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Assessing How Institutional Culture and Leadership Choices Shape Financial Success in Education Institutions

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Abstract
The purpose of this study is to investigate the relationship between leadership choice and the subsequent impact of institutional culture on financial performance of education institution. This study followed a quantitative research design. The results were analyzed using SPSS 29 and the survey used in this study has four distinct sections. The demographic questions are included at the beginning of the survey. Section two contains the Leadership Questionnaire. In the third segment, the institutional culture assessment of the organization. The questionnaire concludes with a tool for assessing financial performance. The study's objective suggests that institutional culture and leadership style may have an impact on financial performance. The correlation analysis shows that student-oriented cultures are positively correlated with transactional leadership, whereas collaborative cultures are negatively correlated with clan cultures. All cultural types have a correlation with the transactional-transformational leadership style. A wide range of cultural factors have a direct correlation with financial performance. According to the study's findings, financial performance is positively correlated with transactional-transformational leadership and negatively correlated with transactional leadership. A statistically significant correlation has been found between transformational leadership style and all cultural types. An innovative culture and transformational leadership have a statistically significant correlation with education institutions financial performance. Institutional culture has a significant impact on both financial performance and leadership effectiveness. The quality of an institution's leadership has a significant impact on its financial performance. According to the study's findings, an institution that prioritizes students and embraces innovation can improve its financial performance. When tasks are defined in terms of policies, procedures, and rules, and students are made aware of the goals, their performance improves. It has been proven that a collaborative clan culture boosts employee performance.

Keywords: Organizational Culture, Transactional Leadership, Transformational Leadership, Financial Performance, Clan Culture, Collaborative Culture, Student-oriented cultures, Innovative Culture.

Introduction

Academic debate should focus on the financial consequences of leadership actions and organizational culture. Academic institutions, such as schools, colleges, and universities, operate in a complex ecosystem in which keeping a viable budget is critical for long-term success and intellectual accomplishments (Akman *et al.,* 2015). The objective of this introduction is to demonstrate the connection between financial outcomes, leadership decisions, and institutional culture in the educational sector. An educational institution's institutional culture is made up of common values, beliefs, norms, and practices that influence the behavior and decisions of its members. It's a complex and dynamic web of life (Arman and Arpacı, 2014; Bagga *et al.,* 2023). This culture has an impact on many aspects of the organization, including resource allocation, goal formulation, and defining and achieving success. Institutional culture is an important aspect in financial gain because it influences goals, attitudes, and behavior, all of which have an impact on the long-term sustainability and feasibility of finances (Ay and Keleş, 2017; Lee *et al.,* 2023).

The financial effectiveness of educational institutions is heavily influenced by their leadership. Leadership decisions have an impact on financial performance, resource allocation, and the establishment of a culture that values expansion and fiscal discipline. The aforementioned decisions are made by department heads, senior administrators, and employees (Bakan, 2009; Alateeg and Alhammadi, 2024). Effective leadership encourages collaboration, accountability, and transparency. On the contrary, ineffective leadership can lead to decreased production, poor monitoring, and financial volatility. To understand the impact of leadership decisions and institutional culture on school financial success, they must be analyzed from multiple perspectives (Balay *et al.,* 2013). An examination of institutional culture features such as communication strategies, decision-making procedures, and shared convictions can provide significant insights into the factors that influence the efficacy of financial management. Cultural aspects have an impact on financial aims and habits. Understanding their synergy sheds insights on the impact of culture on financial performance.

Similarly, examining the role of leadership in school financial management can provide valuable insights into the competencies, practices, and approaches that promote economic well-being. Efficient leaders use their vision, communication skills, and strategic expertise to establish an environment in which members are financially prudent, open to new ideas, and adapt to unexpected situations (Barney, 1986; Jamali *et al.,* 2022). Ineffective leadership can inhibit financial success by causing indecision, opposition to change, and resource mismanagement. An examination of the link between leadership actions and institutional culture may reveal synergies or conflicts that have an impact on financial success. Cultural alignment with leaders' visions and beliefs enables successful resource allocation, strategic decision-making, and achievement of goals (Barut, and Onay, 2016). On the contrary, a misalignment between leadership objectives and institutional culture can create problems that impede expansion and have a negative impact on financial outcomes.

External variables influencing educational institutions' financial health include market changes, government regulations, and overall economic trends. Furthermore, these characteristics have an impact on the relationship between leadership, financial success and culture (Buyukozturk, 2011 ; Khan *et al.,* 2023).To attain financial stability and success, organizations must proactively capitalize on their own strengths and opportunities while efficiently managing external forces. Leadership decisions and institutional culture have a significant impact on educational institutions' financial performance. Institutions should engage in strategic financial planning, advocate for fiscal restraint, and navigate the complex educational landscape with an understanding of the interrelationships between culture, leadership, and external influences (Çekmecelioglu, 2014). The goal of this study is to elucidate the complex interaction of elements that contribute to education's financial success, as well as to foster constructive dialogue and efforts to ensure the long-term vitality and influence of educational institutions around the world.

