RESEARCH ARTICLE   **Open Access**

Organizational Culture Types Model Affecting the Perceived Organizational Performance According to the Role of Organizational Learning (Case Study: Kohgiluyeh and Boyer-Ahmad Agricultural Organization)

Arash Rahimi FirozaBad [1], Saeed Razeghi [2*], Amir Kazemi [3]

Abstract
The present study aimed to provide a model of organizational culture types affecting the perceived organizational performance according to the role of organizational learning has been done. The statistical population of this study includes the employees of the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. The present study is practical in terms of nature and purpose, in identifying the types of organizational culture of qualitative research, and in identifying the relationships between variables in terms of research method. The statistical population in the fuzzy Delphi method was 15 experts who were sampled by a purposeful judgmental method. At the structural equation modeling, 220 employees were sampled by a simple random method. In order to collect the data, questionnaires were designed in the form of a fuzzy Delphi method and the Likert spectrum. The software used in this study is Smart PLS (version 3), SPSS (version 25), and Excel (version 2016). With the fuzzy Delphi method, between 23 dimensions identified from the literature, 14 were approved by experts. The results of the PLS method indicate that all hypotheses except the effect of the adhocracy culture, development culture, and employees supporting change according to the role of organizational learning on perceived organizational performance were confirmed. The results showed that the leadership component has the highest effect on organizational learning according to the role of organizational learning with a beta of %0.594.
Keywords: *Organizational Culture, Perceived Organizational Performance, Organizational Learning, Agriculture Jihad Organization*

Introduction

One of the assumptions of the organization's internal performance is that employee capabilities improve the organization's internal processes (Serrat et al., 2017). These capabilities are influenced by various factors, including organizational culture, which is divided into different factors and aspects, each affecting the performance index differently. Culture helps the organization have a set of clear, defined, and perceivable values in its strategic orientation and purpose (Osabiya, 2015). Successful organizations are organizations that learn and maintain their learning. Therefore, the learning process must

1. Ph.D Candidate, Department of Management, Fars Science and research Branch, Islamic Azad University, shiraz, iran
Ph.D Candidate, Department of Management, Shiraz Branch, Islamic Azad University, Shiraz, Iran
2*. Department of Management, Shiraz Branch, Islamic Azad University, Shiraz, Iran (Corresponding Author: razeghi.saeed@yahoo.com)
3. Department of Management, Shiraz Branch, Islamic Azad University, Shiraz, Iran

flow as a culture throughout the organization (Warrick, 2017).

To this end, employees' daily activities and actions should reflect the continuous learning process. When the learning process becomes a culture, it is expected that the capacity of the organization will be expanded and therefore affected by organizational performance. Organizational learning mechanisms are the cultural and structural aspects of the organization that facilitate the development and renewal of a learning organization (Chang et al., 2015). Cultural aspects include a set of common values, beliefs and norms, attitudes, roles, assumptions, and behaviors that allow real learning (Ghasemieh et al., 2020). Organizational culture is a reference to an organizational learning culture. It is through the organizational culture that the learning process develops throughout the organization. An organizational learning culture is a form of culture that supports the learning process and makes the development and knowledge of knowledge accessible (Tan, 2019)

On the other hand, research on the consequences of organizational learning in organizations has led to useful results in better organizational performance. In other words, organizational learning as one of the consequences of effective organizational culture can affect organizational performance (Gochhayat et al., 2017). With a great deal of research from a wide range of multidisciplinary perspectives dedicated to understanding how and why organizational learning, organizational learning has appeared as an important managerial framework or a set of measures to succeed in companies (DiMilia & Birdi, 2010). Since organizational learning is important as a source of competitive advantage in dealing with unstable environments, much research has been focused on identifying the determinants of learning (Oh & Kuchinke, 2017; Vera & Crossan, 2004).

However, a few studies identify the effect of organizational culture on organizational learning about direct or indirect effects on the beliefs, values, and behavior of members of the organization concerning participation in a collective learning process, including interpreting new ideas or re-interpreting existing ideas have been done (Oh & Han, 2020). Organizational culture is an important environmental factor in showing whether members of the organization want to participate in organizational learning activities. From the perspective of social structuralism, organizational culture forms thinking assumptions, what knowledge is valuable and normally accepted, and the use of knowledge (DeLong & Fahey, 2000). From a source's point of view, since it exists because of the unique characteristics of any organizational culture, it is also known as a major source of sustainable competition (Oh & Han, 2020). Organizational culture is an important driver of strengthening other managerial measures and enhancing organizational performance (Barney, 1991).

Some researchers (Nikpour, 2017; García-Fernández et al., 2018; Kim & Chang, 2018; Migdadi, 2019) believed that organizational performance, directly and indirectly improves through organizational learning and organizational culture. According to the basics of literature and the empirical background of past studies, a comprehensive model that examines the types of localized organizational culture directly and indirectly through the variable of organizational learning on organizational performance has not been done. This issue is still one of the research gaps in this field. Studying types of organizational culture on organizational performance with the role that organizational learning can have in this research is also a response to this research need.

The present study is based on the approach presented in the Oh & Han model (2020),

except that the study is designed by localizing organizational culture through the qualitative methods of the appropriate cultural model for Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. So the research questions are, what variables does the appropriate organizational culture model for Agricultural Jihad Organization include? Can the types of organizational culture identified directly and indirectly, through the mediating role of organizational learning, affect the perceived organizational performance of the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization?

Theoretical framework

Without examining and learning about progress and achieving goals and without identifying the challenges facing the organization, gaining feedback and information on the implementation of policies, and identifying things that require great improvement, continuous performance improvement will not be possible (Chiva et al., 2007). It is not possible to achieve these goals without measuring and evaluating them. Given the ongoing management changes in the Agricultural Jihad Organization and the need to provide the same services to farmers, the use of mechanisms and methods that improve organizational performance is essential. Improvement of organizational performance requires understanding the factors affecting it. A successful and well-performing organization has the ability and desire to learn from mistakes and successes. The organization's success is determined by a strong culture that encompasses the main values of transparency and universality. In organizations with high levels of organizational learning, people continuously increase their ability to create truly desirable results. Organizational learning enhances the performance of groups and individuals and the transfer of knowledge to the system enhances organizational

performance. In addition to this applied importance for studying organizational performance for the statistical population (Agricultural Jihad Organization) in terms of research theoretical literature, the following are significant:

- Despite much research on organizational culture, studying culture from the perspective of organizational learning concerning other variables is not significant.

- Researchers have attempted to link the learning culture and organizational learning to the tangible results in the organization. However, these measures are limited, and this relationship is still one of the biggest challenges of culture and organizational learning studies.

- On the one hand, the empirical background of past studies indicates ambiguity about the mediating role of organizational learning on organizational performance. Studying this issue in the present study is in line with this research gap and is important.

Over the past forty years, the concept of organizational learning has grown and evolved tailored to various academic perspectives, such as management, education, sociology, political science, and anthropology (Popova-Nowak & Cseh, 2015). To understand how organizations learn, this important organizational variable has been analyzed and interpreted according to numerous academic views (Starkey et al., 2004). Scientists have applied individual learning processes to organizations in the initial attempts to interpret how to learn companies (Argyris & Schon, 1978; Kim, 2009; Shrivastava, 1983). The main hypothesis of this view was that organizations are also learned through a cognitive process, such as how individuals acquire, interpret and store knowledge (Huber, 1991). At the same time, from the management point of view, it was believed that organizations could learn because they have certain types of organizational and managerial measures that facilitate learning,

thereby achieving their goals (Chiva et al., 2007; Jerez-Gomez et al., 2005; Tohidi et al., 2012).

