

Strategic Leadership as a Catalyst For Organizational Culture Transformation in Sarawak's TVET Institutions

Julia Clifton^a; Marinah Awang^{b*}, Mahaliza Mansor^c

^a Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, Malaysia

^{b, c} Faculty of Management and Economics, Universiti Pendidikan Sultan Idris, Malaysia

Corresponding author: marinah@fpe.upsi.edu.my

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Abstract

This study aims to examine the relationship between Strategic Leadership and Organizational Culture transformation in Sarawak's TVET institutions, recognizing its critical role in ensuring institutional adaptability and long-term sustainability. The research specifically examines the correlation between Strategic Leadership and various dimensions of a Learning Organization, emphasizing its impact on fostering a responsive and innovative organizational culture in vocational education. A quantitative correlational research design was adopted, involving 150 teachers from three vocational colleges in Sarawak. Data were collected using a questionnaire and analyzed through Pearson's correlation analysis. The findings reveal a strong positive correlation ($r = .72, p < .001$) between Strategic Leadership and Organizational Culture transformation, highlighting that institutions with effective strategic leadership exhibit higher adaptability, improved collaboration, and a stronger learning-oriented culture. The study concludes that Strategic Leadership is a key driver in navigating institutional challenges, fostering continuous improvement, and ensuring TVET institutions remain aligned with evolving industry needs. The results provide valuable insights for policymakers, institutional leaders, and educators on the importance of leadership in cultivating an agile and progressive learning environment. These findings reinforce the need to integrate strategic leadership practices into TVET governance and professional development programs, ensuring the future sustainability and competitiveness of vocational education in Sarawak.

Keywords: Strategic Leadership, Learning Organization, Organizational Culture, TVET Institutions, Vocational Colleges, Institutional Adaptability

Abstrak

Kajian ini bertujuan untuk mengkaji hubungan antara Kepimpinan Strategik dan transformasi Budaya Organisasi dalam institusi TVET di Sarawak, dengan menekankan peranannya yang kritikal dalam memastikan kebolehsuaian institusi dan kelangsungan jangka panjang. Secara khusus, kajian ini mengkaji korelasi antara Kepimpinan Strategik dan pelbagai dimensi Organisasi Pembelajaran, menonjolkan kesannya terhadap pembentukan budaya organisasi yang responsif dan inovatif dalam pendidikan vokasional. Kajian ini menggunakan reka bentuk penyelidikan korelasi kuantitatif, melibatkan 150 orang guru dari tiga buah kolej vokasional di Sarawak. Data dikumpulkan melalui soal selidik dan dianalisis menggunakan analisis korelasi Pearson. Hasil kajian menunjukkan korelasi positif yang kuat ($r = .72, p < .001$) antara Kepimpinan Strategik dan transformasi Budaya Organisasi, membuktikan bahawa institusi dengan kepimpinan strategik yang berkesan menunjukkan kebolehsuaian lebih tinggi, kolaborasi lebih baik, dan budaya pembelajaran yang lebih kukuh. Kajian ini merumuskan bahawa Kepimpinan Strategik adalah pemacu utama dalam menangani cabaran institusi, menggalakkan peningkatan berterusan, dan memastikan institusi TVET kekal selari dengan keperluan industri yang sentiasa berubah. Hasil kajian ini memberikan nilai yang signifikan kepada pembuat dasar, pemimpin

institusi, dan pendidik dalam memahami kepentingan kepemimpinan dalam membentuk persekitaran pembelajaran yang fleksibel dan progresif. Dapatan ini mengukuhkan keperluan untuk mengintegrasikan amalan kepemimpinan strategik dalam tadbir urus TVET dan program pembangunan profesional bagi memastikan daya saing dan kelestarian pendidikan vokasional di Sarawak.

