their study that organizational learning has a significant impact on performance. However, there is yet any study that had examined organizational learning as a moderator in the relationship between transformational leadership, organizational culture and employee performance. Hence, this current study intends to fill this gap by examining the moderating effect of organizational learning on transformational leadership, organizational culture and employee performance in the context of public universities in Saudi Arabia.

The main aim of organizational learning is to transform organizational attitude and behavior so as to improve productivity and competitiveness towards achieving better sales growth and attracting, sustaining and broadening the organization's customer base. Organizations that have the ability to learn fast can improve their strategic competence and hence gain better competitive advantage. Ultimately, the positive outcomes of organizational learning can result in superior long-term performance (Guns & Anundsen, 1996),(Senge, 1990).

Many prior studies had found a positive relationship between organizational learning and performance e.g. (Garcia-Morales et al., 2007). Continuous knowledge acquisition, dissemination and exploitation have been found to increase organizational profit, employee welfare and organizational sustainability.

Prior studies have proven that continuous organizational learning practices including the acquisition, dissemination, exploitation and storage of knowledge (López, Peón, & Ordás, 2005) can improve profit, innovation, customer satisfaction and employee performance.

Organizational learning predicts the behaviour of organizations and the direction of the employee-employer relationship in various organizational structures, cultures and circumstances. An organization is deemed as the direct mirror of societal values. Organizational learning can only occur when the organization has a conducive cultural setting, proper leadership support and adequate employee willingness and capability.

Organizational learning fulfills the criteria as a moderator as previous studies had demonstrated an inconsistent relationship between organizational learning and performance, but a strong relationship between organizational learning and transformational leadership and organizational culture. Based on these findings, this hypothesis is presented.

UNDERPINNING THEORIES

Campbell's Model of Employee performance

Despite being commonly used as a dependent variable in numerous management studies, the underpinning theory of employee performance is rarely discussed (Campbell et al., 1993); (Campbell & Wiernik, 2015) explained that the Campbell model was initially established for the US Army's selection and classification research project sponsored by the US Army Research Institute for Behavioral and Social Sciences (Adetula, 2016) The Campbell model provides a stable theoretical background for this study, which will be discussed in the next section. The Campbell model is deemed as the most important employee performance model and have been adopted in various related studies (Fartash et al., 2018).

Vroom's Expectancy Theory of Motivation

According to (Victor Harold Vroom, 1964) the term motivation comes from a Latin word meaning "to move". Motivation is internally driven by factors that push an individual to accomplish certain things. (Steyn & Schulze, 2003) stated that leaders must understand the factors that drive their subordinates' thought processes and hence their decision to act towards achieving a specific end goal. (Hong, Easterby-Smith, & Snell, 2006) suggested that individual

motivation towards achieving certain goals is driven when certain needs have been fulfilled. Such motivational drivers can be used to understand why employees act the way they do (Rowley, 1996). Theories have suggested that individuals are driven to act by singular needs as argued by (Maslow, 1954). Process hypotheses acknowledge correlations between variables that drive motivation as emphasized by (Victor Harold Vroom, 1964).

Locke's Range of Affect Theory

(Locke, 1976) range of affect theory is a common model of job satisfaction since most people value different aspects of their job and the extent to which they meet the job requirements. According to the theory, employees' values inform their expectations and are more satisfied as these expectations approach reality. Nevertheless, Locke argued that excessive of a good thing is highly likely to result in job dissatisfaction.

Stacey Adams equity theory.

Adams' Equity Theory encourages a fair balance between an employee's inputs (such as hard work, skills, acceptance, enthusiasm, etc.) and outputs (i.e., organizational goals, personal salary, benefits, intangibles such as recognition and appreciation, etc.). According to Adams, attaining this kind of balance ensures a productive and robust relationship, thus creating improved employee performance as well as content and motivated employees. Nevertheless, the theory is built on the notion that the relationship between the job and the employer impacts employee performance. For instance, if an employee feels that their inputs are more significant than the output, they are likely to become demotivated. Other responses to imbalance include reduced effort in work and becoming disruptive or disgruntled in some cases.