However, organizational culture and organizational learning both play a vital role in improving performance (Bontis et al., 2002); a few studies have been done on the evaluation of their relationships (Lopez et al., 2005) or common effects on organizational performance, apart from technical innovation (Sanzwuleh et al., 2011). Some research has shown that organizational culture has a strong relationship with knowledge-sharing behavior (Sopiahand Sanda, 2011) and knowledge management (DeLong & Fahey, 2000; Rai, 2011). Given the importance of organizational culture and organizational learning in the research literature, on the one hand, and improving the organizational performance of Agricultural Jihad Organization for the agricultural industry as the strategic industry of the country, on the other hand, this research is very important for both theoretical and practical dimension. Various research has been examined in the issues related to the research subject, which is mentioned in Table 1.

Table 1.
Related previous works

Results	Method	Subject	Year	Author (s)
That organizational culture effect on the organizational performance with role of mediator intellectual capital.	Descriptive-survey	The effect of organizational culture on organizational learning ability with the Mediating role of knowledge sharing.	2021	Khademi and Rasuli
Managers' emotional intelligence and innovative organizational culture affect the employees' performance.	Descriptive	The relationship between managers' emotional intelligence and innovative organizational culture on employee performance	2020	Hosseinzadeh et al.
There is a positive and significant relationship between the variable of organizational culture and job performance in the General Directorate of Sports and Youth.	Correlation	The relationship between organizational culture and job performance of employees with the mediating role of job satisfaction	2020	Ghanbari and Sayebani
The results obtained from the structural equation model demonstrated that TQM mediated the relationship between organizational culture and performance, while TQM had a significant relationship with performance, and the overall power of organizational culture left a positive effect on performance.	SEM	Investigating the Relationship between Organizational Culture, Total Quality Management and Performance	2020	Harooni & Razeghi
Organizational culture has a positive and significant relationship with total quality management and organizational performance.	Descriptive-survey	The relationship between organizational culture, total quality management, and organizational performance in tourism companies	2019	Pirmohammadzadeh et al.
Organizational innovation and organizational learning also positively and significantly affect organizational performance.	Descriptive-survey	The effect of leadership styles and organizational learning and organizational innovation and organizational performance	2020	Adam et al.
Organizational culture has a positive relationship with customer	Descriptive-survey	The relationship between organizational culture,	2018	García et al.

Results	Method	Subject	Year	Author (s)
loyalty and organizational performance.		organizational performance, and customer loyalty		
The results of this study show that there is a significant relationship between variables of organizational culture, knowledge sharing and organizational innovation.	correlation coefficient and structural equation modeling	Investigating the Impact of Organizational Culture on Innovation with Regard to the Mediating Role of Knowledge Sharing	2017	Kowsari & Darush
There is a positive and significant relationship between organizational learning and organizational performance.	Correlation	The effect of organizational learning on organizational performance	2016	Ruth and Henry
The learning culture of organizations has a positive effect on employees' job performance.	Descriptive-survey	A study of the effect of organizational learning culture on employees' job performance	2014	Shahzad

This research seeks to provide a model of all kinds of organizational culture affecting the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. For this, various studies that considered the dimensions of organizational culture have been extracted through research. These variables have taken a different approach to organizational performance by combining attention to the cultural factor and the mediating factor of organizational learning. Therefore, the assumed model based on cultural concepts and organizational learning deals with performance. On the one hand, it emphasizes the place of organizational learning and the existence of an encouraging learning culture. The following dimensions extracted in Table 2 are presented for organizational culture.

Table 2.

Different aspects of organizational culture in different research

Dimension presented	Author(s)
Clan culture, adhocracy culture, market culture, hierarchical culture	Khedhaouria et al. (2020); Knein et al. (2020); Nazarian et al. (2017); Vijayakumar & Padma (2014); (2006); Ali et al. (2017); Brown et al. (2021)
Leadership, teamwork, organizational climate, employee empowerment	Srisathan et al. (2020)
Innovation, consistency, adaptability, mission, involvement	Imran et al. (2021); Rajabi Farjad and Rezaei (2017); Hosseini et al. (2020); Kordnaij et al. (2014); Hadian Nasab et al. (2018)
Development culture, group culture, rational culture, hierarchical culture	Yang et al. (2021); Cao et al. (2015); Tortorella et al. (2021); Ahadian Porparvin et al. (2020)
Attitude, behavior, collaboration, internal capabilities, management, leadership, strategic orientation (including beliefs, vision, mission, and vision), value	Isensee et al. (2020)
Community culture, innovative culture, competitive culture, bureaucratic culture	Ogbonna & Harri (2000)
Cooperativeness culture, innovativeness culture, consistency culture, effectiveness culture	Akhavan et al. (2014)
Collaboration, learning and development orientation, top management support	Islam et al. (2015)

Dimension presented	Author(s)
Leadership approach, management of organizational values, change-oriented performance management, transformational leadership, employees supporting change, knowledge and change management, organization according to change, involvement in work	Golban and Rizgi Shirsawar (2020)

Methodology

This study is practical in terms of the purpose and the qualitative fuzzy Delphi phase in terms of the data collection method and a descriptive-survey study in the modeling phase of structural equations. In order to collect data about the theoretical foundations and literature, library sources, interviews, articles, required books, scientific information databases, and electronic magazines were used. The field method, with the help of questionnaires, was used to collect data. In this study, the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization have been selected as a case studies. In this study, the fuzzy Delphi method was used in the first step to identify the types of organizational culture.

Delphi and Fuzzy Delphi method

Dalkey and Helmer (1963) developed the traditional Delphi method in a company, which was widely used in many management areas. Delphi examines expert opinions with three anonymous answers, repetition and controlled feedback, and ultimately the statistical group response (Bui el al.,, 2020).

However, the Delphi method is still in evolution. One of the advantages of the Delphi method is its simplicity; because it does not require advanced mathematical skills, implementation, and analysis, it requires a person to be aware of Delphi issues and technology and creativity in project design (Mohandes et al.,, 2020). Experts have always seen this method with low convergence and high implementation costs. Ideal organizers may also eliminate special expert opinions. Therefore, Mary et al. (1) presented the concept of combining the traditional Delphi method and fuzzy theory to eliminate the Delphi method's ambiguity and inconsistency. The fuzzy Delphi method uses the geometric mean as the basis of the decision-making group to screen inappropriate factors and avoid the influence of end values. Also, in addition to reducing cost and time, this method allows decision-makers to evaluate the fuzzy decision-making process and achieve better results in the choice of factor (Mohandes et al.,, 2020). In the fuzzy Delphi method, information is received from experts in written language and analyzed in fuzzy (Liu et al., 2012). The following criteria for selecting experts:, Knowledge and experience on the subject (minimum bachelor's degree and two years of work experience in the field), Desire and enough time to cooperate in research; Effective communication skills.

Finally, structural equations and the third version of the Smart PLS 2 Software are used to measure and model the relationship between variables. Generally, there are two approaches to estimating the parameters of a model of structural equations, Covariance-Based Structural Equation Modeling (CBSEM) and Partial Least Squares Structural Equation Modeling (PLS-SEM). This study uses a component-based approach. In addition, the exploratory nature of the study model is also compatible with PLS features.

In this study, the judgmental purposive sampling method is used in the model presentation section. The simple random sampling method is used in the structural equation modeling section.

Table 3.
Different sampling specifications

Sampling method	Audience type	Purpose	Number of samples	Type of questionnaire
Judgmental purposive	Experts and specialists	Confirmation and finalization of dimensions	15	Fuzzy Delphi method
Random sampling	Managers and employees	Model fitting and presenting the hypothesis	220	Modeling of structural equations method

Findings

Phase1: Identifying dimensions by fuzzy Delphi method

During this phase, a questionnaire was distributed among 15 experts. This questionnaire was with the Likert spectrum (without effect, low effect, moderate effect, high effect, very high effect). The questionnaire was then defined in the form of a fuzzy triangular spectrum. In the third phase, the comments of the experts in the questionnaire were aggregated by the fuzzy mean method. In the fourth phase, fuzzy numbers were converted to definitive numbers,

and finally, in the fifth phase, considering the threshold limit (0.7), the indices below this value were eliminated. According to the theoretical literature on the factors affecting the export, 26 indices were extracted from the literature. Of these 26 factors, three factors were not accustomed to the environment and culture of the community in terms of professors. Therefore, 23 factors for fuzzy Delphi analysis and questionnaire distribution were finalized in three phases and 15 obstacles. In Tables 4, 5, and 6, the phases of this method are shown.

