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The Impact of Transformational Leadership on the Work Performance of University Teachers through the Mediation of Organization Culture: Literature Review¹

El Impacto del Liderazgo Transformacional en el Desempeño Laboral de los Profesores Universitarios a través de la Mediación de la Cultura Organizativa: Revisión de la Literatura



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I. INTRODUCTION

Teachers play an important role in enhancing educational quality because they actively engage in teaching and educating students (Nugroho et al., 2019). Therefore, it is imperative to study the variables that could impact a teacher's performance (Fathi & Derakhshan, 2019). Much research was carried out to investigate the factors affecting teachers' performance. Factors from the perspective of HR practices (Tehseen & Hadi, 2015); the emotional intelligence aspect (Asatiani et al., 2021); the angle of professional education and training (Okwuduba et al., 2021);, as well as a leadership style perspective (Hartinah et al., 2020) has been discussed.

Organizational and personnel performance are significantly improved by leaders in the organization through exhibiting talents and charm in their leading behaviours (Hai et al., 2021). Leaders in schools also have a major impact on student achievement by inspiring and encouraging their faculties to do their best (Bektaş et al., 2022). The effectiveness of an organisation and its employee can be positively



EXECUTIVE SUMMARY

Leadership styles in an organization substantially impact the success of the organization and the productivity of its employees. However, what transformational leadership entails and what effect it has on teacher effectiveness, as well as the influencing factors between leadership style and the work performance of university teachers, remains unknown. The objective of this paper is to undertake an empirical literature review of current studies on the extent to which transformational leadership affects the job performance of university teachers and the mediating effect of organizational culture. Based on the literature review, it reaches two conclusions: Firstly, there is a positive correlation between transformational leadership and the job performance of university teachers. Secondly, organizational culture plays a crucial mediating role between transformational leadership and the performance of university teachers. Hence, it is reasonable to conduct additional research on the impact of transformational leadership, especially the effect of its specific dimensions on the performance of university teachers through the mediating role of the university organizational culture. It is also highlighted that university leaders should recognize the significance of school culture and thus work hard to cultivate a conducive and pleasant work environment and organizational culture.

RESUMEN DEL ARTÍCULO

Los estilos de liderazgo en una organización tienen un impacto sustancial en el éxito de la organización y la productividad de sus empleados. Sin embargo, aún se desconoce en qué consiste el liderazgo transformacional y qué efecto tiene en la efectividad de los profesores, así como los factores que influyen en el estilo de liderazgo y el desempeño laboral de los profesores universitarios. El objetivo de este artículo es realizar una revisión bibliográfica empírica de los estudios actuales sobre el grado en que el liderazgo transformacional afecta el desempeño laboral de los profesores universitarios y el efecto mediador de la cultura organizacional. Basándose en la revisión bibliográfica, se llega a dos conclusiones: en primer lugar, existe una correlación positiva entre el liderazgo transformacional y el desempeño laboral de los profesores universitarios. En segundo lugar, la cultura organizacional juega un papel mediador crucial entre el liderazgo transformacional y el desempeño de los profesores universitarios. Por lo tanto, es razonable realizar investigaciones adicionales sobre el impacto del liderazgo transformacional, especialmente el efecto de sus dimensiones específicas en el desempeño de los profesores universitarios a través del papel mediador de la cultura organizacional universitaria. También se destaca que los líderes universitarios deben reconocer la importancia de la cultura escolar y trabajar duro para cultivar un ambiente de trabajo favorable y una cultura organizacional agradable.

or negatively impacted by the leadership style (Olayisade & Awolusi, 2021).

According to the findings of many studies, transformational leadership has a substantial impact on the effectiveness of classroom instruction (Bakker et al., 2022). However, systematic literature reviews are scarce regarding the relationship between transformational leadership and the performance of university teachers. Thus, an empirical review of the impact of transformational leadership on performance will be carried out in this study to confirm the effectiveness of leadership style in the higher education section.

Besides research on the relationship between leadership style and teachers' work performance, larger literature has proven that organisational culture significantly influences a teacher's performance (Cherian et al., 2021). Employees are more likely to feel at ease, supported, and appreciated when the organizational culture is a good fit for them (Newman & Ford, 2021). Thus, organizations with a healthy culture would most probably receive good employee performance. While several organizational culture models exist in the former literature, there have been few systematic reviews of research literature focusing on the influence that organizational culture has on the performance of university teachers.

In this regard, this review has been designed as a two-part structure: To begin with, a systematic literature research is performed based on Google Scholar, ERIC and ProQuest search engines to locate the appropriate materials. Second, by adopting a descriptive, content-based analysis approach, a literature review to understand how transformational leadership theories impact teacher performance and the mediating effect that organisational culture plays in this relationship is conducted.

2. LITERATURE REVIEW

2.1. Transformational Leadership

Transformational leadership interactively inspires followers and leaders to achieve "a higher level of morality and motivate justice and equality" (Bass & Riggio, 2010). Leaders exert more influence by widening and promoting the goals of their followers and injecting confidence in them to behave and take action. Transformational

Employees are more likely to feel at ease, supported, and appreciated when the organizational culture is a good fit for them.

leaders exhibit a variety of charismatic traits to inspire followers, providing them with intellectual stimulation and personal attention. These kinds of leadership behaviours help encourage followers to strive to achieve their full potential and meet the highest levels of performance.

The growing corpus of research that links transformational leadership to positive outcomes includes teacher self-efficacy and group effectiveness (Gkolia et al., 2018; Windlinger et al., 2020); organizational citizenship behaviour (Handayani, 2018); and employee well-being (Walsh & Arnold, 2020). A considerable number of research studies show that transformational leadership improves the work results of subordinates (Khan et al., 2020). At present, research on transformational leadership and behavioural mechanism mainly focuses on the impact towards employees at the organisational, team, and individual levels (Dong et al., 2017). The following two tables present the research overview of transformational leadership impacts.

KEYWORDS

Transformational Leadership, Organization Culture, Work Performance of University Teachers, Literature Review.

PALABRAS CLAVE

Liderazgo Transformacional, Cultura Organizacional, Desempeño Laboral de los Profesores Universitarios, Revisión Bibliográfica.

Table 1. Influence of transformational leadership behavior at organizational and team levels

VARIABLES		REPRESENTATIVE SCHOLARS
Organizational level	Organization Innovation / Innovation atmosphere	Chan et al. (2019);Novitasari et al. (2021)
	Organization Performance/ Enterprise innovation performance	WANASIDA et al. (2021);SALIM and RAJPUT (2021);Ting et al. (2021);
Team level	Team satisfaction/ Team identification	Liu et al. (2021);Bose et al. (2021); Buil et al. (2019)

Table 2. Influence of transformational leadership behavior at the individual level

VARIABLES		REPRESENTATIVE SCHOLARS
Individual level	Work behavior	(Khaola & Rambe, 2021);(Nurjanah et al., 2020); Rodrigues and Ferreira (2015);(Wang et al., 2019);(Afsar et al., 2019)
	Work attitude	(Farahnak et al., 2020);(Sungu et al., 2019); Cassar et al. (2017);Amor et al. (2020);
	Work performance	Eliyana and Ma'arif (2019);Andriani et al. (2018);Ng (2017)

2.2. Organization culture

A great organizational culture is essential for developing the qualities required for the success of any organization (Martínez-Caro et al., 2020), and this includes the education industry. Employees can have a greater sense of comfort, support, and purpose on the job when the company culture is congruent with their values. Thus, organizations with a healthy work culture are more likely to attain good employee performance. Therefore, it is important to identify the roles that culture plays in improving the performance of the organization.