Kata kunci: *Kepimpinan Strategik, Organisasi Pembelajaran, Budaya Organisasi, Institusi TVET, Kolej Vokasional, Kebolehsuaian Institusi*

INTRODUCTION

The evolving landscape of Technical and Vocational Education and Training (TVET) institutions necessitates a constant drive for adaptability and innovation. In Sarawak, where TVET plays a critical role in equipping the workforce with practical skills, there is a growing emphasis on transforming Organizational Culture to meet the demands of a rapidly changing environment. Central to this transformation is the role of Strategic Leadership, which serves as a catalyst for fostering a learning-oriented culture within these institutions.

Strategic Leadership involves the ability to anticipate, envision, and maintain flexibility while empowering others to create strategic change. It has been identified as a critical factor in influencing organizational success by fostering adaptability and innovation within institutions (Kezar & Holcombe, 2021). In the context of TVET, where the alignment between industry needs and educational outcomes is essential, Strategic Leadership serves as the bridge between traditional organizational practices and a forward-looking, dynamic culture that embraces change (Northouse, 2022). Recent studies have shown that Strategic Leadership can effectively drive organizational transformation, particularly in education, by embedding values and systems that promote continuous learning and innovation (Alavi & Gill, 2020). For TVET institutions, this transformation is particularly significant as they prepare students to meet the rapidly evolving demands of the workforce, driven by technological advancements and shifts in industry standards. Leaders within these institutions must not only manage day-to-day operations but also steer cultural changes that support long-term institutional growth and responsiveness to external changes (Avolio et al., 2021).

One of the key frameworks through which Strategic Leadership can relate to the Organizational Culture is the concept of a learning organization. According to Senge (2021), a learning organization is one that promotes continuous learning, inquiry, and dialogue, encouraging individuals at all levels to collectively enhance their skills and capabilities. In TVET institutions, where there is a need to constantly update curricula and pedagogical practices to match industry requirements, this concept becomes even more pertinent (Norton & Cherastidtham, 2020). Research from recent years has underscored the importance of fostering such a culture within educational institutions to ensure long-term sustainability and relevance (Gordon & Evans, 2022). The ability of TVET institutions to adapt and innovate relies on strategic leaders who can embed systems that support empowerment, team learning, and the integration of new technologies and methodologies (Bendell et al., 2020). In this context, Strategic Leadership not only promotes organizational adaptability but also plays a crucial role in transforming institutional culture to be more resilient and innovation driven.

In Sarawak, the push toward transforming TVET institutions is driven by the state's broader goals of economic development and workforce preparedness. The role of Strategic Leadership is vital in aligning educational institutional objectives with these broader goals. As noted by Rahman and Wong (2023), leaders in the educational institutions must navigate the challenges of limited resources while fostering a culture that promotes continuous learning and collaboration. The transformation of Organizational Culture in TVET institutions is essential not only for their survival but also for their ability to produce graduates who can thrive in a competitive global economy. The global landscape of education is undergoing significant transformation, with institutions continuously striving to enhance their responsiveness to societal and industrial changes. Technical and Vocational Education and Training (TVET) institutions are no exception, as they play a critical role in equipping the workforce with practical skills necessary for economic development. However, many TVET institutions, face challenges in adapting to these rapid changes due to rigid organizational structures and outdated cultural practices (Rahman & Wong, 2023).

The problem of organizational inertia in these institutions is compounded by leadership approaches that may lack a strategic focus, resulting in resistance to change and an inability to foster an environment conducive to continuous learning and innovation (Bendell et al., 2020). This creates a disconnect between the educational outcomes of TVET programs and the dynamic needs of modern industries, which increasingly demand flexibility, creativity, and adaptability from their workforce (Kezar & Holcombe, 2021). Despite the potential of TVET institutions to drive local economic growth, many are struggling to transform into learning organizations that can support the continuous professional development of both their students and staff (Gordon & Evans, 2022).

This issue is further exacerbated by limited resources and infrastructural challenges, which make it difficult for TVET institutions to remain competitive and innovative (Zakaria et al., 2022). As Strategic Leadership has been shown to be a key driver of organizational transformation, it becomes imperative to investigate how leadership can be leveraged to foster a learning-oriented culture in these institutions (Alavi & Gill, 2020). A failure to address this gap could result in TVET institutions becoming increasingly disconnected from the needs of both learners and industries, thereby hindering their ability to contribute meaningfully to the region's economic and social development.