Table 4.
Mean of expert views after the first survey

Components	Triangular fuzzy mean (L, M, U)			Defuzzify mean (x)
1. Clan culture	0/32	0/53	0/73	0/37
2. Adhocracy culture	0/42	0/65	0/85	0/47
3. Hierarchical culture	0/32	0/53	0/72	0/36
4. Leadership	0/23	0/43	0/67	0/29
5. Organizational climate	0/27	0/48	0/70	0/32
6. Consistency	0/50	0/75	0/87	0/53
7. Employee empowerment	0/43	0/68	0/85	0/48
8. Development Culture	0/38	0/63	0/83	0/43
9. Mission	0/28	0/53	0/75	0/34
10. Rational culture	0/52	0/77	0/90	0/55
11. Group culture	0/30	0/52	0/73	0/35
12. Attitude	0/48	0/73	0/88	0/52
13. Internal capabilities	0/42	0/67	0/88	0/47
14. Flexibility orientation	0/48	0/73	0/88	0/52
15. Consistency culture	0/30	0/55	0/77	0/35
16. Strategic orientation	0/40	0/65	0/80	0/44
17. Management of organizational values	035	0/58	0/78	0/40
18. Knowledge and change management	0/25	0/50	0/75	0/31
19. Effectiveness culture	0/33	0/58	0/77	0/38
20. Change-oriented performance management	0/35	0/60	0/78	0/40

Components	Triangular fuzzy mean (L, M, U)			Defuzzify mean (x)
21. Cooperativeness culture	0/33	0/57	0/73	0/38
22. Employees supporting change	0/35	0/58	0/77	0/40
23. Top management support	0/38	0/63	0/82	0/43

Table 5 shows that most experts' consensus is dedicated to clan culture and strategic orientation, and the least consensus belongs to the criterion of internal capabilities. According to Cheng Lynn et al., if the difference between the two survey phases is less than a very low threshold limit (0.1), the survey process stops (Cheng et al., 2002). Therefore, in the second phase of the survey, the previous comments of each expert and the extent of their differences with other experts were sent to the members of the expert Group, along with a questionnaire. Also, the differences between the first and second phases are specified in Table 5.

Table 5.
Mean of expert views after the second survey

Components	Triangular fuzzy mean (L, M, U)			Defuzzify mean (x)	The absolute value of the difference in the first and second phases
1. Clan culture	0/33	0/55	0/73	0/37	0/01
2. Adhocracy culture	0/52	0/77	0/90	0/55	0/08
3. Hierarchical culture	0/48	0/73	0/95	0/54	0/18
4. Leadership	0/38	0/63	0/85	0/44	0/15
5. Organizational climate	0/45	0/68	0/85	0/49	0/17
6. Consistency	0/18	0/43	0/67	0/24	0/29
7. Employee empowerment	0/15	0/40	0/65	0/21	0/26
8. Development Culture	0/45	0/70	0/87	0/49	0/06
9. Mission	0/37	0/62	0/82	0/42	0/08
10. Rational culture	0/18	0/37	0/62	0/25	0/30
11. Group culture	0/48	0/72	0/85	0/52	0/16
12. Attitude	0/18	0/43	0/68	0/25	0/28
13. Internal capabilities	0/10	0/35	0/60	0/16	0/31
14. Flexibility orientation	0/17	0/38	0/62	0/23	0/30
15. Consistency culture	0/37	0/62	0/83	0/42	0/07
16. Strategic orientation	0/40	0/65	0/85	0/45	0/01
17. Management of organizational values	0/40	0/65	0/85	0/45	0/05
18. Knowledge and change management	0/43	0/68	0/85	0/48	0/16
19. Effectiveness culture	0/07	0/22	0/47	0/13	0/25
20. Change-oriented performance management	0/07	0/27	0/52	0/13	0/27
21. Cooperativeness culture	0/43	0/68	0/82	0/47	0/09
22. Employees supporting change	0/37	0/58	0/77	0/41	0/02
23. Top management support	0/10	0/33	0/58	0/16	0/27

As Table 5 shows, the members of the expert group have reached a consensus on obstacles 1, 2, 8, 9, 15, 17, 19, 22, and 23, and the disagreement of the first and second phases in these criteria is less than the very low threshold limit (0.1). Therefore, a survey on these obstacles stops and continues for only five criteria 3, 4, 5, 11, and 18. The score for criteria 6, 7, 10, 12, 13, 14, 19, 20, and 23 will be eliminated from the total model according to

the difference of over 0.25, and in the next phase, only the criteria of 3, 4, 5, 11 and 18 will be examined. The final interview is presented in Table 6**.**

Table 6.
Mean of expert views after the second survey

Components	Triangular fuzzy mean (L, M, U)			Defuzzify mean (x)	The absolute value of the difference in the first and second phases
3. Hierarchical culture	0/38	0/62	0/87	0/45	0/09
4. Leadership	0/32	0/57	0/83	0/38	0/05
5. Organizational climate	0/20	0/35	0/57	0/25	0/08
11. Group culture	0/40	0/65	0/85	0/45	0/07
18. Knowledge and change management	0/33	0/55	0/77	0/39	0/09

As Table 6 shows, the expert group members have reached a consensus on dimensions 3, 4, 5, 11, and 18, so the survey is stopped. In the current research, in order to identify cultural factors, 26 dimensions were identified and extracted. After the approval of the professors' opinion, it was reduced to 23 dimensions. Finally, it was reduced to 14 final dimensions in the three phases of the fuzzy Delphi method, and these 14 dimensions are the basis of the subsequent analysis.

Finally, only the indices of marketing factors, environmental factors, reporting quality, political, legal factors, and managerial and strategic factors remain in the model. In the following, the model will be examined with the structural equation modeling method and PLS software.

Table 7.
Relationship between variables and questionnaire questions

Variables	Abbreviation signs	Number of questions	The reference to the questionnaire	Role in the research model
Clan culture	CLN	4	Khedhaouria et al. (2020); Kim (2019)	Independent
Adhocracy culture	ADH	3	Khedhaouria et al. (2020)	Independent
Hierarchical culture	HC	4	Cao et al. (2015); Khedhaouria et al. (2020); Yang et al. (2021)	Independent
Leadership	L	4	Srisathan et al. (2020); Yang et al. (2021)	Independent
Organizational climate	OC	3	Srisathan et al. (2020);	Independent
Development Culture	DC	4	Knein et al. (2020); Yang et al. (2021); Cao et al. (2015); Islam et al. (2015)	Independent
Mission	M	4	Denison and Mishra (1995)	Independent
Group culture	GC	3	Yang et al. (2021); Cao et al. (2015)	Independent
Consistency culture	CC	4	Denison and Mishra (1995)	Independent
Strategic orientation	SO	4	Isensee et al. (2020)	Independent
Management of organizational values	OV	4	Golban and Rizgi Shirsawar (2020)	Independent
Knowledge management	KM	4	Donate & Guadamillas (2010)	Independent
Cooperativeness culture	Coo	3	Nekoei Moghadam et al. (2012)	Independent
Employees supporting change	Change	4	Golban and Rizgi Shirsawar (2020)	Independent
Organizational learning	OL	5	Pantouvakis & Bouranta (2013)	Mediating
Organizational performance	OP	5	Ogbonna & Harris (2000)	Dependent

In the following, partial least squares method criteria have been used to check the validity and reliability of the questionnaire. Construct validity was measured using factor loadings. The factor loading is a number between 0 and 1 that indicates the stronger of the apparent variable (question) in measuring the latent variable (main variable). The closer the number is to 1, the stronger the question is**.** The criterion of the correctness of factor loading

coefficients is 0.4. Also, in the following, the divergent validity of the questionnaire questions is checked using the Average Variance Extracted (AVE). The reliability of the instrument is also evaluated by composite reliability, which is a stronger measure than Cronbach's alpha reliability. The validity and reliability of the measurement model are reported in Table 2.