In the education section, scholars must comprehend the process of manifestation, realization, symbolization and interpretation of the organizational culture (Asatiani et al., 2021). The organizational culture is brought together through the shared assumptions of individuals participating in an organization and can be identified through attitude, norms, ideology, or special languages (Isensee et al., 2020). Culture provides the individuals of an organization with a framework for comprehending their work environment and experiences (de Leeuw et al., 2020). The purpose of understanding the culture deeply is to minimize the occurrence of cultural conflict and its negative consequences, fostering the realization of their shared assumptions.

Researchers have looked at institutions, organizations, and organizational subunits as distinct cultures with their own set of ceremonies, rites, and traditions (Tierney, 2016). Research on organizational culture in education increased in the 1960s (Clark & Trow, 1966) and became prominent towards the end of the 1980s (Denison & Spreitzer, 1991) and this interest has lasted until now. In recent years, scholars have investigated how organizational culture has affected the education section (Adeinat & Abdulfatah, 2019; Isensee et al., 2020; Jianxun et al., 2021). According to the above literature, it can be seen that the organisational culture in education has garnered huge interest among scholars. The research on organizational culture in the education field in this study is supported by the existing literature.

2.3. Job Performance of University Teachers

In the realm of education, a teacher's job performance is unique as it depends on the accomplishment of learning goals. The sense of duty and obligation that teachers feel in carrying out their responsibilities, as well as the demands of their job, all have an impact on their



performance (Fraser-Burgess, 2020). A teacher's performance will be demonstrated by how devotedly and consistently they carry out their duties both within and outside of the classroom. This also includes preparing teaching materials before classes, considering different strategies to use, utilising educational media, and using evaluation tools to evaluate student learning, which are all examples of teachers' commitment (Christopoulos & Sprangers, 2021).

When discussing teachers' performance, Mangkunegara (2009) described it as the quantity and quality of work they were able to complete while performing their tasks and obligations which is affected by the organizational or institutional reward system. He also highlighted that the assessment of work performance is based on the ability to create lesson plans, implement lesson plans, carry out evaluations, and follow up on the evaluation results.

According to Sunarto et al. (2020), performance is the outcome of a person's work in carrying out their responsibilities based on their abilities, efforts, and opportunities. In higher education, teachers' duties mainly involve "teaching and researching, consultancy, publication of books and journal articles, developing entrepreneurial activities and community involvement". Hence, the performance of university teachers should be the outcome of their work which range from writing books and journal papers to participate in community outreach and public involvement, consulting, and supervising (Shah et al., 2017).

2.4. Transformational Leadership and Organizational Culture in Education Section

According to Schein (1985), leadership exerts significant influence during the process of organizational culture formation and it has been demonstrated that the level of organizational culture is closely related to leadership; strong and competent leadership induces a strong organizational culture (Brouwers & Paltu, 2020). The idea that leadership affects the formation of organizational culture is also evidenced in previous research that has shown that leadership significantly affects organizational culture, and this culture varies depending on the type of leadership (Kargas & Varoutas, 2015). Leadership is a very prominent predictor of culture which is by the belief of Schneider et al. (2013) that organizational culture is shaped by leadership.



With transformational leadership, a transformational organizational culture is formed. Having charismatic leadership behaviour, an organization encourages its employees to participate in the decision-making process to foster a sense of belonging and accountability (Mi et al., 2019). Leaders that show genuine interest in their subordinates and make them feel at home in the business are more effective at inspiring their teams to learn and adapt to new roles and ways of working, which then improves the organization's chances of reaching its goals (Bass & Avolio, 1993).

2.5. Organizational Culture and the Job Performance of University Teachers

Every school has its own culture within the organization, where the development of qualities of a complete and distinct system is linked to the culture of the local community. The convergence of the principal's leadership philosophies as well as the values held by the faculty, staff, students, and other members of the school shapes the organizational culture at the institution (Wieczorek & Manard, 2018). Naranjo-Valencia et al. (2016) and Bass and Avolio (1993) argue that a more flexible organizational culture is the key to successful change. According to Mubarak (2019), the culture in an organization is made up of beliefs that serve to direct its members and a set of shared meanings among its employees. This type of leadership assumes a pivotal role in defining the culture of a school, by ensuring that it is conducive to learning and growth and that beneficial relationships can be forged between different groups both within and beyond the institution (Sanchez et al., 2022). Although human beings have long been aware of the concept of "work culture", they may only recently have grasped that the values they hold and the routines they have developed at work are the true foundations of their success (Naveed et al., 2022).

Okure (2022) determined that organizational culture exerts a positive effect on the performance of teachers. Jamali et al. (2022) examined both organizational culture and leadership style together to determine how they impacted teachers' job performances. Through their research, the authors aimed to better understand how different types of leadership affect the performance of faculties within institutions of higher education, and more specifically, how organizational culture moderates this relationship (MUET, Jamshoro). This study found a strong, favourable correlation between faculty performance and



transformational leadership. Moreover, with organizational culture being the moderator, the connection between faculty performance and laissez-faire leadership is negatively affected.

Fitria et al. (2017) conducted a quantitative study in a private secondary school and found that organizational structure has a direct impact on how well teachers perform. Individual and group behaviour in an organization is primarily determined by the organizational culture. As an organization grows and evolves, having a solid organizational culture helps assure the teachers and employees.

In West Sulawesi Province, Rivai et al. (2019) gathered 201 respondents from the public senior high school to complete questionnaires and adopted the Structural Equation Model to analyze the data collected. The findings revealed that organizational culture has a favourable impact on the performance of teachers and motivation. The following table provides relevant research studies.



Table 3. Organizational culture and Teacher’s Job Performance

AUTHOR AND CONTENT	PROBLEM / PURPOSE	RESEARCH METHODOLOGY	FINDINGS
“The influence of motivation, ability, organizational culture, work environment on teachers’ performance” (Mulyana, 2021)	To analyze the effect of motivation, ability, organizational culture, and work environment on teachers’ job performance.	Quantitative methods	Organizational culture and the ability to affect teachers’ performance significantly, while motivation and Work Environment do not.
“The impact of leadership style of principal and organizational culture on the performance of teacher” (Maryati et al., 2020)	To establish how organizational culture and type of leadership of the principal affect teacher performance.	Quantitative method	Teachers’ performance is positively impacted by the school’s culture (48.2%), the principal’s leadership style (50.7%), and the principal’s leadership style and school culture combined (59.5%).
“The effect of trust and organizational culture on teachers’ performance in private secondary school” (Fitria, 2018).	To examine the impact of organizational culture and trust on teacher performance	Quantitative method	Organizational culture and trust had a direct favorable impact on teachers’ job performance.
“Work motivation, transformational leadership, and organizational climate on teacher performance” (Kartini et al., 2017)	Aims to look into how work motivation, transformational leadership, and organizational climate affect teachers’ job performance.	Quantitative approach	Work motivation, organizational culture, and transformational leadership all have a direct impact on teachers’ performances.
“Impact of organizational culture, leadership, and work motivation on teacher performance in vocational schools” (Hasan, 2017)	To study the relationship between teachers’ work performance, organizational culture, and school principal leadership.	Quantitative approach	Work motivation, leadership of the school principal, and organizational culture affect teachers’ job performance.