Globalization and the rapid adoption of new technology are causing major transformations in all aspects of our life (Demirel, 2017). Organizations are constantly striving to adapt and flourish in a global world characterized by continuing social, political, and cultural transformations. The culture of a business is always changing in reaction to significant global developments (Dewi and Wibow, 2020). Organizational culture is recognized as having an impact on how employees resist and adapt to change. Managers must be adaptable and supportive of their teams throughout periods of resistance to change. Our organization stands out due to its own personality (Erdem and Dikici, 2009). Organizational culture is made up of rules, beliefs, and values, both explicit and tacit. By bringing together people with different ideas, opinions, and values to pursue a shared goal, the organization is able to achieve its objectives (Erdil, *et al.,* 2010).

While new technologies may improve the efficiency of specific organizational and commercial processes, these organizations' success remains mostly determined by the people they employ (Güven, 2018). When multiple organizations have identical financial resources, equipment, or other important assets, human resources serve as the defining factor that distinguishes one from the others. By raising its worth, they strengthen the organization's competitive advantage. (Mamatoglu, 2005; Akanji *et al.,* 2020). The relationship between leadership and company culture is fundamental. Organizational culture influences leadership effectiveness; nevertheless, leaders have the ability to mold and adjust the culture that pervades the entire organization (Erdem and Dikici, 2009). The robust relationship influences employee job performance, hence determining the organization's lifespan and competitiveness. Modern businesses are investing more extensively in human capital as they recognize its importance. Their goal is to increase efficiency by encouraging individual development and boosting staff motivation (Zakari *et al.,* 2013; Syakur *et al.,* 2020).

The achievement of these goals is primarily dependent on managerial skills. Throughout history, educational institutions have been immersed in heated competition, which continues to this day (Şahin, 2016). In order to adapt to a rapidly changing and expanding environment, these institutions have created new programs and courses, tailored to their students' changing profiles, and assured that their staff have the essential abilities to use the novel systems. The academic approach used here has a significant impact on the unpredictability of financial success (Tayfun, and Çatır 2013; Bowers *et al.,* 2017).

The goal of this research work is to investigate the relationship between leadership styles and workplace culture, as well as the resulting impact on the financial performance of the education business. The introduction reviews previous studies on organizational culture, leadership, and financial performance in the education sector. The following section describes the research questions, methods, and findings that compose the study.

Literature Review.

Institutional Culture and Financial Performance

Academic institutions' financial management is heavily influenced by their institutional culture, sometimes known as the school's "DNA" or "personality" (Owens, 2001; Akman, *et al.,*2015). According to Schein (2010), corporate culture refers to the common beliefs, values, and conventions that influence the behaviors and decisions of individuals inside a specific group (Anderman, *et al.,* 2091). A school's institutional culture consists of the beliefs, attitudes, and behaviors that influence resource distribution, budget creation, and financial administration. Cameron and Quinn (2011) observed that academic institutions with a resilient and positive corporate culture tend to achieve better financial success. Organizations that foster a culture of transparency, collaboration, and innovation are better able to manage financial limits and economic issues (Trice & Beyer, 1993). A harmful or poisonous organizational atmosphere, as shown by departments functioning in silos, reluctance to change, or a lack of responsibility, can impair an organization's financial sustainability and execution of strategic efforts (Deal & Kennedy, 1982). Research has discovered numerous aspects of an organization's culture that are connected with its financial success. An example is the link between improved financial management and resource allocation and a collaborative governance culture in which decision-making authority is shared by academics, staff, and administrators (Birnbaum, 1988). Organizations can realize cost savings, process optimization, and increased efficiency by continually seeking improvement and using data-driven decision-making (Bolman & Deal, 2017).

Leadership Styles and Financial Performance

Leadership has a significant impact on educational institutions' financial and cultural development (Arman and Arpacı, 2014). Proficient leadership fosters an environment of accountability, innovation, and financial restraint. In contrast, ineffective leadership can lead to financial instability, inefficiency, and neglect (Leithwood *et al.,* 2004). Research on school budgets has focused on the impact of various types of leadership, including transactional, servant, and transformational leadership. There is a link between reformed leadership, as defined by the formulation of objectives, inspiration of individuals, and delegation of power, and improved school finances (Bass & Avolio, 1994; Yahaya and Ebrahim, 2016). According to Burns (1978), transformational leaders effectively express an inspiring vision for the educational institution, develop a sense of unity among members working toward similar goals, and offer the resources required for teachers and staff to maintain the school's financial survival (Ay and Keleş, 2017). According to Leithwood *et al.* (1999), transformational leaders excel in managing financial issues, cultivating creativity, and fostering a collaborative environment focused on continuous improvement.

Transactional leadership has an impact on educational institutions' financial success since it is based on feedback and performance-based rewards (Avolio *et al.,* 1999). Transactional executives ensure that expectations are clear, that incentives are used to drive good performance, and that progress toward financial goals is monitored (Bakan, 2009). While transactional leadership might help you achieve your immediate financial goals, it can also breed complacency and resistance to change in the absence of a forward-thinking, dynamic vision (Avolio *et al.,* 1999). The potential for servant leadership, which is defined by attributes such as humility, empathy, and stewardship, to improve educational institutions' financial performance and group dynamics has sparked widespread interest (Greenleaf, 1977). According to Spears (1995), servant leaders prioritize others' needs, create trust and collaboration, and ensure that employees have the necessary resources to contribute to the firm's financial success. According to research, servant leadership improves organizational financial performance by increasing employee engagement, satisfaction, and dedication (Liden *et al.,* 2008).