Table 8.

Composite reliability, Cronbach's alpha reliability, convergent validity, and common values

Latent variable	Apparent variable	Factor loading	t-statistic	Validity	AVE	Composite reliability
Clan culture	CLN1	0/778	21/318	supported	0/581	0/744
	CLN2	0/797	21/368	supported		
	CLN3	0/760	25/183	supported		
	CLN4	0/745	31/453	supported		
adhocracy culture	ADH1	0/820	22/916	supported	0/612	0/812
	ADH2	0/658	9/816	supported		
	ADH3	0/727	12/585	supported		
Hierarchical culture	HC1	0/605	10/359	supported	0/621	0/711
	HC2	0/828	33/098	supported		
	HC3	0/850	43/248	supported		
	HC4	0/777	27/020	supported		
	HC5	0/706	15/391	supported		
Leadership	L1	0/885	53/506	supported	0/701	0/841
	L2	0/878	42/756	supported		
	L3	0/835	34/770	supported		
	L4	0/792	23/937	supported		
Organizational climate	OC1	0/720	10/489	supported	0/596	0/725
	OC2	0/731	12/990	supported		
	OC3	0/687	10/482	supported		
Development Culture	DC1	0/737	19/590	supported	0/680	0/744
	DC2	0/850	38/522	supported		
	DC3	0/852	45/541	supported		
	DC4	0/817	33/144	supported		
Mission	M1	0/700	14/521	supported	0/712	0/833
	M2	0/841	37/392	supported		
	M3	0/803	33/063	supported		
	M4	0/836	36/150	supported		
Group culture	GC1	0/893	69/115	supported	0/632	0/784
	GC2	0/857	27/904	supported		
	GC3	0/069	0/604	Not supported		
Consistency culture	CC1	0/798	18/993	supported	0/546	0/701
	CC2	0/879	59/554	supported		
	CC3	0/803	24/910	supported		
	CC4	0/448	5/272	supported		

Latent variable	Apparent variable	Factor loading	t-statistic	Validity	AVE	Composite reliability
Strategic orientation	SO1	0/848	45/858	supported	0/674	0/755
	SO2	0/826	35/008	supported		
	SO3	0/884	53/348	supported		
	SO4	0/691	14/819	supported		
Management of organizational values	OV1	0/767	18/287	supported	0/506	0/746
	OV2	0/811	30/417	supported		
	OV3	0/793	28/512	supported		
	OV4	0/807	32/570	supported		
Knowledge management	KM1	0/746	19/703	supported	0/699	0/733
	KM2	0/862	37/595	supported		
	KM3	0/798	34/192	supported		
	KM4	0/896	49/523	supported		
Cooperativeness culture	COO1	0/765	18/928	supported	0/541	0/784
	COO2	0/869	51/574	supported		
	COO3	0/671	11/208	supported		
Employees supporting change	Change1	0/733	17/815	supported	0/628	0/861
	Change2	0/710	14/048	supported		
	Change3	0/735	14/135	supported		
	Change4	0/584	7/813	supported		
Organizational learning	OL1	0/759	21/015	supported	0/737	0/844
	OL2	0/776	21/563	supported		
	OL3	0/849	31/790	supported		
	OL4	0/737	18/242	supported		
	OL5	0/789	27/384	supported		
Organizational performance	OP1	0/712	14/924	supported	0/741	0/736
	OP2	0/782	22/063	supported		
	OP3	0/792	24/488	supported		
	OP4	0/671	12/153	supported		
	OP5	0/615	11/822	supported		

In this research, as shown in Table 2, all the coefficients show this criterion is correct. All factor loadings, except GC3, are above 0.4 and significant at the 99% confidence level, which indicates that the indices (marker variables) explain the conceptual variables well. Studies show that the composite reliability value of all constructs is more than the minimum acceptable value, i.e., 0.70; therefore, the constructs of this study have good reliability. Also, the examination of AVE and shared reliability shows that the value of all the constructs is higher than the acceptable minimum, i.e., 0.50. Therefore, the constructs of this study have good convergent validity. According to the results of Table 2, because all the indices have AVE values higher than 0.50, convergent validity is established in all the indices.

Inferential findings

In the partial least squares method, after checking the fit of measurement models, it is time to fit the structural model of the research. To check the fit of the structural model in the partial least squares method, two criteria of T coefficients and R2 coefficients are used. The fit of the structural model with T coefficients is such that these coefficients are not in the range of -1.96 and +1.96, so their significance can be confirmed at the 95% confidence level.
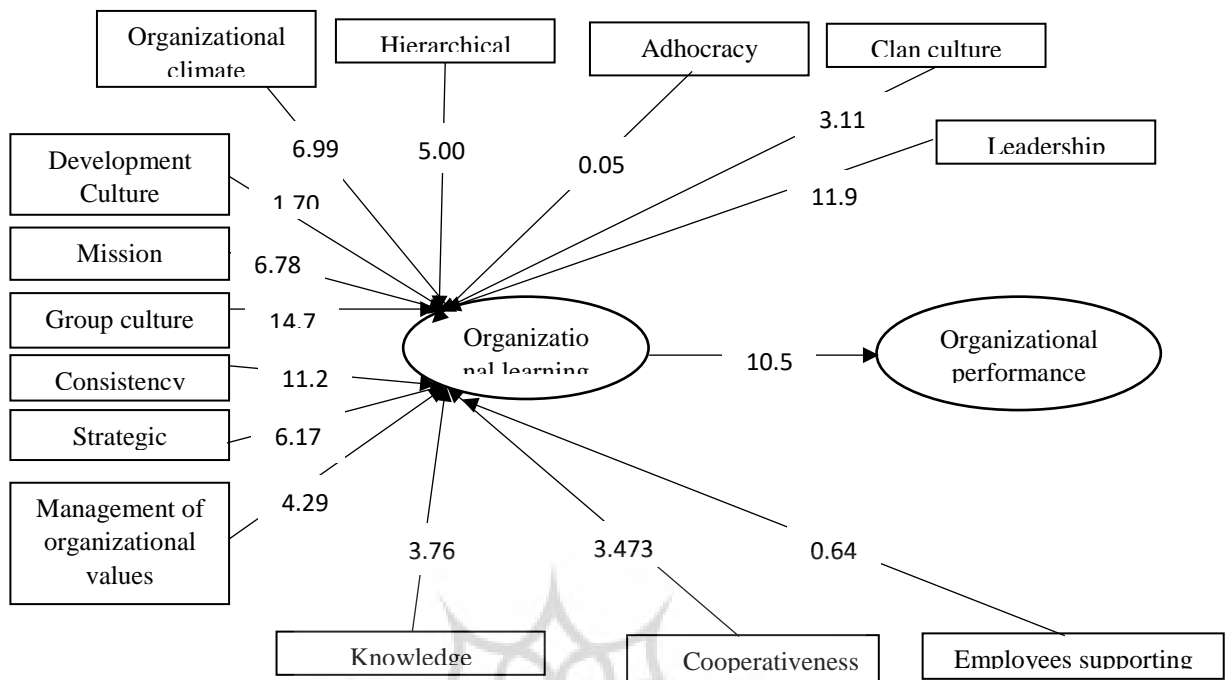
Fig. 1. *Structural equation model in the significance state of coefficients*