2.6. Transformational Leadership and University Teacher’s Job Performance

Relationship of how a teacher’s performance and their leadership style are linked, plenty of evidence can be found in the former research studies. Fitria et al. (2017) discovered that teachers’ job performance is positively impacted by organizational culture and leadership style. This was also found in Dubai, where research showed that job performance is significantly impacted by leadership style (Farooq et al., 2022), and similarly echoed by research studies by Torlak et al. (2022). In Kenya, Maheshwari (2022) discovered a strong link between effective leadership (transformational and transactional) with job performance – where the transactional leadership influence was found to be weaker than that of transformational leadership.

There has been a lot of non-academic study relating leadership styles to the effectiveness of their teams (Ilham, 2018). Leithwood and Jantzi initiated the earliest studies on transformational leadership in schools (1990). Later research indicated that transformational leadership of school leaders’ had a considerable impact on teachers’ work satisfaction, dedication to the organization, and school performance (Baptiste, 2019).

Table 4. Empirical studies on transformational leadership and teacher’s job performance

AUTHOR AND CONTENT	PROBLEM / PURPOSE	RESEARCH METHODOLOGY	FINDINGS
IV: Leadership styles DV: Teacher’s performance Context: Primary schools of Arusha District Author: Tanzania (Aunga & Masare, 2017)	To study the impact of leadership styles on teachers’ job performance in Arusha District primary schools	Quantitative approach	There is a significant relationship between a transformational leadership Style with teachers’ performance.
IV: Perceived leadership styles of department heads DV: Job satisfaction, performance of faculty members. Author: (Shah et al., 2017)	To examine how department heads’ leadership styles affect faculty job satisfaction and performance	Quantitative research paradigm	Transformational leadership improves a faculty’s job happiness and performance, while transactional and laissez-faire leadership styles do not.
IV: Transformation leadership and transactional leadership DV: work performance and work satisfaction Context: Islamic university in Jakarta Author: (Azizaha et al., 2020)	To examine how transformational and transactional leadership affect work performance and satisfaction in the period of COVID-19 Pandemic	Quantitative research	The effect of transformational leadership on lecturers’ performance and satisfaction is positive while transactional have a opposite effect.

IV:Transformation leadership and transactional leadership DV:Teachers' job performance and job satisfaction Context:Vietnam Author:(Maheshwari, 2022)	To explore the relationship between the transformational and transactional leadership styles of principals on the work satisfaction and performance of teachers.	Quantitative research	Results show that the transactional leadership style negatively affects teacher work performance and satisfaction, while transformational leadership style positively affects them.
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2.7. The mediating effect of organizational culture on leadership style and the job Performance of Teachers

Based on Schein (2010), new members will be taught about organizational culture since it is the proper approach to perceive, think, and feel about reframing problems. The mediating role of organizational culture between different variables has been examined frequently in the former literature.

Alkhadra et al. (2022) examined the mediating effect between ethical leadership and organizational performance. The mediating role of both transformational and transactional leadership in readiness for change is studied by Al Tahitah (2019). The mediation effect between credible leadership and employee engagement is examined by Srimulyani and Hermanto (2022). Based on the framework for competing values (Quinn, 1983) of organization culture, Shim et al. (2015) look at how South Korean police departments' organizational cultures influence the relationship between transformational leadership and employee commitment. In Indonesia, Virgiawan et al. (2021) endeavoured to test the effect of organizational culture as a mediator motivation between transformational relationships and the performance of employees; whereas in Palestine, Elshanti (2017) conducted a quantitative study on the mediating effect of organizational culture towards on the relationship between the transformational leadership style and organization learning.

In Taiwan, the role played by school organizational culture as the mediator between the leadership style of the principal and the success of the school is studied (Chen et al., 2016). Jung (2022) explores authentic leadership in universities among deans and directors and the impact on organizational trust, culture, and commitment. A culture's mediating effect is less obvious than that of trust. Ur Rehman et al. (2019) revealed that leadership styles significantly affect the learning, innovative culture, and performance of an organization. Organizational performance is significantly affected by innovative

culture and organizational learning. Research has shown that there is a robust mediation effect between innovative culture and leadership styles with the corresponding organizational performance. Al-Husseini et al. (2021) also found a direct and beneficial relationship between university faculty innovation, knowledge sharing, and transformational leadership. In addition, knowledge sharing, a sort of organisational culture, significantly mediated the relationship between transformational leadership and innovation performance of university teacher.

The following table gives us a picture of the mediating role and effect of organizational culture between leadership style and job performance.

Table 5. The Mediation of Organizational Culture between Leadership Style and Job Performance

VARIABLES	FINDINGS	REPRESENTATIVE SCHOLAR
IV: Ethical leadership DV: Organizational performance	Important mediating role	(Alkhadra et al., 2022)
IV: Transformational/transactional leadership DV: Readiness for change	Partial mediator for Transformational leadership and full mediator for transactional leadership	(Al Tahitah, 2019)
IV: Credible leadership DV: Work engagement	Perfect mediator	(Srimulyani & Hermanto, 2022)
IV: Transformational leadership DV: organizational commitment	Full mediator	(Shim et al., 2015)
IV: Transformational relationship DV: Employee performance	A positive and significant influence	(Virgiawan et al., 2021)
IV: Transformational leadership DV: style and organization learning	A full mediating effect	(Elshanti, 2017)
IV: Positive leadership of principal DV: School effectiveness	Fully mediating the relationship	(Chen et al., 2016)
IV: Transformational leadership style DV: Employee creative performance	Adhocracy and market culture types cannot mediate the relationship of TFL and creative performance	(Golden III & Shriner, 2019)
IV: Leadership styles DV: Organization performance	Mediation effect in significant between leadership styles and organization performance	(Ur Rehman et al., 2019)

3. DISCUSSION

Based on the findings from the conceptual literature review regarding the influence of transformational leadership and organizational culture on teachers' performance; and the findings of the empirical literature review on the relationship between leadership style and organizational culture; transformational leadership and job performance; as well as the role of organizational culture in mediating the connection between leadership style and teacher performance, a synthesised discussion is provided as followed.

Firstly, the research on how transformational leadership affects the job performance of teachers is not sufficient although it is regarded as the most frequently exercised style of leadership in the educational section. A larger part of the research examined the impact that leadership style exerted on organizational performance or certain factors connected to organizational performance which include commitment, work engagement, organizational learning, as well as social responsibility in other non-academic fields. However, regarding the correlation between transformational leadership and the job performance of teachers, the present research studies are not systematic and thorough enough, requiring further research to be done.

Secondly, transformational leadership improves the perspectives of teachers on their profession and this enhances job performance. Literature indicates that organizational culture can be defined by a common set of core values and principles, and is influenced by leadership style. This leadership style serves as the unifying force to distinguish the organization from other groups. If the leadership is transformational and democratic, then the culture of the organization is expected to be as well. Leaders in such an environment put faith in their staff, include them in important decisions, and constantly praise and challenge them to do better.