The Interplay between Culture and Leadership in Financial Success

Leadership styles and organizational culture are inextricably linked and constantly evolve (Bakan, 2009). Both change and affect one another to create revenue. Existing research indicates that a leader's performance depends on establishing congruence with the company culture (Deal & Kennedy, 1982). According to Schein (2010), executives who have a thorough awareness of and support the organization's regulations, values, and objectives are more successful at implementing significant changes, gaining broad support, and enhancing the company's financial performance. Leaders who attempt to impose their leadership style or agenda without considering the institutional culture may face criticism from stakeholders (Balay, *et al.,* 2013). Proposing significant changes to the financial system in a risk-averse culture may provide challenges for a transformational leader seeking support and approval (Burns, 1978). It may be difficult for a leader to foster innovation and secure long-term prosperity in a community that values collaboration and ingenuity if their primary goal is to obtain short-term financial gains (Avolio *et al.,* 1999).

External Factors and Financial Performance

School budgets are vulnerable to internal and external forces. Internal aspects to consider include corporate ethos and leadership (Barney, 1986). Technological improvements, market dynamics, economic situations, and government restrictions all have an impact on educational organizations' financial sustainability and stability (Birnbaum, 1988). Changes in government financing or student demographics may have an impact on revenue sources and financial objectives; as a result, academic institutions may be forced to create unique tactics and strategies in order to remain financially viable (Bolman & Deal, 2017).

Competition drives institutions to differentiate themselves, allocate resources to strategic efforts, and demonstrate their value to stakeholders in a variety of areas, including education (Birnbaum, 1988). To earn money and accomplish their educational mission, institutions must leverage their internal strengths, purpose, and values while navigating external forces (Cameron & Quinn, 2011). There are several factors and changes in the relationship between educational institutions' financial success, leadership decisions, and institutional culture (Çekmecelioglu, 2014). Fostering an open, collaborative, and innovative corporate culture helps firms improve their financial flexibility and resilience (Barut and Onay, 2016). Proficient leadership techniques, such as servant and transformational leadership, help businesses to overcome challenges while capitalizing on opportunities. Although the relationship between leadership and culture influences a school's financial performance, external factors also have an impact on its total finances (Demirel, 2017).

Numerous studies offer insightful information about the relationship between institutional culture and leadership and financial performance in education Institutions (Kılıc, 2006) investigated how group dynamics and leadership philosophies impact educators' efficacy in the classroom. According to the study, transformational leadership enhances job performance, particularly in environments where there is a favorable work culture (Erdil *et al.,* 2010). Schools that use innovative leadership strategies have a higher chance of being financially successful, according to Çıpa (2014). Şahin (2016) conducted research on the impact of various leadership styles on finances in Indian private schools. It was discovered that horizontal communication models enhanced performance (Erdem and Dikici, 2009). This emphasizes how crucial leadership techniques are to creating a healthy work environment. Karayalcın conducted research in 2009 on the connection between financial success in private Universities, organizational culture, and leadership styles. The performance of an organization is directly impacted by its leadership style and community culture (Guven, 2018).

The relationship between leadership, school culture, and financial resources was examined by (Anderman *et al.,* 1991). Their results demonstrate the beneficial effects of an achievement-focused learning environment on students' financial commitment. Omira conducted studies on the Saudi public sector in 2015, he found that the education sector performed better financially when leaders used transactional and transformational strategies.

Marks (2002) looked into how Virginian public school teachers felt about different leadership philosophies and found a connection between transformational leadership and a supportive learning environment (Mamatoglu, 2005). When Doganay conducted a study on leadership styles at Başakşehir Municipality in 2014, she discovered that people-oriented leadership significantly influenced the institution's financial performance.

Aslan (2017) looked on how different leadership philosophies affected how well government university staff members performed on the job (Tayfun and Çatır, 2013). The study demonstrated transformative leadership's effectiveness. (Gul, 2016) looked into a variety of leadership philosophies among those in charge of public organizations and found that these philosophies had various impacts on various forms of workplace culture. According to Barney (1986) and Bozoglan (2010), a company's competitive edge can be increased by having an authentic corporate culture. It enhances financial success as well (Zakari, *et al.,* 2013). According to Ay and Keleş (2017), university staff members perform better when they use a revolutionary leadership style.

In Ghanaian colleges, organizational culture and success were found to be related by Zakari et al. (2013). A correlation has been shown between an organization's financial success and its culture (Ozturk, 2014; Erdil *et al.,* 2005; Tufekci, 2012; Barut & Onay, 2018; Bakan, 2009; Mamatoglu, 2005; Demirel, 2017; Çekmecelioglu, 2014). Other studies (İncirkuş, 2012; Guven, 2018; Arman & Arpacı, 2014; Balay *et al.,* 2013) could not find any evidence of a connection between financial results and transformative leadership.