Contingency Theory

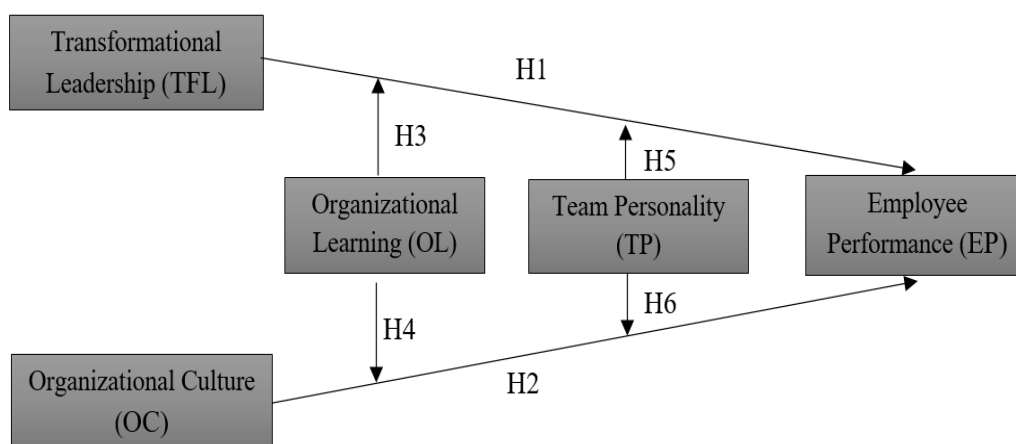
Studies on the contingency theory emphasize the reliance of performance on the relationship between the organization and certain external environmental factors (Duncan, 1972); (Gresov, Drazin, & Van de Ven, 1989). In general, the contingency theory concentrates on the need for flexible reactions at strategic levels. It is built upon two basic assumptions namely: 1) no strategy/structure is the best, and the effects of certain strategies/structures are not equal under the facilitation of different environmental or firm-specific conditions (Galbraith, 1973).

Congruency Theory

Congruency theory asserts that if two contradicting people, parties, sets of information, or concepts that an individual must judge, the observer will under pressure that will change their mind on one of the sides (Bhargava & Pradhan, 2017). Nevertheless, if the sets are similar or congruent, the observer will not experience any form's challenges or pressure. Therefore, a person or employee performance will depend on the amount of pressure and viewpoint concerning other employees. High performance requires high congruency. More interestingly, research shows that performance increases as a function of congruence (Rauvola, Rudolph, Ebbert, & Zacher, 2020).

Research Framework

A research framework is developed following the comprehensive literature review. Figure (1) shows the conceptual framework of this study. The framework consists of transformational leadership and organizational culture as the independent variables. Employee performance is conceptualized as the dependent variable whilst organizational Learning and team personality are the moderating variables on the relationship between the two independent variables and the dependent variable.



HYPOTHESES

- Hypothesis 1:** Transformational Leadership have a significant effect on the performance of employees working in public universities in KSA.
- Hypothesis 2:** Organizational Culture have a significant effect on the performance of employees working in public universities in KSA.
- Hypothesis 3:** Organizational Learning expected to moderates the relationship between, transformational leadership and the performance of employees working in public universities in KSA.
- Hypothesis 4:** Organizational Learning expected to moderates the relationship between, Organizational Culture and the performance of employees working in public universities in KSA.
- Hypothesis 5:** Team personality expected to moderates the relationship between, transformational leadership and the performance of employees working in public universities in KSA.
- Hypothesis 6:** Team personality expected to moderates the relationship between, organizational culture and the performance of employees working in public universities in KSA.

CONCLUSION

Team Personality and Organizational Learning has been extensively investigated sparingly investigated as moderator. With sub-variables of Transformational Leadership and Organizational Culture. Which are investigated as the antecedents to Employee Performance, the inclusion of Team Personality and Organizational Learning has been theoretically supported. The presented conceptual model of this study, shown in Figure 1, depicts the different measures of Transformational Leadership and Organizational Culture, Employee Performance and Team Personality and Organizational Learning, and their dimensions. It is a proposed model, with associated hypotheses that are argued by this study based on limitations and gaps observed from previous studies. It is aimed at investigating the moderating role of Team Personality and Organizational Learning in the impact of Transformational Leadership and Organizational Culture on Employee Performance. However, it can be adopted or/and adapted in investigating similar situations, even in different contexts and countries. The investigation of the moderating role of Team Personality and Organizational Learning in this research model is the main theoretical contribution of this study. As a result, the current study seeks to fill this void by investigating the mediating effects of organizational learning and team personality on transformational leadership, organizational culture, and employee performance. Future work will therefore include testing for the reliability and construct validity of the constructs conceptualized and investigated in this study. Also, the goodness of fit of the proposed model, as well as the hypotheses proposed, will be tested.

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