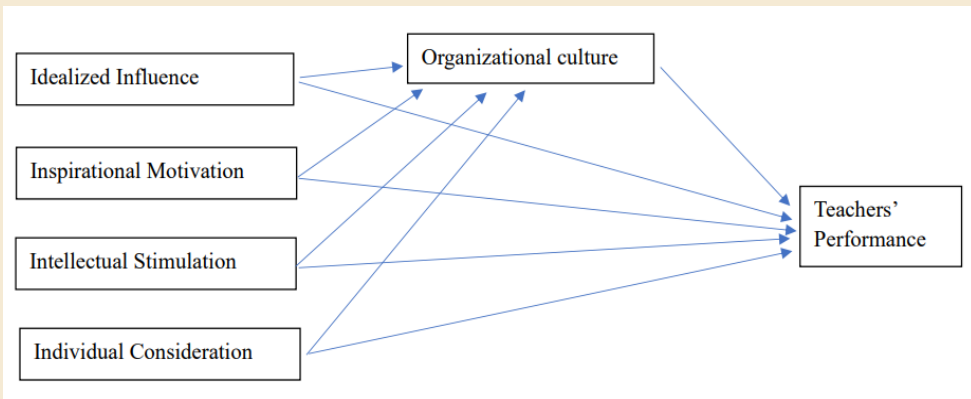
Thirdly, it is demonstrated that organizational culture leads to a positive mediating impact between leadership style and performance as well as other performance-related factors. From the literature, ethical leadership and organizational performance; transformational or transactional leadership and change readiness; credible leadership and employee engagement; transformational leadership and organizational commitment; transformational leadership and organizational learning; positive leadership of a principal and the effectiveness of a school; and the relationship between leadership



styles and organizational learning; are all mediated by the culture of the organization. Hence, it is commonly believed that the culture of an organization plays a crucial role in mediating the connection between different types of leadership and the accomplishments of an organization.

Finally, though the mediation effect of organisational culture has been proven, gaps still exist in terms of our understanding of the effects of transformational leadership on the work performance of teachers (via the mediation of organizational culture in various contexts of education). Further research is necessary to understand the impact of transformational leadership towards teachers' professional performance, particularly in a variety of specific dimensions. These are shown in the following conceptual framework:

Figure 1. **An overarching theoretical structure for future research (from the author)**



4. CONCLUSION

From these literature studies, we can infer that leadership is crucial in shaping organizational culture and influences job performance among teachers. It is also found that culture acts as an effective mediator between leadership style and employee output. Based on the developed conceptual framework as conveyed in this study, several recommendations for further research and future management practice are proposed.

Firstly, it is advised that additional research be done regarding the influence of transformational leadership on the job performance of teachers since it is known as the most effective and commonly

employed style of leadership in the education sector. To provide school leaders with more specific instructions or by facilitating training departments to provide leadership training for teachers and school administrators, it would be better for scholars to delve deeper into the specific affecting mechanisms of leadership styles. For example, studies on the specific affecting mechanism of transformational leadership dimensions or conducting research from a different theoretical angle.

Secondly, school leaders must recognize the significance of school culture and work hard to cultivate a productive and pleasant work environment. It needs to be remembered that organisational culture is pivotal as a mediating role between the distinct types of leadership and outcomes for groups and individuals. In addition, it is suggested that the culture of the organization be incorporated into the curriculum for developing leaders' skills in training programmes.

Finally, the leader should carefully consider their leadership style as it will leave a notable impact on organizational culture. Under transformational leadership, the organizational culture will be positive, democratic, pleasant, based on trust, and conducive to further improvements in organizational effectiveness.



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El Impacto del Liderazgo Transformacional en el Desempeño Laboral de los Profesores Universitarios a través de la Mediación de la Cultura Organizativa: Revisión de la Literatura

The Impact of Transformational Leadership on the Work Performance of University Teachers through the Mediation of Organization Culture: Literature Review

I. INTRODUCCIÓN

Los profesores desempeñan un papel importante en la mejora de la calidad educativa, ya que participan activamente en la enseñanza y educación de los estudiantes (Nugroho et al., 2019). Por lo tanto, es imperativo estudiar las variables que podrían afectar el desempeño de un profesor (Fathi & Derakhshan, 2019). Se ha llevado a cabo mucha investigación para investigar los factores que afectan el desempeño de los profesores. Se han discutido factores desde la perspectiva de las prácticas de recursos humanos (Tehseen & Hadi, 2015); el aspecto de la inteligencia emocional (Asatiani et al., 2021); el ángulo de la educación y formación profesional (Okwuduba et al., 2021); así como desde una perspectiva de estilo de liderazgo (Hartinah et al., 2020).

Los líderes en una organización mejoran significativamente el desempeño organizacional y del personal mediante la exhibición de talentos y encanto en sus comportamientos de liderazgo (Hai et al., 2021). Los líderes en las escuelas también tienen un gran impacto en el logro de los estudiantes al inspirar y alentar a sus profesores a

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RESUMEN DEL ARTÍCULO

Los estilos de liderazgo en una organización tienen un impacto sustancial en el éxito de la organización y la productividad de sus empleados. Sin embargo, aún se desconoce en qué consiste el liderazgo transformacional y qué efecto tiene en la efectividad de los profesores, así como los factores que influyen en el estilo de liderazgo y el desempeño laboral de los profesores universitarios. El objetivo de este artículo es realizar una revisión bibliográfica empírica de los estudios actuales sobre el grado en que el liderazgo transformacional afecta el desempeño laboral de los profesores universitarios y el efecto mediador de la cultura organizacional. Basándose en la revisión bibliográfica, se llega a dos conclusiones: en primer lugar, existe una correlación positiva entre el liderazgo transformacional y el desempeño laboral de los profesores universitarios. En segundo lugar, la cultura organizacional juega un papel mediador crucial entre el liderazgo transformacional y el desempeño de los profesores universitarios. Por lo tanto, es razonable realizar investigaciones adicionales sobre el impacto del liderazgo transformacional, especialmente el efecto de sus dimensiones específicas en el desempeño de los profesores universitarios a través del papel mediador de la cultura organizacional universitaria. También se destaca que los líderes universitarios deben reconocer la importancia de la cultura escolar y trabajar duro para cultivar un ambiente de trabajo favorable y una cultura organizacional agradable.

EXECUTIVE SUMMARY

Leadership styles in an organization substantially impact the success of the organization and the productivity of its employees. However, what transformational leadership entails and what effect it has on teacher effectiveness, as well as the influencing factors between leadership style and the work performance of university teachers, remains unknown. The objective of this paper is to undertake an empirical literature review of current studies on the extent to which transformational leadership affects the job performance of university teachers and the mediating effect of organizational culture. Based on the literature review, it reaches two conclusions: Firstly, there is a positive correlation between transformational leadership and the job performance of university teachers. Secondly, organizational culture plays a crucial mediating role between transformational leadership and the performance of university teachers. Hence, it is reasonable to conduct additional research on the impact of transformational leadership, especially the effect of its specific dimensions on the performance of university teachers through the mediating role of the university organizational culture. It is also highlighted that university leaders should recognize the significance of school culture and thus work hard to cultivate a conducive and pleasant work environment and organizational culture.

dar lo mejor de sí (Bektaş et al., 2022). El estilo de liderazgo puede afectar positiva o negativamente la eficacia de una organización y de sus empleados (Olayisade & Awolusi, 2021).

Según los hallazgos de muchos estudios, el liderazgo transformacional tiene un impacto sustancial en la eficacia de la instrucción en el aula (Bakker et al., 2022). Sin embargo, las revisiones sistemáticas de la literatura son escasas en lo que respecta a la relación entre el liderazgo transformacional y el desempeño de los profesores universitarios. Por lo tanto, se llevará a cabo una revisión empírica del impacto del liderazgo transformacional en el desempeño en este estudio para confirmar la eficacia del estilo de liderazgo en el ámbito de la educación superior.