Research Methods.

The current investigation used a quantitative research design. The researchers used a questionnaire to conduct the survey. A survey study aims to identify the link between specified variables (Yıldırım, 2000). The evaluation for this study consists of four main components. Responses to each topic were collected using a five-point Likert scale, with five points representing "strongly agree" and one representing "strongly disagree." Personal information is requested in the first section of the questionnaire. This form requests the following information from employees: their gender, age, educational attainment, and professional experience.

The next component is the Multifactor Leadership Questionnaire. It was developed by Stewart, (2006) to assess employees' attitudes about their managers. Yurtkoru (2001) translated the form into Turkish, which was then adopted. The evaluation consists of thirty-six questions. The first twenty questions address transformative leadership, while the next sixteen questions address transactional leadership. Transactional leadership can take several forms, including laissez-faire, active management by exception, passive management by exception, and active management by exception. Transformational leadership consists of four elements: inspired inspiration, idealized or charismatic influence, deliberate concern for each individual, and intellectual stimulation.

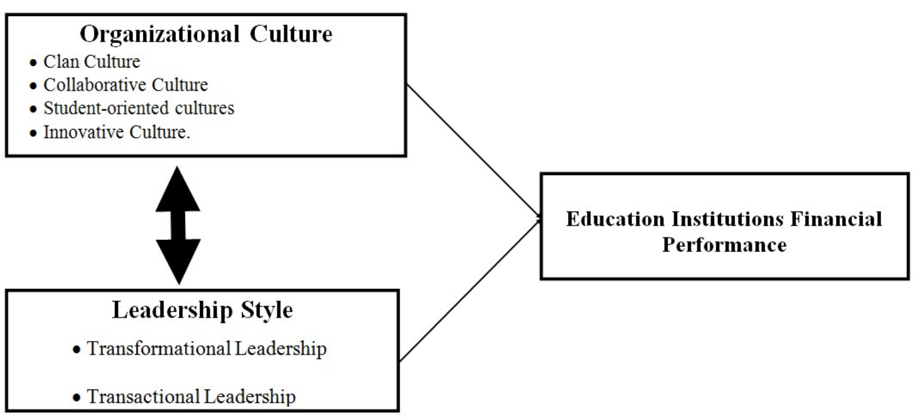
The final stage of the research used the "Organizational Culture Assessment Instrument" to determine students' perspectives on organizational culture. The concept was developed using the framework proposed by Cameron and Sine (1999) in their "Competing Values Model," which divides organizational cultures into four major categories. The assessment consisted of sixteen questions. Each of the four question sets targeted a distinct aspect of organizational culture. The primary inquiries sought to delve into Clan Culture, which is distinguished by a strong emphasis on teamwork and collaboration within a familial setting. The second group discussed Collaborative Culture, which advocates for the promotion of open communication and teamwork among members. The third set of inquiries looked into cultures that prioritize the growth and service of individual students and are oriented toward them as people. The fourth set of questions examined an organization's Innovative Culture, which promotes originality and creativity.

This assessment instrument provided researchers with valuable insights into how students perceived various aspects of the school's organizational culture. Each set of inquiries was intended to investigate a distinct aspect of culture. This provided us with a comprehensive understanding of the institution's cultural norms and values. Tayfun and Çatır's (2013) financial achievement assessment tool is included in the questionnaire's last section. The measure consists of twelve questions that allow employees to assess their institutional achievements. The survey population includes personnel from educational institutions. A random sample process was used to choose 387 members of the public as study subjects.

Research Model and Variables

This study focuses on Institutional culture and leadership style as independent variables. Education Institution Financial Performance is the dependent variable. Figure 1 depicts the linkages among these characteristics.

Figure 1: The Research Model



Hypotheses

Research inquires whether organizational culture and leadership style impact education institutional financial performance. The hypotheses are as follows:

H_1: Organizational culture and leadership style exhibit a significant correlation with education institutions financial performance.

H_{1a}: Organizational culture significantly correlates with education institutions financial performance.

H_{1b}: Organizational culture significantly correlates with leadership style.

H_{1c}: Leadership style significantly correlates with education institutions financial performance.

H_2: Organizational culture influences leadership style.

H_3: Both organizational culture and leadership style collectively impact education institutions financial performance.

Methodology

Women respondents were 31%, while 69% were men. A total of 73% of the participants had a bachelor's degree, 22% had a master's degree, 1% had a doctorate, and the remaining 4% had completed their studies at another institution. 4% of the participants were 46-55 years old, 43% were 36-45 years old, and 53% were between the ages of 20 and 35. A total of 7% had more than 20 years of experience, 22% had less than 5 years, and 22% had 6-10 years. 40% of respondents had eleven to fifteen years of experience, while 9% had sixteen to twenty years.
The leadership evaluation includes twenty questions that initially measure transactional leadership and sixteen questions that dive into transformational leadership. Because of loading issues, three lines were deleted, resulting in the restructuring of the remaining 33 inquiries into two components. The elements examined contributed to the confusion of the aspects. This is how transformational leadership became transformational-transactional leadership.