Fig. 2 indicates that all paths between model variables are confirmed and significant. The second criterion for examining the fit of the structural model in each research is the R2 coefficients related to the endogenous (dependent) latent variables of the model. R2 is a criterion that shows the influence of exogenous variables on endogenous variables, and three values of 0.19, 0.33, and 0.67 are considered for weak, moderate, and strong values of R2 (Davari and Rezazadeh, 2019).
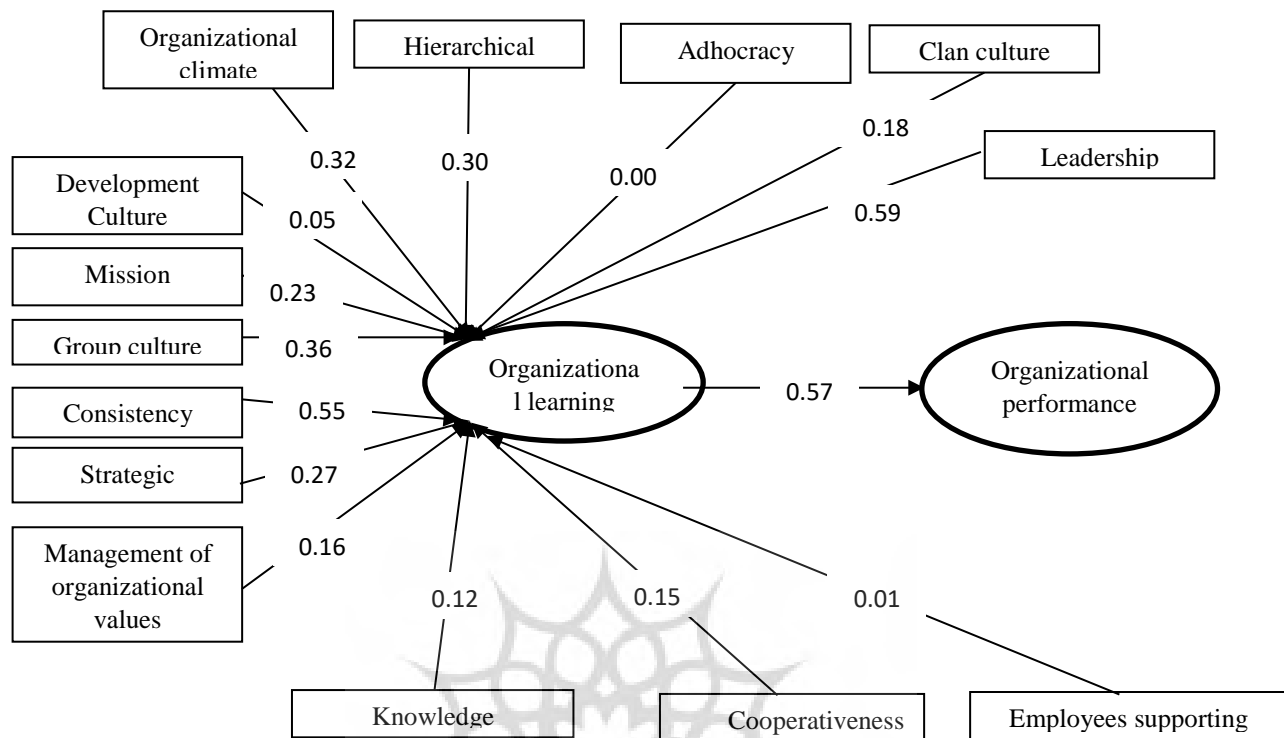
Fig. 2. *Model in the state of standard factor loading coefficients*

The mentioned criteria are shown in the circles related to the structural model of the research, and for the structural model of this research, given that the two variables of organizational learning and perceived organizational performance are endogenous latent variables and are, therefore, impressible. Fig. 2 shows that in this research, the variable of organizational learning has a strong criterion (0.988) and the variable of perceived organizational performance has a moderate criterion (0.328), so the structural model has a good fit from the perspective of this criterion.

Test of hypotheses

As can be seen from Fig. 2, the test of research hypotheses in the case of significant coefficient, and Fig. 3, in the case of standard coefficient, in order to have a general view about the analysis of the research hypotheses test.

Conclusion and Suggestions

The results of the first hypothesis indicate the effect of clan culture on the perceived organizational performance according to the role of organizational learning. In Agricultural Jihad Organization, involving employees in the decision-making process, inviting all people to strategic thinking, and accepting individual responsibility for the quality of their work and products leads to the improvement of the organization's performance. In this culture, employee cohesion and high morale are very important for managers. The results of this research are in line with the findings of Kurdi and Taheri (2021), Mir Mohammadi and Rajaei (2014), Nile and Konkola (2021), and Jegnas et al. (2012). The result of the second

hypothesis showed that the adhocracy culture does not affect the perceived organizational performance according to the role of organizational learning**.** It can be said that the lack of decentralized leadership, individual initiative, and organic decision-making in the Agricultural Jihad Organization has led to the rejection of this hypothesis. Adhocracy culture in any organization does not rely on a rigid system of authority or procedures. Instead, it focuses on continually adapting methods by permitting the employees most closely associated with the intended action to do their jobs and solve problems the way they know how. Also, the organization is a very dynamic and entrepreneurial place, and the managers of the organization in this type of culture are generally innovative and risk-taking people, and the managers of the organization emphasize growth and achieving new opportunities. The results of this research are not in line with Monazami (2021), Soltani et al. (2015), Asadkhan et al. (2020), and Zellars et al. (2013). The third hypothesis showed that hierarchical culture significantly affects perceived organizational performance according to the role of organizational learning. It can be said that in order to improve the performance of the Agricultural Jihad Organization, even small issues should be referred to a higher person for the final solution. Also, any decision made must be approved by the head. Also, since the organization emphasizes consistency and consistency, it seeks a conservative strategic position to improve its performance. The results of this research are in line with Ganji and Tazike Lemski (2020), Ardalan et al. (2015), Mamik et al. (2020), and Fei Chen (2006).

The fourth hypothesis showed that leadership significantly affects perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. It can be said that by creating a sense of self-confidence among employees, leaders enable them to provide appropriate information to the organization's clients to increase performance**.** Also, by respecting the personal opinions of the employees and making maximum use of summarizing the opinions, he created a kind of respect for the employees, which makes them never evade the orders given to them employees and do the work within the set time, and by taking time to guide and train employees and teach new knowledge and new techniques, as well as using communication benefits avoid deviations in the work of employees**.** It pays more attention to providing the right information to the client so that the employees can be given detailed training. The results of this research are in line with the findings of Kazemi Rudbali et al. (2020), Sanobar et al. (2015), Nile and Konkola (2021), and Chen (2013). The fifth hypothesis showed that the organizational climate significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization**.** In Agricultural Jihad Organization, by holding meetings in which all the people of the organization gather together, they provide the basis for improving the learning of the employees, and by listening to each other's words, they help to improve the organizational performance. Also, managers and employees are frank with each other, that is, they have a frank discussion, frank exchange of opinions, frank advice, etc. The results of this research are in line with the findings of Sohrabzadeh et al. (2019), Mir Mohammadi and Rajaei (2014), and Zellars et al. (2013). The sixth hypothesis showed that the development culture significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad

Agricultural Jihad Organization. It can be said that the organization seeks to provide opportunities for individual development other than formal training (for example, work assignments and job rotation). They also encourage employees to participate in educational activities (such as training, professional seminars, and symposiums). Also, in the organization, employees are rewarded for improvement ideas and encouraged to analyze the mistakes made and learn from them. The results of this research are in line with the findings of Kamali et al. (2020), Soltani et al. (2015), Nafchi and Mobleskel (2018), and Chen Lifar (2001). The seventh hypothesis showed that the mission significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. In fact, it can be said that managers and employees have a common vision of what the organization will look like in the future. Also, by having a long-term perspective, leaders determine the organization's strategic path and help improve organizational performance. Also, by creating broad agreements about goals, they help employees to improve organizational performance with the help of employee learning. Also, by clarifying the goals of the organization for the employees, the leaders justified them to increase the organizational performance. The results of this research are in line with the findings of Mahrati et al. (2020), Ardalan et al. (2015), Nafchi and Mobleskel (2018), and Chen Lifar (2001). The eighth hypothesis showed that group culture significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. In fact, it can be said that supervisors encourage the people who work for them to work as a team. Also, encouraging