Los empleados son más propensos a sentirse cómodos, respaldados y apreciados cuando la cultura organizativa se adapta bien a ellos.

Además de la investigación sobre la relación entre el estilo de liderazgo y el desempeño laboral de los profesores, una amplia literatura ha demostrado que la cultura organizativa influye significativamente en el desempeño de un profesor (Cherian et al., 2021). Los empleados son más propensos a sentirse cómodos, respaldados y apreciados cuando la cultura organizativa se adapta bien a ellos (Newman & Ford, 2021). Por lo tanto, las organizaciones con una cultura saludable probablemente obtendrán un buen desempeño de sus empleados. A pesar de que existen varios modelos de cultura organizativa en la literatura anterior, ha habido pocas revisiones sistemáticas de la literatura de investigación centradas en la influencia que la cultura organizativa tiene en el desempeño de los profesores universitarios.

En este sentido, esta revisión ha sido diseñada con una estructura de dos partes: en primer lugar, se realiza una investigación sistemática de la literatura basada en los motores de búsqueda de Google Scholar, ERIC y ProQuest para localizar los materiales apropiados. En segundo lugar, mediante un enfoque de análisis descriptivo basado en el contenido, se lleva a cabo una revisión de la literatura para comprender cómo las teorías de liderazgo transformacional impactan en el desempeño de los profesores y el efecto mediador que desempeña la cultura organizativa en esta relación.

2. REVISIÓN DE LA LITERATURA

2.1. Liderazgo Transformacional

El liderazgo transformacional inspira de manera interactiva a seguidores y líderes a alcanzar "un nivel superior de moralidad y motivar la justicia y la igualdad" (Bass & Riggio, 2010). Los líderes ejercen más influencia al ampliar y promover los objetivos de sus seguidores e inyectarles confianza para comportarse y tomar medidas. Los líderes transformacionales exhiben una variedad de rasgos carismáticos para inspirar a sus seguidores, brindándoles estimulación intelectual y atención personal. Estos tipos de comportamientos de liderazgo ayudan a alentar a los seguidores a esforzarse por alcanzar su máximo potencial y cumplir los niveles más altos de rendimiento.

El creciente corpus de investigación que relaciona el liderazgo transformacional con resultados positivos incluye la autoeficacia del profesor y la eficacia del grupo (Gkolia et al., 2018; Windlinger et al., 2020); el comportamiento de ciudadanía organizacional (Handayani, 2018); y el bienestar de los empleados (Walsh & Arnold, 2020). Un número considerable de estudios de investigación muestra que el liderazgo transformacional mejora los resultados laborales de los subordinados (Khan et al., 2020). En la actualidad, la investigación sobre el liderazgo transformacional y el mecanismo de comportamiento se centra principalmente en el impacto en los empleados a nivel organizacional, de equipo e individual (Dong et al., 2017). Las dos tablas siguientes presentan una descripción general de la investigación sobre los impactos del liderazgo transformacional.

PALABRAS CLAVE

Liderazgo Transformacional, Cultura Organizacional, Desempeño Laboral de los Profesores Universitarios, Revisión Bibliográfica.

KEYWORDS

Transformational Leadership, Organization Culture, Work Performance of University Teachers, Literature Review.

Tabla 1. **Influencia del comportamiento de liderazgo transformacional en los niveles organizacional y de equipo**

VARIABLES		INVESTIGADORES REPRESENTATIVOS
Nivel organizacional	Innovación organizativa / Ambiente de innovación	Chan et al. (2019);Novitasari et al. (2021)
	Desempeño organizacional / Rendimiento en innovación empresarial	WANASIDA et al. (2021);SALIM and RAJPUT (2021);Ting et al. (2021);
Nivel de equipo	Satisfacción del equipo / Identificación con el equipo	Liu et al. (2021);Bose et al. (2021); Buil et al. (2019)

Tabla 2. **Influencia del comportamiento de liderazgo transformacional a nivel individual**

VARIABLES		INVESTIGADORES REPRESENTATIVOS
Nivel individual	Comportamiento laboral	(Khaola & Rambe, 2021);(Nurjanah et al., 2020); Rodrigues and Ferreira (2015);(Wang et al., 2019);(Afsar et al., 2019)
	Actitud laboral	(Farahnak et al., 2020);(Sungu et al., 2019); Cassar et al. (2017); Amor et al. (2020);
	Rendimiento laboral	Eliyana and Ma'arif (2019);Andriani et al. (2018);Ng (2017)

2.2. Cultura organizativa

Una gran cultura organizativa es esencial para el desarrollo de las cualidades necesarias para el éxito de cualquier organización (Martínez-Caro et al., 2020), y esto incluye la industria de la educación. Los empleados pueden sentirse más cómodos, respaldados y con un propósito en el trabajo cuando la cultura de la empresa es congruente con sus valores. Por lo tanto, las organizaciones con una cultura de trabajo saludable tienen más probabilidades de lograr un buen desempeño de los empleados. Por lo tanto, es importante identificar los roles que desempeña la cultura en la mejora del rendimiento de la organización.

En el sector de la educación, los académicos deben comprender el proceso de manifestación, realización, simbolización e interpretación de la cultura organizativa (Asatiani et al., 2021). La cultura organizativa se forja a través de las suposiciones compartidas de las personas que participan en una organización y puede ser identificada a través de actitudes, normas, ideología o lenguajes especiales (Isensee et al., 2020). La cultura proporciona a los individuos de una organización un marco para comprender su entorno laboral y sus experiencias (de Leeuw et al., 2020). El propósito de comprender la cultura en profundidad es minimizar la aparición de conflictos culturales y sus consecuencias negativas, fomentando la realización de sus suposiciones compartidas.

Los investigadores han considerado a las instituciones, organizaciones y subunidades organizativas como culturas distintas con su propio conjunto de ceremonias, ritos y tradiciones (Tierney, 2016). La investigación sobre la cultura organizativa en educación aumentó

en la década de 1960 (Clark & Trow, 1966) y se hizo prominente hacia finales de la década de 1980 (Denison & Spreitzer, 1991) y este interés ha perdurado hasta hoy. En los últimos años, los académicos han investigado cómo la cultura organizativa ha afectado al sector de la educación (Adeinat & Abdulfatah, 2019; Isensee et al., 2020; Jianxun et al., 2021). Según la literatura anterior, se puede ver que la cultura organizativa en educación ha despertado un gran interés entre los académicos. La investigación sobre la cultura organizativa en el campo de la educación en este estudio está respaldada por la literatura existente.

2.3. Desempeño laboral de los profesores universitarios

En el ámbito de la educación, el desempeño laboral de un profesor es único, ya que depende del logro de los objetivos de aprendizaje. El sentido de deber y obligación que sienten los profesores al llevar a cabo sus responsabilidades, así como las demandas de su trabajo, tienen un impacto en su desempeño (Fraser-Burgess, 2020). El desempeño de un profesor se demostrará por la dedicación y consistencia con la que llevan a cabo sus deberes tanto dentro como fuera del aula. Esto incluye la preparación de material docente antes de las clases, la consideración de diferentes estrategias a utilizar, el uso de medios educativos y la utilización de herramientas de evaluación para evaluar el aprendizaje de los estudiantes, que son ejemplos de compromiso por parte de los profesores (Christopoulos & Sprangers, 2021).