The Kaisen-Meyer-Olkin (KMO) sample adequacy metric and Bartlett Sphericity Test assessed data suitability for factor analysis. KMO scores are 0–1. Variables are completely predictable at KMO 1. A Kaiser-Meyer-Olkin score of less than 0.50 indicates that factor analysis is not recommended and should be discontinued (Bulbul *et al.,* 2010). In this context, the study data shown in Table 1 were deemed suitable for factor analysis. In this analysis, 63% of the variation was explained. Table 1 shows the data for the factor analysis.

Table 1: Leadership Questionnaire's Suitability for Factor Analysis

KMO-Analysis		0.956
Barlett Test		8371.436
	Sd	527
	Sig	0.000
(p<0.01)		

The questionnaire consists of sixteen questions related to the cultural evaluation tool. The first four inquiries indicate the Clan Culture variant. To assess the Collaborative Culture, four inquiries are used. Four inquiries assess the student-centric culture, while another four measure the innovative culture. The organizational culture traits of clan and collaborative culture were considered in the factor analysis. Four objects were removed from the culture test because they did not fit into any of the three categories. Thus, the remaining twelve components were classified using those three criteria. Table 2 shows the factor analysis results for the cultural evaluation. Based on this information, the data were considered to be eligible for factor analysis. It was determined that the investigation's findings could explain 73% of the entire range.

Table 2: Culture Assessments Suitability for Factor Analysis

KMO-Analysis		0.876
Barlett Test	Chi square	2011.587
	Sd	65
	Sig	0.000
(p<0.01)		

The study used a performance evaluation instrument that was tested for dependability and whose dimensions were established using factor analysis. The factor analysis, like the original form, revealed that the data were concentrated along a single dimension. The suitability of the data shown in Table 3, which is generated from the institution's financial performance evaluation tool, was assessed. This investigation was found to account for 62% of the overall range.

Table 3: Education Institution Financial Performance Evaluation for Factor Analysis

KMO-Analysis		0.875
Barlett Test	Chi square	791.737
	Sd	14
	Sig	0.000
(p<0.01)		

Dimensions number generated from factor analysis should be set by selecting components based on a predetermined level of total explained variation. A factor loading of 0.70 or above is considered sufficient (Buyukoz Turk, 2011). The confidence coefficient ranges from zero to one. The Cronbach Alpha value, or confidence coefficient, was discovered to be 0.942, indicating a very high level of confidence. Table 4 shows the reliability data.

Table 4: Reliability Data

Scale Items	**Value of Cronbach's Alpha**
50	0.942

The study sought to determine whether financial success, leadership, and organizational culture had a typical distribution pattern. The Kolmogorov-Smirnov test was used to identify deviations from the expected normal distribution in the observed data. The findings of the meticulous statistical analysis were unexpected. The observed data showed significant discrepancies from the expected normal distribution. A noteworthy finding highlighted a significant distinction: the p-value, an important metric in the evaluation of statistical hypotheses, was less than 0.04. A negligible value, which represents statistical significance, raised concerns because it indicated anomalies in all categories under investigation. The Shapiro-Wilk test, another well-known statistical instrument, confirmed this finding. It indicated an anomaly. The astute observers noticed a departure from the expected normal distribution, which validated the Kolmogorov-Smirnov test results. The results of each experiment are shown in Table 5. A comprehensive collection of observations resulting from an in-depth analysis of the variables under consideration. A detailed presentation of the normality test results is provided, along with a comprehensive assessment of how far the distribution pattern deviates from expectations. The study's findings indicate a strong link between organizational culture, leadership, and financial success. These fundamental components of organizational dynamics are complex and subtle, deviating from traditional distribution patterns and statistical principles. When examined more closely, it becomes clear that the discipline of organizational dynamics is dynamic rather than static. It's a dynamic tapestry made up of interwoven threads. Each thread contributes a unique color to the ever-changing mosaic of accomplishments and direction. The following chapters will look at the intricate workings of institutions as well as the specific frameworks that help us understand achievement, leadership, and culture. Join me as we explore the complex domain of statistical analysis and attempt to understand the operational mechanisms within organizations.

Table 5: Shows the Results of the Normality Tests

	Shapiro-Wilk			**Kolmogorov – Smirnova**		
	Statistic	Statistic	Statistic	Statistic	df	Sig.
LS	0.0973	0.066	0.066	0.066	274	0.000
EIFP	0.852	0.154	0.154	0.154	274	0.000
OC	0,984	0.067	0.067	0.067	274	0.004

4.1. Results

A negative correlation of -0.180 was discovered between a clan-collaborative culture, transactional leadership, and an innovative culture. The correlation coefficient between transactional leadership and a student-centered culture is 0.072. A link has been found between the transactional-transformational leadership style and three distinct cultures: clan-collaborative, student-centered, and innovative. According to the study, innovative culture, student-centered culture, and clan-collaborative culture all had a positive correlation with institutional financial performance. Transactional leadership was found to be negatively correlated with institutional financial performance (-0.241), whereas transactional-transformational leadership was positively correlated with institutional financial performance (0.461).