employees to exchange opinions and ideas, participate in decision-making and solving problems, and hold group meetings for discussion among employees, help them provide career and organizational learning and help improve organizational performance. The results of this research are in line with the findings of Shakerian (2019), Soltani et al. (2015), Tamel et al. (2016), and Zellars et al. (2013). The ninth hypothesis showed that the consistency culture significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. It can be said that ignoring the fundamental values of the organization will get managers into trouble. Therefore, a clear and stable set of values should be created to organize the way of doing things and to introduce to employees how to reach a consensus even on difficult issues. On the other hand, coordinating the projects in different departments of the organization will simplify the field of improving organizational performance. The results of this research are in line with the findings of Etenmad (2019), Mir Mohammadi and Rajaei (2014), Mamik et al. (2020), Netoni and Hong (2014). The tenth hypothesis showed that strategic orientation significantly affects perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. It can be said that organizations should try to provide different and distinct services and products to the market by pursuing innovative opportunities and developing capabilities more than competitors. Also, in order to strengthen the dimensions of foresight, analysis, and defense, which are conservative dimensions in the strategic orientation, to conduct comprehensive analyzes of critical issues, use information based on long-term performance in decisions, use information systems in the analysis of

positions, use planning techniques, emphasize coordination between different task areas, use cost control systems and improve operational efficiency. Also, by creating long-term orientation and goals, they should specify a clear mission that will give meaning and direction to the work. The results of this research are in line with the findings of Jabari et al. (2019), Soltan et al. (2015), Nile and Konkola (20121), and Jeevan and Summit (2017). The eleventh hypothesis showed that the management of organizational values significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. It can be said that managers and leaders must act on what they say so that employees gain the necessary trust in the organization. Also, with the help of a clear and stable set of values, they should organize the ways of doing work. On the other hand, considering that neglecting the fundamental values of the organization will cause problems for the management; therefore, creating a code of ethics that guides the behavior of employees and informs them of right from wrong**.** The results of this research are in line with the findings of Rahimi and Aghababai (2019), Sanobar et al. (2015), Famieh (2017), and Zellars et al. (2013). The twelfth hypothesis showed that knowledge management significantly affects perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization**.** It can be said that the infrastructure factors that are the backbone of knowledge management should be strengthened, and the knowledge management assets of organizations should be used more in the fourth development plan. Since the analysis showed that knowledge management dimensions greatly affect learning among the organization's employees, it is obvious that if

the organization strengthens the knowledge management dimensions, it can enjoy higher learning**.** In this regard, taking into account that among the infrastructural dimensions of knowledge management are knowledge transformation, knowledge distribution, knowledge development and transfer, knowledge socialization, creating added value and problem-solving, and creating a climate that encourages collective and joint behavior and encouraging interaction and collaboration between employees in different departments of the organization can have a significant effect in improving the organizational performance in this dimension. The results of this research are in line with the findings of Ghasimpour et al. (2019), Soltani et al. (2015), Podsakov (2016), Netoni and Hong (2014). The thirteenth hypothesis showed that the cooperativeness culture significantly affects the perceived organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. In fact, it can be said that the employees' participation and freedom of action in doing the work are very appropriate. Also, pay attention to the employees' suggestions and involve them in the affairs of the organization to pay more attention to the clients' needs. On the other hand, managers should always try to help their employees by involving employees on the one hand, and on the other hand, to spread the spirit of collaboration and assistance in the organization because the participation of employees in the process of setting goals, making decisions and carrying out the activities of the organization strengthens the climate of trust and ultimately improves the organizational performance. The results of this research are in line with the findings of Ganji and Tazike Lemski (2020), Mir Mohammadi and Rajaei (2014), Harris (2014), and Fei Chen (2006). The fourteenth hypothesis showed that employees supporting change do not significantly affect the perceived

organizational performance according to the role of organizational learning in the Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization. It can be said that the way things were done was inflexible and difficult to change. On the other hand, since efforts to change are often met with resistance; therefore, different units of the organization should often cooperate to make changes so that they can apply effective changes in the organization and improve the overall organizational performance. The results of this research are not in line with the findings of Kurdi and Taheri (2021), Sanobar et al. (2015), Barackat al. (2015), and Chen (2013).

References

Adam,a. Rhian Indradewa, T. Y. R. Syah,(2020), The Leadership Styles Impact, In Learning Organizations, And Organizational Innovation Towards Organizational Performance Over Manufacturing Companies, Indonesia , Business,3(3).

Ahadian Porparvin, D., Hejazi Farahmand, N., & Alifari, M., (2020). The effect of organizational culture on company performance with the mediating role of management accounting systems, Journal of Cultural Management, Vol. 14, No. 2 (series 48); pp. 115-129. https://sid.ir/paper/515423/fa (In Persian)

Akhavan, P., Sanjaghi, M. E., Rezaeenour, J., & Ojaghi, H. (2014). Examining the relationships between organizational culture, knowledge management and environmental responsiveness capability. VINE: The journal of information and knowledge management systems. doi/10.1108/VINE-07-2012-0026

Al-Ali, A. A., Singh, S. K., Al-Nahyan, M., & Sohal, A. S. (2017). Change management through leadership: the mediating role of organizational culture. International Journal of Organizational Analysis. doi/10.1108/IJOA-01-2017-1117

Argyris, C., & Schon, D. A. (1978). Organizational learning: A theory of action perspective. Reading, MA: AddisonWesley. doi.org/10.2307/40183951

Barney, J. B. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17, 99–120. doi.org/10.1177/0149206391017001

Bontis, N., Crossan, M., & Hulland, J. (2002). Managing an organizational learning system by aligning stocks and flows. Journal of Management Studies, 39(4), 437–469. doi.org/10.1111/1467-6486.t01-1-00299

Brown, H., Kim, J. S., & Faerman, S. R. (2021). The influence of societal and organizational culture on the use of work-life balance programs: A comparative analysis of the United States and the Republic of Korea. The Social Science Journal, 58(1), 62-76. doi.org/10.1016/j.soscij.2019.03.008

Bui, T. D., Tsai, F. M., Tseng, M. L., & Ali, M. H. (2020). Identifying sustainable solid waste management barriers in practice using the fuzzy Delphi method. Resources, conservation and recycling, 154, 104625. doi.org/10.1016/j.resconrec.2019.104625.

Cao, Z., Huo, B., Li, Y., & Zhao, X. (2015). The impact of organizational culture on supply chain integration: a contingency and configuration approach. Supply Chain Management: An International Journal. doi.org/10.1108/SCM-11-2013-0426

Chang, C. L. H., & Lin, T. C. (2015). The role of organizational culture in the knowledge management process. Journal of Knowledge management. doi.org/10.1108/JKM-08-2014-0353

Chen, Y. S., Lin, S. H., Lin, C. Y., Hung, S. T., Chang, C. W., & Huang, C. W. (2020). Improving green product development performance from green vision and organizational culture perspectives. Corporate Social Responsibility and Environmental Management, 27(1), 222-231. doi.org/10.1002/csr.1794

Chiva, R., Alegre, J., & Lapiedra, R. (2007). Measuring organisational learning capability among the workforce. International Journal of Manpower, 28(3/4), 224–242. doi.org/10.1108/01437720710755227

Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi method to the use of

experts. *Management science*, 9(3), 458-467. doi.org/10.1287/mnsc.9.3.458

DeLong, D. W., & Fahey, L. (2000). Diagnosing cultural barriers to knowledge management. The Academy of Management Executive, 14(4), 113–127. doi.org/10.5465/ame.2000.3979820

DiMilia, L., & Birdi, K. (2010). The relationship between multiple levels of learning practices and objective and subjective organizational financial performance. Journal of Organizational Behavior, 31(4), 481–498. doi.org/10.1002/job.623

Dobre, O. I. (2013). Employee motivation and organizational performance. Review of applied socio-economic research, 5(1).