Despite the growing emphasis on transforming organizational culture within Sarawak's TVET institutions, many institutions struggle to foster a learning-oriented and adaptive culture due to leadership challenges. As strategic leadership plays a crucial role in shaping organizational direction, its relationship with organizational culture transformation remains an important area of study. However, there is limited empirical evidence on how strategic leadership correlates with cultural transformation within TVET institutions in Sarawak. Understanding this relationship is essential for ensuring these institutions remain dynamic, innovative, and aligned with industry demands. As strategic leadership is a crucial factor in fostering a learning-oriented culture, understanding its correlation with organizational culture transformation can provide valuable insights for institutional development.

This research aims to examine the extent to which strategic leadership is associated with organizational culture transformation within these institutions. The following research objectives guide this study:

1. To investigate the role of strategic leadership as a catalyst for organizational culture transformation in Sarawak's TVET institutions.
2. To examine the relationship between strategic leadership and the dimensions of a learning organization in the transformation of organizational culture within Sarawak's TVET institutions.

LITERATURE REVIEW

Strategic Leadership is increasingly recognized as a critical factor in the success and transformation of educational institutions, particularly in dynamic environments like TVET (Technical and Vocational Education and Training) institutions. These institutions play a vital role in equipping students with the practical skills needed to thrive in rapidly changing industries. As such, they face constant pressure to adapt to new technologies, industry standards, and pedagogical innovations. Strategic leaders in these settings possess the ability to not only envision the future but also engage in long-term planning, guiding their organizations toward sustained adaptability and growth. They focus on aligning internal capabilities with external demands, which is particularly crucial in education, where traditional models often struggle to keep pace with technological advancements and evolving industry expectations (Northouse, 2022).

A study by Alavi and Gill (2020) highlights that Strategic Leadership in educational settings requires authenticity, foresight, and the ability to inspire continuous learning within organizations. Leaders must create a shared vision and promote a culture that supports the professional development of both faculty and students. In this context, Strategic Leadership is not just about administrative efficiency; it is about fostering an environment where learning is embedded at every level of the organization. Strategic leaders must anticipate changes in the external environment, inspire innovation, and align organizational practices with long-term goals. This leadership style encourages educational

institutions to evolve and respond proactively to the needs of the workforce, industries, and broader societal trends.

In recent years, several studies have demonstrated the pivotal role Strategic Leadership plays in driving cultural change within educational institutions. Kezar and Holcombe (2021) emphasize the importance of leadership in shifting institutional culture toward becoming more innovative, resilient, and responsive to external changes. This is particularly relevant in the context of TVET institutions, which must frequently revise their curricula and teaching methodologies to stay aligned with industry demands. Leaders who engage in strategic thinking help create a culture that embraces change rather than resisting it, ensuring that institutions remain flexible and competitive. They promote an environment where innovation and continuous improvement are not just valued but expected.

The concept of Organizational Culture refers to the shared values, beliefs, and norms that shape the behavior of individuals within an institution. In educational settings, a strong, positive culture is essential for promoting innovation, collaboration, and continuous learning. Organizational Culture is a key determinant of how individuals within an organization interact with one another, approach challenges, and implement change. For TVET institutions, which are tasked with preparing students to meet the rapidly evolving needs of the workforce, a dynamic and adaptive Organizational Culture is crucial (Gordon & Evans, 2022). Bendell et al. (2020) found that leaders who cultivate a learning-oriented culture within their organizations are better able to implement changes that lead to increased innovation and productivity. In the context of TVET institutions, this means fostering a culture where continuous improvement is not only encouraged but also expected at every level of the organization, from administrative staff to faculty and students. A positive Organizational Culture encourages open communication, collaboration, and the sharing of knowledge, all of which are essential for fostering innovation and adaptability in an educational setting.