Cuando se habla del desempeño de los profesores, Mangkunegara (2009) lo describió como la cantidad y calidad del trabajo que pueden completar al desempeñar sus tareas y obligaciones, lo cual se ve afectado por el sistema de recompensas de la organización o institución. También destacó que la evaluación del desempeño laboral se basa en la capacidad para crear planes de lección, implementar planes de lección, llevar a cabo evaluaciones y dar seguimiento a los resultados de la evaluación.

Según Sunarto et al. (2020), el desempeño es el resultado del trabajo de una persona al llevar a cabo sus responsabilidades en función de sus habilidades, esfuerzos y oportunidades. En la educación superior, las responsabilidades de los profesores se centran principalmente en "enseñar e investigar, brindar consultoría, publicar libros y artículos en revistas, desarrollar actividades empresariales y participación comunitaria". Por lo tanto, el desempeño de los profesores



universitarios debe ser el resultado de su trabajo, que abarca desde la redacción de libros y artículos en revistas hasta la participación en actividades comunitarias y públicas, la consultoría y la supervisión (Shah et al., 2017).

2.4. Liderazgo Transformacional y Cultura Organizativa en el Ámbito de la Educación

Según Schein (1985), el liderazgo ejerce una influencia significativa durante el proceso de formación de la cultura organizativa, y se ha demostrado que el nivel de cultura organizativa está estrechamente relacionado con el liderazgo; un liderazgo fuerte y competente induce una cultura organizativa sólida (Brouwers & Paltu, 2020). La idea de que el liderazgo afecta a la formación de la cultura organizativa también se evidencia en investigaciones previas que han demostrado que el liderazgo afecta significativamente a la cultura organizativa, y que esta cultura varía según el tipo de liderazgo (Kargas & Varoutas, 2015). El liderazgo es un predictor muy destacado de la cultura, lo cual se basa en la creencia de Schneider et al. (2013) de que la cultura organizativa es moldeada por el liderazgo.

Con el liderazgo transformacional, se forma una cultura organizativa transformadora. Al mostrar un comportamiento carismático de liderazgo, una organización alienta a sus empleados a participar en el proceso de toma de decisiones para fomentar un sentido de pertenencia y responsabilidad (Mi et al., 2019). Los líderes que muestran un interés genuino en sus subordinados y les hacen sentirse como en casa en la empresa son más efectivos para inspirar a sus equipos a aprender y adaptarse a nuevos roles y formas de trabajo, lo que mejora las posibilidades de la organización de alcanzar sus objetivos (Bass & Avolio, 1993).

2.5. Cultura Organizativa y el Desempeño Laboral de los Profesores Universitarios

Cada escuela tiene su propia cultura dentro de la organización, donde el desarrollo de cualidades de un sistema completo y distintivo está vinculado a la cultura de la comunidad local. La convergencia de las filosofías de liderazgo del director y los valores mantenidos por la facultad, el personal, los estudiantes y otros miembros de la escuela da forma a la cultura organizativa de la institución (Wieczorek & Marnard, 2018). Naranjo-Valencia et al. (2016) y Bass y Avolio (1993) argumentan que una cultura organizativa más flexible es la clave



para un cambio exitoso. Según Mubarak (2019), la cultura en una organización está compuesta por creencias que sirven para guiar a sus miembros y un conjunto de significados compartidos entre sus empleados. Este tipo de liderazgo desempeña un papel fundamental en la definición de la cultura de una escuela, asegurando que sea propicia para el aprendizaje y el crecimiento, y que se puedan forjar relaciones beneficiosas entre diferentes grupos, tanto dentro como fuera de la institución (Sánchez et al., 2022). Aunque los seres humanos han sido conscientes durante mucho tiempo del concepto de "cultura laboral", solo recientemente pueden haber comprendido que los valores que tienen y las rutinas que han desarrollado en el trabajo son los verdaderos cimientos de su éxito (Naveed et al., 2022).

Okure (2022) determinó que la cultura organizativa ejerce un efecto positivo en el desempeño de los profesores. Jamali et al. (2022) examinaron tanto la cultura organizativa como el estilo de liderazgo juntos para determinar cómo afectaban al desempeño laboral de los profesores. A través de su investigación, los autores buscaron comprender mejor cómo diferentes tipos de liderazgo afectan el desempeño de las facultades dentro de las instituciones de educación superior y, más específicamente, cómo la cultura organizativa modera esta relación (MUET, Jamshoro). Este estudio encontró una correlación fuerte y favorable entre el desempeño de la facultad y el liderazgo transformacional. Además, con la cultura organizativa como moderadora, la conexión entre el desempeño de la facultad y el liderazgo *laissez-faire* se ve negativamente afectada.

Fitria et al. (2017) llevaron a cabo un estudio cuantitativo en una escuela secundaria privada y encontraron que la estructura organizativa tiene un impacto directo en el desempeño de los profesores. El comportamiento individual y grupal en una organización está determinado principalmente por la cultura organizativa. A medida que una organización crece y evoluciona, tener una sólida cultura organizativa ayuda a asegurar a los profesores y empleados.

En la provincia de West Sulawesi, Rivai et al. (2019) reunieron a 201 encuestados de una escuela secundaria pública para completar cuestionarios y adoptaron el Modelo de Ecuaciones Estructurales para analizar los datos recopilados. Los hallazgos revelaron que la cultura organizativa tiene un impacto favorable en el desempeño de los profesores y en la motivación. La siguiente tabla proporciona estudios de investigación relevantes.



Tabla 3. Cultura organizacional y desempeño laboral de los docentes

AUTORY CONTENIDO	PROBLEMA / PROPÓSITO	METODOLOGÍA DE INVESTIGACIÓN	HALLAZGOS
"Influencia de la motivación, habilidad, cultura organizacional y entorno laboral en el desempeño de los docentes"(Mulyana, 2021)	"Analizar el efecto de la motivación, la habilidad, la cultura organizacional y el entorno laboral en el desempeño laboral de los docentes."	Métodos cuantitativos	La cultura organizacional y la capacidad tienen un impacto significativo en el desempeño de los docentes, mientras que la motivación y el entorno laboral no lo tienen.
"El impacto del estilo de liderazgo del director y la cultura organizacional en el desempeño de los docentes"(Maryati et al., 2020)	Establecer cómo la cultura organizacional y el tipo de liderazgo del director afectan el desempeño de los docentes.	Métodos cuantitativos	El desempeño de los docentes se ve impactado positivamente por la cultura de la escuela (48.2%), el estilo de liderazgo del director (50.7%), y el estilo de liderazgo del director y la cultura de la escuela combinados. (59.5%).
"El efecto de la confianza y la cultura organizacional en el desempeño de los docentes en una escuela secundaria privada" (Fitria, 2018).	Examinar el impacto de la cultura organizacional y la confianza en el desempeño de los docentes.	Métodos cuantitativos	La cultura organizacional y la confianza tuvieron un impacto directo y favorable en el desempeño laboral de los docentes.
"Motivación en el trabajo, liderazgo transformacional y clima organizacional en el desempeño de los docentes"	Se propone investigar cómo la motivación en el trabajo, el liderazgo transformacional y el clima organizacional afectan el desempeño laboral de los docentes.	Métodos cuantitativos	Se propone investigar cómo la motivación en el trabajo, el liderazgo transformacional y el clima organizacional afectan el desempeño laboral de los docentes.
"Impacto de la cultura organizativa, el liderazgo y la motivación laboral en el desempeño de los maestros en escuelas de formación profesional."(Hasan, 2017)	Para estudiar la relación entre el desempeño laboral de los maestros, la cultura organizativa y el liderazgo del director de la escuela.	Métodos cuantitativos	La motivación laboral, el liderazgo del director de la escuela y la cultura organizativa afectan el desempeño laboral de los maestros