Dubey, R., Gunasekaran, A., Childe, S. J., Papadopoulos, T., Hazen, B., Giannakis, M., & Roubaud, D. (2017). Examining the effect of external pressures and organizational culture on shaping performance measurement systems (PMS) for sustainability benchmarking: Some empirical findings. International Journal of Production Economics, 193, 63-76. doi.org/10.1016/j.ijpe.2017.06.029

Epure, M., & Lafuente, E. (2015). Monitoring bank performance in the presence of risk. Journal of Productivity Analysis, 44(3), 265-281. doi.org/10.1007/s11123-014-0413-z

Farakhinejad, P., Shahrakipour, H., & Rigi Naroni, Kh. (2016). The role of intellectual capital and learning ability on the organizational performance of education employees in Zahedan city, National Conference of Modern Researches of Iran and the World in Psychology, Educational Sciences and Social Studies, Shiraz. https://civilica.com/doc/751353 (In Persian)

García-Fernández, J., Martelo-Landroguez, S., Vélez-Colon, L., & Cepeda-Carrión, G. (2018). An explanatory and predictive PLS-SEM approach to the relationship between organizational culture, organizational performance and customer loyalty: The case of health clubs. Journal of Hospitality and Tourism Technology. doi.org/10.1108/JHTT-09-2017-0100

Garman, A. (2006). Diagnosing and changing organizational culture: Based on the competing

values framework. Personnel Psychology, 59(3), 755.

Ghanbari, M., & Sayebani, H.R., (2019). The relationship between organizational culture and job performance of employees with the mediating role of job satisfaction of the General Directorate of Sports and Youth of Fars Province, the 6th National Conference of Sports Sciences and Physical Education of Iran, Tehran. https://civilica.com/doc/1031764. (In Persian)

Ghasemieh, H., Nisi, A.H., & Hardani, Y., (2020). Assessing the mediating effect of innovation and organizational entrepreneurship on the relationship between ICT and improving organizational performance (Case study: Ahvaz Industrial Town No. 1). Journal of Entrepreneurship Development, 13(3), 401-419. https://doi.org/10.22059/jed.2020.302220.653349. (In Persian)

Gochhayat, J., Giri, V. N., & Suar, D. (2017). Influence of organizational culture on organizational effectiveness: The mediating role of organizational communication. Global Business Review, 18(3), 691-702. doi.org/10.1177/0972150917692185.

Golban, J., & Rizgi Shirsawar, H., (2020). Application of the ISM model to level the components of organizational culture and rank the components using the AHP method, Journal of Organizational Culture Management, 18(4), 775-798. doi.org/10.22059/jomc.2020.294957.1007963.

Hadian Nasab, A., Ebrahimpour, M., & Noepasandasil, S., (2017). The effect of authentic leadership on the social organizational performance with regard to the mediating role of organizational culture (Case Study: General Directorate of Ports and Maritime Affairs of Gilan Province), Journal of Organizational Culture Management, 16(1), 117-148. doi.org/10.22059/jomc.2018.132840.1006560 (In Persian)

Harooni, M., & Razeghi, S. (2020). Investigating the Relationship between Organizational Culture, Total Quality ManSagement and Performance. *Journal of System Management*, 6(2), 169-181.

Hock, M., Clauss, T., & Schulz, E. (2016). The impact of organizational culture on a firm's capability to innovate the business model. R&D Management, 46(3), 433-450. doi.org/10.1111/radm.12153.

Hosseini, S. H., Hajipour, E., Kaffashpoor, A., & Darikandeh, A. (2020). The mediating effect of organizational culture in the relationship of leadership style with organizational learning. Journal of human Behavior in the social environment, 30(3), 279-288. doi.org/10.1080/10911359.2019.1680473.

Hosseinzadeh, J., Sadatnia, S.M., Abedini, Q., & Kianoosh, M., (2020). A study of the managers' emotional intelligence and innovative organizational culture on the performance of employees in the organization and firefighting and safety services units of municipalities in Mazandaran province, the first international conference on new challenges and solutions in industrial engineering, Journal of management and accounting, Sari. https://civilica.com/doc/1045255/ (In Persian)

Huber, G. (1991). Organizational learning: The contributing processes and the literature. Organizational Science, 2(1), 88–115. doi.org/10.1080/10911359.2019.1680473.

Imran, M., Ismail, F., Arshad, I., Zeb, F., & Zahid, H. (2021). The mediating role of innovation in the relationship between organizational culture and organizational performance in Pakistan's banking sector. Journal of Public Affairs, e2717. doi.org/10.1002/pa.2717.

Isensee, C., Teuteberg, F., Griese, K. M., & Topi, C. (2020). The relationship between organizational culture, sustainability, and digitalization in SMEs: A systematic review. Journal of Cleaner Production, 275, 122944. doi.org/10.1016/j.jclepro.2020.122944.

Islam, M. Z., Jasimuddin, S. M., & Hasan, I. (2015). Organizational culture, structure, technology infrastructure and knowledge sharing: Empirical evidence from MNCs based in Malaysia. Vine. doi.org /10.1108/VINE-05-2014-0037.

Jafari, A., Homayunfar, M., and Sabet, S., (2020). The moderating role of organizational culture in the effect of organizational entrepreneurship dimensions on business performance, 6th International Conference on Management and Accounting Sciences, Tehran. doi.org /10.22059/ijms.2017.215054.672249 (In Persian)

Jerez-Gomez, P., Céspedes-Lorente, J., & Valle-Cabrera, R. (2005). Organizational learning capability: A proposal of measurement. Journal of Business Research, 58(6), 715–725. doi.org/10.1016/j.jbusres.2003.11.002

Khademi, A., & Saberi-Hekami, M. (2018). The Effect of Organizational Culture on Organizational Performance with Role of Mediator Intellectual Capital. *Journal of System Management*, *4*(1), 1-26.

Khedhaouria, A., Nakara, W. A., Gharbi, S., & Bahri, C. (2020). The relationship between organizational culture and small-firm performance: Entrepreneurial orientation as mediator. European Management Review, 17(2), 515-528. doi.org/10.1111/emre.12383

Kim, D. H. (2009). The link between individual and organizational learning. In *The strategic management of intellectual capital* (pp. 41-62). Routledge. doi.org/10.4324/9780080517926-6.

Kim, T., & Chang, J. (2018). Organizational culture and performance: a macro-level longitudinal study. Leadership & Organization Development Journal, 40(1), 65-84. doi.org/10.1108/LODJ-08-2018-0291

Kim, T., & Chang, J. (2019). Organizational culture and performance: a macro-level longitudinal study. Leadership & Organization Development Journal. doi.org/10.1108/LODJ-08-2018-0291

Knein, E., Greven, A., Bendig, D., & Brettel, M. (2020). Culture and cross-functional coopetition: The interplay of organizational and national culture. Journal of International Management, 26(2), 100731. doi.org/10.1016/j.intman.2019.100731

Kordnaij, A., Fani, A., & Masoudi, Z., (2014). Organizational culture as the missing link of organizational transparency and organizational performance, Journal of Organizational Culture Management, 12(2 (series 32), 173-189. doi.org/10.22059/jomc.2014.51179. (In Persian)

Kowsari, F., & Darush, A. (2017). Investigating the Impact of Organizational Culture on Innovation with Regard to the Mediating Role of

Knowledge Sharing. *Journal of System Management*, *3*(4), 29-44.

Liu, K. S., Hsueh, S. L., Wu, W. C., & Chen, Y. L. (2012). A DFuzzy-DAHP decision-making model for evaluating energy-saving design strategies for residential buildings. Energies, 5(11), 4462-4480. doi.org/10.1016/j.ssci.2022.105730.

Liu, K. S., Hsueh, S. L., Wu, W. C., & Chen, Y. L. (2012). A DFuzzy-DAHP decision-making model for evaluating energy-saving design strategies for residential buildings. Energies, 5(11), 4462-4480. doi.org/10.3390/en5114462

Lopez, S. P., Peon, M. M., & Ordas, V. J. (2005). Organizational learning as a determining factor in business performance. The Learning Organization. 12(3), 227–245. doi.org/10.1108/09696470510592494.