Table 6: Correlation Analysis

	Leadership	EIFP	TSL	TFL-TSL Leadership	Innovative Culture.	Student-oriented Culture	Clan-Collaborative Culture
Leadership	**1.000**						
EIFP	**0.413****	**1000**					
TSL	**-0.120***	**-0.241****	**1000**				
TFL-TSL Leadership	**0.938****	**0.461****	**-0.397****	**1000**			
Innovative Culture.	**0.294****	**0.258****	**-0.180****	**0.322****	**1000**		
Student-Oriented Cultures	**0.230****	**0.155****	**0.072**	**0.192****	**0.400****	**1000**	
Clan- Collaborative Culture	**0.475****	**0.315****	**-0.182****	**0.488****	**0.511****	**0.342****	**1000**

Regression Analysis

H$_2$: Organizational culture influences leadership style.

Table 7 Shows Variable Relationships between "Leadership Style" and "Organizational Culture" Relationships.

DV: TFL				DV: TSL		
Independent Construct	**(β)**	**Standard Error**	**Standardized beta (β)**	**(β)**	**Standard Error**	**Standardized beta (β)**
Clan	.198	0.084	.209			
Collaborative	.191	0.094	.190			
Innovative	.250	0.081	.234	-.121	.052	-.199
Constant Value	1.918	0.148		2.450	.147	

The study's findings unequivocally demonstrate that organizational culture has a significant influence on leadership styles. When compared to other types of cultures, an organizational culture that prioritized students was found to have the greatest impact on leadership results. A student-centered culture had a significant impact on transformational leadership, as evidenced by a p-value of less than 0.05 and a beta coefficient of 0.414. This demonstrates the significant influence that culture has on the development of leadership practices and behaviors. Nonetheless, a variety of cultural influences emerge, each with a distinct impact on the operation of leadership. The factor that was found to be significant was clan culture, which is distinguished by a strong sense of affiliation and camaraderie; its beta coefficient was 0.198, and its p-value was less than.05. The second-ranked culture promoted collaboration and teamwork; its beta coefficient was 0.191 and its p-value was less than 0.05, both of which were statistically significant. The forward-thinking and innovative culture had a significant impact on creativity, as evidenced by the beta coefficient of 0.250 and a p-value less than 0.05. As their research into the complex network of organizational culture progressed, scholars discovered a reciprocal relationship between leadership styles and organizational culture. The dependent variable, "Transactional Leadership Style," was compared to the study's subject, "Innovative Culture." The researchers found a significant correlation between the aforementioned variables. The study's hypothesis was supported by a beta coefficient of -0.122 and a statistically significant p-value of less than 0.05. This demonstrates how cultural norms and leadership behaviors are inextricably linked. In this groundbreaking study, scholars shed light on the complex relationship that exists between leadership styles and organizational culture, providing valuable insights into how organizations operate. The study's findings are having a significant impact on the academic community, paving the way for further research and understanding of the complex factors that contribute to successful leadership and organizational accomplishments.

H3: Both organizational culture and leadership style collectively impact education institutions financial performance.

The relationships between the variables are shown in Table 8. The regression analysis revealed that “Education Institution Financial Performance " was influenced by "Organizational Culture" and "Leadership Style."

Table 8: Regression Analysis of Dependent Construct on Independent Construct

Dependent Construct: EIFP			
Independent Construct	**β**	**Standard Error**	**Standardized beta (β))**
TFL	.268	.048	.346
Collaborative Culture	-.166	.075	-.210
Innovative Culture.	.203	.066	.243
Constant Value	2.431	.260	

The primary focus of this research is on the interaction of leadership styles and organizational culture in academic institutions. Scholars are currently investigating the complex interplay of these variables to determine the extent to which they influence the financial performance of academic institutions. The current study investigates the effects of innovative culture, transformational leadership, and collaborative culture on educational institutions' financial performance. An extensive study was conducted to determine the effects of transformational leadership, innovative culture, and collaborative culture on academic institutions' financial performance. The study's thorough examination yielded notable findings that shed light on the multifaceted factors influencing academic finances. The study demonstrates numerous intricate relationships between leadership, culture, and financial performance. Following an analysis, it was determined that leadership is the most important factor in determining the financial success of academic institutions. Statistical analysis revealed that transformational leadership had a significant impact on financial performance when compared to collaborative and innovative cultures. This conclusion was reached with a beta coefficient of 0.346 and a p-value less than 0.05.

Despite this revelation, an intricate web of diverse influences emerges, each offering a unique perspective that contributes to the overall understanding of organizational operation. A p-value of less than 0.05 and a beta coefficient of -0.210 indicate that the impact of a collaborative culture, characterized by cooperation and teamwork, on financial performance was minimal. An innovative culture distinguished by ingenuity and preeminence wielded significant influence, as evidenced by a beta coefficient of 0.243 and a p-value less than.05. Following additional research, scholars determined that the impact of leadership on financial performance is far greater than that of culture. Financial outcomes were significantly influenced by both leadership and culture, but transformational leadership had a greater impact than culture. This demonstrates the critical importance that leaders attach to an organization's accomplishments. The findings supported Hypothesis H3, which proposed a significant relationship between academic institutions' financial performance, collaborative culture, innovative culture, and transformational leadership. Academics have conducted groundbreaking research that sheds light on the complex interplay between leadership styles, organizational culture, and financial outcomes. This research offers valuable insights to academic leaders and policymakers. The study's ongoing impact in academia emphasizes the importance of visionary leadership in educational institutions, as well as the development of a collaborative and innovative environment. Academic leaders can lay the groundwork for long-term financial success by following these principles. All stakeholders, including students and faculty, will benefit from this.