2.6. Liderazgo Transformacional y Desempeño Laboral de los Profesores Universitarios

La relación entre el desempeño laboral de un profesor y su estilo de liderazgo se encuentra respaldada por abundante evidencia en estudios de investigación anteriores. Fitria et al. (2017) descubrieron que el desempeño laboral de los profesores se ve impactado de manera positiva por la cultura organizativa y el estilo de liderazgo. Esto también se encontró en Dubái, donde la investigación mostró que el desempeño laboral se ve significativamente afectado por el estilo de

liderazgo (Farooq et al., 2022), y se encontraron hallazgos similares en estudios de investigación realizados por Torlak et al. (2022). En Kenia, Maheshwari (2022) descubrió una fuerte conexión entre un liderazgo efectivo (transformacional y transaccional) y el desempeño laboral, donde se encontró que la influencia del liderazgo transaccional era más débil que la del liderazgo transformacional.

Se ha realizado una gran cantidad de estudios no académicos que relacionan los estilos de liderazgo con la efectividad de sus equipos (Ilham, 2018). Leithwood y Jantzi iniciaron los primeros estudios sobre el liderazgo transformacional en las escuelas (1990). Investigaciones posteriores indicaron que el liderazgo transformacional de los líderes escolares tenía un impacto considerable en la satisfacción laboral de los profesores, su dedicación a la organización y el desempeño escolar (Baptiste, 2019).

Tabla 4. Estudios empíricos sobre el liderazgo transformacional y el desempeño laboral de los profesores

AUTORY CONTENIDO	PROBLEMA / PROPÓSITO	METODOLOGÍA DE INVESTIGACIÓN	HALLAZGOS
IV: Estilos de liderazgo DV: Rendimiento de los docentes Contexto: Escuelas primarias del Distrito de Arusha Autor: Tanzania (Aunga & Masare, 2017)	Para estudiar el impacto de los estilos de liderazgo en el rendimiento laboral de los docentes en las escuelas primarias del Distrito de Arusha	Enfoque cuantitativo	Existe una relación significativa entre un estilo de liderazgo transformacional y el rendimiento de los docentes.
IV: Estilos de liderazgo percibidos de los jefes de departamento DV: Satisfacción laboral, rendimiento de los miembros del profesorado Autor: (Shah et al., 2017).	Para examinar cómo los estilos de liderazgo de los jefes de departamento afectan la satisfacción laboral y el rendimiento del profesorado	Enfoque cuantitativo	El liderazgo transformacional mejora la satisfacción laboral y el rendimiento del profesorado, mientras que los estilos de liderazgo transaccional y laissez-faire no lo hacen.
IV: Liderazgo transformacional y liderazgo transaccional DV: Rendimiento laboral y satisfacción laboral Contexto: Universidad Islámica en Yakarta Autor: (Azizaha et al., 2020)	Para examinar cómo el liderazgo transformacional y el liderazgo transaccional afectan el rendimiento laboral y la satisfacción en el período de la pandemia de COVID-19.	Enfoque cuantitativo	El efecto del liderazgo transformacional en el rendimiento y la satisfacción de los profesores es positivo, mientras que el liderazgo transaccional tiene un efecto opuesto.

<p>IV: Liderazgo transformacional y liderazgo transaccional DV: Rendimiento laboral de los docentes y satisfacción laboral Contexto: Vietnam Autor: (Maheshwari, 2022)</p>	<p>Explorar la relación entre los estilos de liderazgo transformacional y transaccional de los directores en la satisfacción laboral y el rendimiento de los docentes.</p>	<p>Enfoque cuantitativo</p>	<p>Los resultados muestran que el estilo de liderazgo transaccional afecta negativamente el rendimiento laboral y la satisfacción de los docentes, mientras que el estilo de liderazgo transformacional los afecta positivamente.</p>
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2.7. El efecto mediador de la cultura organizativa en el estilo de liderazgo y el desempeño laboral de los profesores

Según Schein (2010), a los nuevos miembros se les enseñará acerca de la cultura organizativa, ya que es la forma adecuada de percibir, pensar y sentir acerca de la reestructuración de problemas. El papel mediador de la cultura organizativa entre diferentes variables ha sido examinado con frecuencia en la literatura anterior.

Alkhadra et al. (2022) examinaron el efecto mediador entre el liderazgo ético y el desempeño organizativo. El papel mediador del liderazgo tanto transformacional como transaccional en la preparación para el cambio fue estudiado por Al Tahitah (2019). El efecto mediador entre el liderazgo creíble y la participación de los empleados fue examinado por Srimulyani y Hermanto (2022). Basándose en el marco de valores en competencia (Quinn, 1983) de la cultura organizativa, Shim et al. (2015) investigaron cómo la cultura organizativa de los departamentos de policía surcoreanos influye en la relación entre el liderazgo transformacional y el compromiso de los empleados. En Indonesia, Virgiawan et al. (2021) se esforzaron por probar el efecto de la cultura organizativa como mediador en la relación entre las relaciones transformacionales y el desempeño de los empleados; mientras que en Palestina, Elshanti (2017) llevó a cabo un estudio cuantitativo sobre el efecto mediador de la cultura organizativa en la relación entre el estilo de liderazgo transformacional y el aprendizaje organizativo.

En Taiwán, se estudió el papel desempeñado por la cultura organizativa escolar como mediador entre el estilo de liderazgo del director y el éxito de la escuela (Chen et al., 2016). Jung (2022) explora el liderazgo auténtico en las universidades entre decanos y directores y su impacto en la confianza, la cultura y el compromiso organizativo. El efecto mediador de la cultura es menos evidente que el de la con-

fianza. Ur Rehman et al. (2019) revelaron que los estilos de liderazgo afectan significativamente el aprendizaje, la cultura innovadora y el desempeño de una organización. El desempeño organizativo se ve afectado significativamente por la cultura innovadora y el aprendizaje organizativo. La investigación ha demostrado que existe un sólido efecto mediador entre la cultura innovadora y los estilos de liderazgo con el correspondiente desempeño organizativo. Al-Husseini et al. (2021) también encontraron una relación directa y beneficiosa entre la innovación del profesorado universitario, el intercambio de conocimientos y el liderazgo transformacional. Además, el intercambio de conocimientos, un tipo de cultura organizativa, medió significativamente la relación entre el liderazgo transformacional y el desempeño innovador de los profesores universitarios.

La siguiente tabla nos proporciona una imagen del papel mediador y del efecto de la cultura organizativa entre el estilo de liderazgo y el desempeño laboral.