Maharati, Y., Saberi, A., & Nekodari, A., (2020). The effects of inclusive leadership on organizational citizenship behavior: the mediating role of organizational justice and organizational learning culture, 4th international conference on modern management and accounting studies in Iran, Karaj. (In Persian)

Migdadi, M. M. (2019). Organizational learning capability, innovation and organizational performance. European Journal of Innovation Management. doi.org/10.1108/EJIM-11-2018-0246.

Moghni, H., (2019). The effect of organizational culture on the performance of organizational innovation in family companies, 4th national conference on community empowerment in the field of humanities and psychological studies. https://civilica.com/doc/879938 (In Persian)

Mohandes, S. R., Sadeghi, H., Fazeli, A., Mahdiyar, A., Hosseini, M. R., Arashpour, M., & Zayed, T. (2022). Causal analysis of accidents on construction sites: A hybrid fuzzy Delphi and DEMATEL approach. Safety science, 151, 105730.

Mouaz Alsabbagh,Abdul Hamid AL Khalil,(2017), The Impact of Organizational Culture on Organizational Learning (An Empirical Study on the Education Sector in Damascus City), International Journal of Academic Research in Business and Social Sciences, Vol. 7, No. 4 .doi.org/10.6007/IJARBSS/v7-i4/2834

Nazarian, A., Atkinson, P., & Foroudi, P. (2017). Influence of national culture and balanced organizational culture on the hotel industry's performance. International Journal of Hospitality Management, 63, 22-32. doi.org/10.1016/j.ijhm.2017.01.003

Nikpour, A., "The impact of organizational culture on organizational performance: The mediating role of employee's organizational commitment." International Journal of Organizational Leadership 6 (2017): 65-72.

Ogbonna, E., & Harris, L. C. (2000). Leadership style, organizational culture and performance: empirical evidence from UK companies. International Journal of human resource management, 11(4), 766-788. doi.org/10.1080/09585190050075114.

Oh, S. Y., & Han, H. S. (2020). Facilitating organisational learning activities: Types of organisational culture and their influence on organisational learning and performance. Knowledge Management Research & Practice, 18(1), 1-15. doi.org/10.1080/14778238.2018.1538668

Oh, S., & Kuchinke, K. P. (2017). Exploring the role of organizational learning activities in the quality management context. Leadership & Organization Development Journal, 38(3), 380–397. . doi.org/10.1108/LODJ-11-2015-0259

Osabiya, B. J. (2015). The effect of employees' motivation on organizational performance. Journal of public administration and policy research, 7(4), 62-75. doi.org/10.5897/JPAPR2014.0300

Pantouvakis, A., & Bouranta, N. (2013). The link between organizational learning culture and customer satisfaction: Confirming relationship and exploring moderating effect. *The Learning Organization*.
doi.org/10.1108/09696471311288528

Pirmohammadzadeh, A., Alini, A., & Pourkavian, S. (2019). A study of the relationship between organizational culture, total quality management (TQM) and organizational performance in tourism companies, the 5th National Conference on Humanities and Management Studies, Tehran. (In Persian)

Popova-Nowak, I. V., & Cheh, M. (2015). The meaning of organizational learning: A metaparadigm perspective. Human Resource Development Review, 14(3), 299–331. doi.org/10.1177/1534484315596856

Qoreshi, M.S., and Sayebani, H., (2017). The relationship between business intelligence, organizational learning and success in organizational performance in the sports federation of veterans and disabled people, the third international conference on modern researches in sports sciences and physical education, Hamedan. https://civilica.com/doc/855930 (In Persian)

Rai, R. K. (2011). Knowledge management and organizational culture: A theoretical integrative framework. Journal of Knowledge Management, 15(5), 779–801. doi.org/10.1108/13673271111174320

Rajabi Farjad, H., & Rezaei, S., (2017). The effect of organizational silence on employee performance with regard to the mediating role of organizational culture, Journal of Cultural Management, 11(37), 1-16. (In Persian)

Ruth Ouma, Henry Kombo,(2016), Effect of Organizational Learning on Organizational Performance of Food Manufacturing Firms in Nairobi County, Kenya,European Journal of Business and Management, Vol.8, No.30, 2016. doi.org/41.89.96.81:8080/xmlui/handle/123456789/1870

Safiah Omar,Fauziah Noordin, Noormala AmirIshak,(2016), Learning Organization Culture, Organizational Performance and Organizational Innovativeness in a Public Institution of Higher Education in Malaysia: A Preliminary Study, Procedia Economics and Finance, Volume 37, 2016, 512-519. doi.org/10.1016/S2212-5671(16)30159-9

Serrat, O. (2017). Knowledge solutions: Tools, methods, and approaches to drive organizational performance (p. 1140). Springer Nature. doi.org/10.1007/978-981-10-0983-9

Shafique Ur Rehman,,Anam Bhatti ,Naveed Iqbal Chaudhry, (2019), Mediating effect of innovative culture and organizational learning between leadership styles at third-order and organizational performance in Malaysian SMEs, Journal of Global Entrepreneurship Research volume 9, Article number: 36. doi.org/10.1186/s40497-019-0159-1

Shahzad, F., Luqman, R. A., Khan, A. R., & Shabbir, L. (2014). Impact of organizational culture on organizational performance: An overview. Interdisciplinary journal of contemporary research in business.

Shrivastava, P. (1983). Typology of organizational learning systems. Journal of Management Studies, 20(1), 7–28. doi.org/10.1111/j.1467-6486.1983.tb00195.x

Srisathan, W. A., Ketkaew, C., & Naruetharadhol, P. (2020). The intervention of organizational sustainability in the effect of organizational culture on open innovation performance: A case of thai and chinese SMEs. Cogent business & management, 7(1), 1717408. doi.org/10.1080/23311975.2020.1717408

Starkey, K., Tempest, S., & McKinlay, A. (2004). How organizations learn: Managing the search for knowledge (2nd ed.). London: South-Western Cengage Learning.

Strauss A L & Corbin J. Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. 1998: 2nd Ed. Sage

Strauss A. L & Corbin J. Basics of Qualitative Research: Grounded Theory Procedures and Techniques. 1990: Sage

Tam, S., & Gray, D. E. (2016). Organisational learning and the organisational life cycle. European Journal of Training and Development. doi.org//10.1108/ejtd-07-2015-0052

Tan, B. S. (2019). In search of the link between organizational culture and performance. Leadership & Organization Development Journal. doi.org /10.1108/LODJ-06-2018-0238

Tohidi, H., Seyedaliakbar, S. M., & Mandegari, M. (2012). Organizational learning measurement and the effect on firm innovation. Journal of Enterprise Information Management, 25(3), 219–245. doi.org/10.1108/17410391211224390

Tortorella, G. L., Fettermann, D., Fogliatto, F. S., Kumar, M., & Jurburg, D. (2021). Analysing the influence of organisational culture and leadership styles on the implementation of lean manufacturing. Production planning & control,

32(15), 1282-1294. doi.org/10.1080/09537287.2020.1799255

Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. Academy of Management Review, 29(2), 222–240. doi.org/10.5465/amr.2004.12736080

Vijayakumar, V. S. R., & Padma, R. N. (2014). Impact of perceived organizational culture and learning on organizational identification. International Journal of Commerce and Management. doi.org/10.1108/IJCoMA-01-2012-0003

Warrick, D. D. (2017). What leaders need to know about organizational culture? Business Horizons, 60(3), 395-404. doi.org/10.1016/j.bushor.2017.01.011.

Yang, F., Zhang, H., Xiao, T., Liu, J., Chai, C., & Zhou, P. (2021). Impacts of external involvement on new product development performance: moderating role of organisational culture. Technology Analysis & Strategic Management, 33(1), 70-83. doi.org/10.1080/09537325.2020.1790514.

Zafar, H., Hafeez, M. H., & Mohd Shariff, M. N. (2016). Relationship between market orientation, organizational learning, organizational culture and organizational performance: mediating impact of innovation. *South East Asia Journal of Contemporary Business, Economics and Law*, 9(2), 40-56. doi.org/10.1108/LODJ-08-2018-0291