Discussion

The aim of this research project was to look into the impact of leadership style and organizational culture on the financial performance of academic institutions, as perceived by their employees. The primary goal of this study is to make a contribution by demonstrating the importance of achieving financial success through leadership styles that are aligned with the culture of academic institutions and the larger business environment. Numerous studies look at schools' financial performance, organizational culture, and leadership in isolation. Extensive research on the interrelationship between the three variables and educational institutions' financial performance is limited in the existing literature. According to the study's findings, there is a significant correlation between leadership style, organizational culture, and academic institutions' financial health. There is a clear and discernible correlation between educational institution leadership and financial success. Barney have all reported similar findings.

A study of the relationship between leadership style, organizational culture, and performance reveals that organizational culture is critical. Facilitating employee unity during transitions ultimately helps the organization achieve its goals and objectives in a dynamic and fiercely competitive sector. Individuals generally believe that implementing effective leadership styles can help with change management, overcome resistance, foster employee growth, maximize resource allocation, and encourage collaboration in the pursuit of strategic goals. According to the study's findings, adopting a student-centric or innovative culture can help organizations increase revenue. When objectives are clear, tasks are precisely defined by policies, rules, and procedures, employees are incentivized to compete on the basis of performance standards, and they are compensated based on their performance, they operate more efficiently. According to existing evidence, a culture of clan collaboration improves academic institutions' financial performance by 0.315.

Financial performance in educational institutions improves when leaders promote a strong sense of teamwork and solidarity, actively encourage employee engagement, and cultivate strong relationships. The study's findings suggest that organizational culture as a whole has a positive influence on educational institutions' financial performance, rather than specific forms of organizational culture. Research by Tufekci and Wilson (2012) demonstrates that an organization's culture affects its financial performance.

Organizations that foster an environment of innovation establish explicit protocols and regulations, providing personnel with comprehensive notifications about their duties and obligations prior to their engagement. They are rewarded for meeting the established goals. If not, there is a way they can be held accountable. Similarly, transactional leaders prioritize achieving goals and tasks. They prioritize productivity, set clear expectations for their employees, and incentivize them to achieve their goals with recognition or bonuses. There is a tenuous and negative correlation between a transactional leadership style and an innovative culture, implying that employees working in a hierarchical organizational structure are more likely to follow established protocols, regulations, and guidelines in order to meet obligations. Transactional leadership and clan-collaborative culture have a weakly negative relationship. This is because this culture encourages assertive behavior. Employees are eager to try new things, willing to share their ideas, and motivated to implement changes. There are genuine interpersonal connections in a dynamic work environment. Employees are intrinsically motivated to help the organization achieve its objectives. Their appreciation for the organization and its customs fosters a sense of cohesion within the workplace. They are not subject to rewards or regulations.

Transformational leaders spend time getting to know their subordinates and trying to understand their needs and desires. They make personal development a top priority. They prioritize new ideas and changes, encouraging their employees to pursue them with courage. They exhibit the characteristics that create a vibrant professional environment, as seen in settings where clan and collaborative cultures predominate. This correlation is supported by the study's discovery of a link between the clan-collaborative culture type and the transformational-transactional leadership style. Research by Ozcan and Ozturk, (2020) and Karayalçın, (2009) suggests a link between organizational culture and leadership.

According to the study's findings, there is a stronger correlation between an academic institution's financial performance and the leadership style of leaders who score higher in transformational style versus those who score higher in transactional style. In general, transformational leaders have a positive impact on the performance of their subordinates. This can be attributed primarily to their emphasis on personal development, encouragement of creativity, and maintenance of effective communication. Leaders have a significant impact on performance, making them critical to the overall success of the organization. As a result, leaders are expected to develop the aforementioned competencies. According to existing research, educational institutions suffer financial losses when led by transactional individuals who focus solely on crisis situations, use traditional methods and reward-and-punishment systems, and ignore their employees' needs. Employees who are solely focused on achieving goals are less likely to exhibit innovative behavior when leaders use this methodology. This jeopardizes their organization's competitive advantage. The academic literature contains documented evidence of consistent results. This study's findings support those of Zakari et al., (2013); Çıpa, (2014). According to Ğncirkuş (2012) and Iskandar et al., (2023) there is no statistically significant correlation between various aspects of transformational leadership and the financial health of academic institutions.

The intricate correlation between leadership styles and organizational culture is of the utmost importance in academic institutions. Researchers are investigating the correlation among these variables in an effort to ascertain their substantial impact on financial performance.
Commencing the expedition is a pivotal revelation: the financial performance of academic institutions is profoundly influenced by leadership styles and organizational culture (Bagga et al., 2023). A correlation that is statistically significant has been identified by researchers between these variables, underscoring the criticality of their analysis in shaping financial outcomes. Nevertheless, a noteworthy discovery indicates that the influence of leadership styles on financial performance surpasses that of organizational culture.