Tabla 5. La Mediación de la Cultura Organizativa entre el Estilo de Liderazgo y el Desempeño Laboral

VARIABLES	HALLAZGOS	ACADÉMICO REPRESENTATIVO
IV: Liderazgo ético DV: Desempeño organizativo	Papel mediador importante	(Alkhadra et al., 2022)
IV: Liderazgo transformacional/ transaccional DV: Preparación para el cambio	Mediador parcial para el liderazgo transformacional y mediador completo para el liderazgo transaccional.	(Al Tahitah, 2019)
IV: Liderazgo creíble DV: Compromiso laboral	Mediador perfecto	(Srimulyani & Hermanto, 2022)
IV: Liderazgo transformacional DV: Compromiso organizativo	Mediador completo	(Shim et al., 2015)
IV: Relación transformacional DV: Desempeño del empleado	Una influencia positiva y significativa	(Virgiawan et al., 2021)
IV: Liderazgo transformacional DV: Estilo de liderazgo y aprendizaje organizacional	Un efecto mediador completo	(Elshanti, 2017)
IV: Liderazgo positivo del director DV: Efectividad escolar	Mediando completamente la relación	(Chen et al., 2016)
IV: Estilo de liderazgo transformacional DV: Rendimiento creativo del empleado	Los tipos de cultura de adhocracia y mercado no pueden mediar la relación entre el LFT y el rendimiento creative	(Golden III & Shriner, 2019)
IV: Estilos de liderazgo DV: Desempeño de la organización	El efecto de mediación es significativo entre los estilos de liderazgo y el desempeño de la organización	(Ur Rehman et al., 2019)

3. DISCUSIÓN

Basándonos en los hallazgos de la revisión de la literatura conceptual sobre la influencia del liderazgo transformacional y la cultura organizativa en el desempeño de los profesores, y en los hallazgos de la revisión de la literatura empírica sobre la relación entre el estilo de liderazgo y la cultura organizativa; el liderazgo transformacional y el desempeño laboral; así como el papel de la cultura organizativa en la mediación de la conexión entre el estilo de liderazgo y el desempeño de los profesores, se proporciona una discusión sintetizada de lo siguiente.

En primer lugar, la investigación sobre cómo el liderazgo transformacional afecta el desempeño laboral de los profesores no es suficiente, a pesar de que se considera el estilo de liderazgo más frecuentemente ejercido en el ámbito educativo. Gran parte de la investigación examinó el impacto que el estilo de liderazgo ejerce en el desempeño organizativo o en ciertos factores relacionados con el desempeño organizativo, que incluyen el compromiso, la implicación laboral, el aprendizaje organizativo y la responsabilidad social en otros campos no académicos. Sin embargo, en lo que respecta a la correlación entre el liderazgo transformacional y el desempeño laboral de los profesores, los estudios de investigación actuales no son lo suficientemente sistemáticos y exhaustivos, lo que requiere una investigación adicional.

En segundo lugar, el liderazgo transformacional mejora las perspectivas de los profesores sobre su profesión y esto mejora el desempeño laboral. La literatura indica que la cultura organizativa puede definirse por un conjunto común de valores y principios, y está influenciada por el estilo de liderazgo. Este estilo de liderazgo sirve como la fuerza unificadora para distinguir la organización de otros grupos. Si el liderazgo es transformacional y democrático, se espera que la cultura de la organización también lo sea. Los líderes en este entorno confían en su personal, los incluyen en decisiones importantes y los elogian y desafían constantemente para que lo hagan mejor.

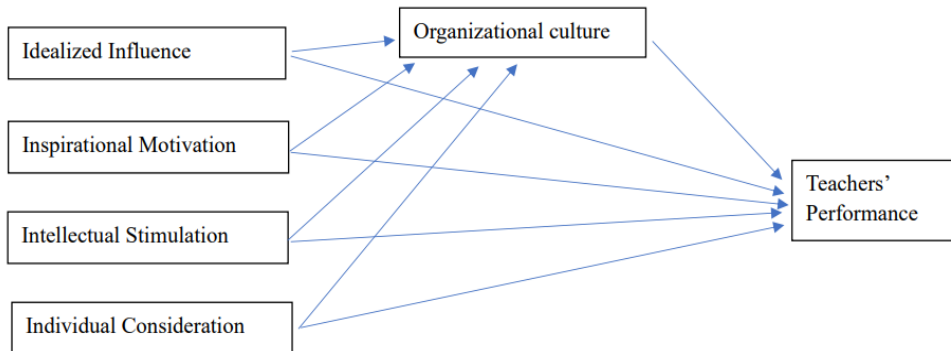
En tercer lugar, se demuestra que la cultura organizativa tiene un impacto mediador positivo entre el estilo de liderazgo y el desempeño, así como otros factores relacionados con el desempeño. A partir de la literatura, el liderazgo ético y el desempeño organizativo; el liderazgo transformacional o transaccional y la disposición al cambio; el liderazgo creíble y la participación de los empleados; el liderazgo transformacional y el compromiso organizativo; el liderazgo transfor-



macional y el aprendizaje organizativo; el liderazgo positivo de un director y la eficacia de una escuela; y la relación entre los estilos de liderazgo y el aprendizaje organizativo; todos ellos están mediados por la cultura de la organización. Por lo tanto, se cree comúnmente que la cultura de una organización desempeña un papel crucial en la mediación de la conexión entre diferentes tipos de liderazgo y los logros de una organización.

Finalmente, aunque se ha demostrado el efecto mediador de la cultura organizativa, todavía existen brechas en cuanto a nuestra comprensión de los efectos del liderazgo transformacional en el desempeño laboral de los profesores (a través de la mediación de la cultura organizativa en diversos contextos educativos). Se necesita más investigación para comprender el impacto del liderazgo transformacional en el desempeño profesional de los profesores, especialmente en una variedad de dimensiones específicas. Esto se muestra en el siguiente marco conceptual.

Figura 1. **Una estructura teórica general para investigaciones futuras (del autor)**



4. CONCLUSIÓN

De estos estudios de literatura, podemos inferir que el liderazgo es crucial para dar forma a la cultura organizativa e influir en el desempeño laboral de los profesores. También se ha encontrado que la cultura actúa como un mediador eficaz entre el estilo de liderazgo y el rendimiento de los empleados. Basándonos en el marco conceptual desarrollado en este estudio, se proponen varias

recomendaciones para investigaciones futuras y prácticas de gestión futuras.

En primer lugar, se recomienda llevar a cabo investigaciones adicionales sobre la influencia del liderazgo transformacional en el desempeño laboral de los profesores, ya que se conoce como el estilo de liderazgo más efectivo y comúnmente empleado en el sector educativo. Para proporcionar a los líderes escolares instrucciones más específicas o facilitar que los departamentos de formación proporcionen capacitación de liderazgo para profesores y administradores escolares, sería mejor que los académicos profundizaran en los mecanismos específicos que afectan los estilos de liderazgo. Por ejemplo, estudios sobre el mecanismo específico que afecta a las dimensiones del liderazgo transformacional o la realización de investigaciones desde un ángulo teórico diferente.

En segundo lugar, los líderes escolares deben reconocer la importancia de la cultura escolar y esforzarse por cultivar un entorno de trabajo productivo y agradable. Es necesario recordar que la cultura organizativa desempeña un papel fundamental como mediador entre los distintos tipos de liderazgo y los resultados para los grupos y las personas. Además, se sugiere que la cultura de la organización se incorpore en el plan de estudios para desarrollar habilidades de liderazgo en los programas de formación.

Finalmente, el líder debe considerar cuidadosamente su estilo de liderazgo, ya que dejará un notable impacto en la cultura organizativa. Bajo el liderazgo transformacional, la cultura organizativa será positiva, democrática, agradable, basada en la confianza y propicia para mejoras adicionales en la efectividad organizativa.



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