In light of the findings of Martinez et al. (2023), the research team investigates multiple viewpoints in an effort to comprehend the complex dynamics of institutions. The research group examines the intricate correlation that exists among leadership, culture, and financial performance, taking into consideration a range of demographic variables including gender, age, education level, and work experience. It was determined during this inquiry that demographic variables do not significantly influence the perception of leadership and organizational culture.

Akanji et al. (2020) identified numerous facets and a complex nature of managerial perceptions. The fact that manager’s hail from various demographic backgrounds hold divergent views regarding leadership and organizational culture exemplifies the heterogeneous character of institutional dynamics. One pivotal finding of this inquiry is that the financial success of academic institutions is significantly impacted by diverse leadership styles. A robust correlation has been identified by researchers between different leadership styles and financial performance, underscoring the pivotal role that leaders play in shaping the outcomes of institutions. Despite this new information, the following question remains: what are the defining attributes of effective leadership in academic establishments?

Building upon the discoveries made by Alateeg and Alhammadi, (2024), the research team endeavors to comprehend the attributes that define effective leadership. Analyzing a range of demographic variables including gender, age, and educational attainment, the group's objective is to identify the essential qualities and conduct that delineate accomplished academic leaders. Nevertheless, this inquiry reveals a paradox: despite the fact that leadership styles exert a substantial influence on financial performance, the precise qualities that ascertain effective leadership remain ambiguous and shrouded in uncertainty (Bolman and Deal, 2017).

The research by Lui et al. (2024) sheds light on the divergent perspectives that exist within the managerial hierarchy. The perceptions of leadership among managers vary across demographic backgrounds as a result of the interplay between personal experiences and the organizational environment. The financial success of educational institutions is significantly influenced by organizational culture, which operates within a multifaceted framework of institutional dynamics. This segment delves deeper into the subject of organizational culture and the substantial impact it has on financial performance. In academic institutions, financial success is significantly impacted by organizational culture. A robust correlation has been identified by researchers between financial performance and organizational culture, demonstrating the substantial impact that culture has on institutional outcomes. Nevertheless, considering this revelation, an inquiry arises as to what attributes the organizational culture of academic establishments possesses. The contrasting perspectives that exist across various organizational levels are underscored in the study conducted by Avolio et al. (1999). Managers hailing from various demographic backgrounds hold varied perspectives regarding organizational culture, which can be attributed to a confluence of institutional influences and personal experiences.

Limitations and Future Research Scope:

Although the study provides a thorough analysis, certain aspects deserve special attention. The research focuses on educational institutions, which may limit the findings' applicability to other sectors or industries. Different types of organizations, such as businesses, nonprofits, and government agencies, may have distinct organizational cultures and leadership methodologies. As a result, it is prudent to proceed with caution when extrapolating the study's findings to other settings.
The study uses self-report measures and individual perspectives to collect data on a variety of topics, including financial performance, leadership styles, and organizational culture. Self-report measures, which are commonly used in organizational research, may exhibit bias and fallibility. Participants may provide responses that conform to societal norms or demonstrate a limited understanding of the organization's activities. Moving forward, scholars may use more objective methods to assess the relationship between organizational culture, leadership decisions, and financial performance, such

as financial statements or key performance indicators. Other factors that could affect educational institutions' financial health are not considered. Market conditions, corporate policies, technological developments, and competitive pressures can all have a significant impact on financial outcomes. Subsequent research could look into the interactions between these variables, organizational culture, and leadership in order to gain a more comprehensive understanding of strategies for improving educational institutions' financial prosperity.

Future Research Directions:

Despite its limitations, this study suggests a number of potential areas for future research into the complex interplay between organizational culture, leadership choices, and financial outcomes. Employee satisfaction, organizational dedication, and novel concepts could all have an impact on the relationship between leadership and cultural elements, as well as financial outcomes. The impact of environmental factors on the interplay of financial performance, leadership, and organizational culture is one area that needs to be investigated further. Culture and leadership's impact on financial performance may be limited by regulatory frameworks, institutional size, geographic location, and student demographics. Gaining insight into how external factors influence the functioning of organizations can be useful for those in the education sector looking to improve financial outcomes.

Additional research could use experimental or longitudinal designs to investigate the relationship between financial performance, leadership decisions, and organizational culture. Longitudinal studies look into the long-term effects of leadership and cultural changes on financial performance. The impact of cultural and leadership variables on financial outcomes can be determined through experimental manipulation. Further research into the effectiveness of interventions aimed at improving students' financial success could benefit from the use of more rigorous research methodologies in future studies. This study makes significant contributions to our understanding of the relationships between leadership decisions, financial performance, and institutional culture in the education sector. However, many questions remain unanswered, and there are unexplored areas that require further investigation. Academics may delve deeper into how organizations can improve their leadership and culture to ensure financial stability and the provision of high-quality education by addressing existing research limitations and exploring new research avenues.

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