The relationship between Strategic Leadership and Organizational Culture transformation has been the subject of extensive research in recent years. As noted by Avolio et al. (2021), Strategic Leadership plays a pivotal role in shaping and reinforcing Organizational Culture. Leaders who are effective in strategic roles can drive the development of a culture that prioritizes learning, innovation, and adaptability. This is particularly critical in educational institutions, where cultural rigidity can hinder the institution's ability to evolve in response to changing external pressures. In TVET institutions, where the pace of change in technology and industry standards is rapid, the ability of leaders to shape the Organizational Culture is key to ensuring institutional success. Strategic leaders in TVET institutions are responsible for embedding a culture that embraces continuous learning and adaptability. This involves not only encouraging faculty and staff to engage in professional development but also fostering a culture of collaboration and knowledge sharing. In doing so, leaders help create an environment where innovation can thrive, enabling the institution to respond more effectively to external changes. This is particularly important in the context of TVET institutions, where the ability to adapt to technological advancements and shifts in industry demands is crucial for maintaining relevance and competitiveness.

In the context of TVET institutions, the intersection of Strategic Leadership and Organizational Culture is especially important due to the unique challenges these institutions face. Rahman and Wong (2023) argue that TVET institutions in developing regions must overcome significant cultural and resource-based constraints to foster a learning organization. Leaders in these institutions must be proactive in driving cultural transformation that supports continuous learning and organizational innovation. However, the implementation of such changes is often met with resistance, particularly in institutions with deeply entrenched practices and a lack of resources. One of the primary barriers to cultural transformation in education is resistance to change. Norton and Cherastidtham (2020) emphasize that educational institutions often struggle to adapt to new ways of thinking and working due to longstanding practices and a reluctance to embrace new approaches. This resistance is exacerbated by a lack of resources, which can hinder the institution's ability to implement new initiatives. In the case of TVET institutions, where financial and human resources are often limited, leaders must find creative ways to overcome these barriers and drive meaningful cultural change.

The complexity of balancing short-term operational needs with long-term strategic goals can also hinder leaders' ability to fully implement cultural changes. Leaders in TVET institutions are often tasked with addressing immediate challenges, such as budget constraints and staffing issues, while also focusing on the long-term vision for cultural transformation (Gordon & Evans, 2022). This requires a

delicate balance, as leaders must ensure that the institution continues to operate effectively in the short term while also laying the groundwork for long-term success. Strategic leaders who can navigate this balance are more likely to succeed in implementing cultural changes that enhance the institution's capacity for innovation and adaptability.

Despite the challenges associated with implementing cultural change in TVET institutions, studies suggest that with strong leadership and a clear focus on fostering a learning organization, these challenges can be mitigated. As Bendell et al. (2020) point out, leaders who prioritize team learning, empowerment, and system integration are more likely to succeed in implementing cultural changes that enhance the institution's capacity to innovate and adapt. Strategic leaders who foster a culture of continuous learning and collaboration can help create an environment where change is embraced rather than resisted. In addition to fostering a learning-oriented culture, strategic leaders can also help overcome the resource constraints that often hinder cultural transformation in TVET institutions. By building strong partnerships with industry and government, leaders can secure the resources and support needed to drive meaningful change. This is particularly important in developing regions, where TVET institutions often lack the financial and human resources needed to implement new initiatives. Strategic leaders who can align the goals of the institution with the broader goals of industry and government are more likely to secure the support needed to overcome these resource constraints.

The role of Strategic Leadership in transforming TVET institutions is particularly crucial given the state's ambitions to modernize its workforce and improve economic development. The local TVET institutions are positioned to play a key role in this process, but they must first overcome the cultural and organizational barriers that hinder innovation and adaptability. Strategic Leadership is therefore essential in aligning the goals of these institutions with broader state and industry objectives, particularly in a rapidly evolving global economy (Zakaria et al., 2022). The future of TVET institutions will be shaped by their ability to adapt to the changing demands of the workforce and industries. Strategic leaders who can foster a culture of continuous learning, collaboration, and innovation will be essential in ensuring that these institutions remain relevant and competitive. By embracing the principles of Strategic Leadership, TVET institutions can transform their Organizational Culture to better align with the needs of the workforce, industries, and broader societal trends.

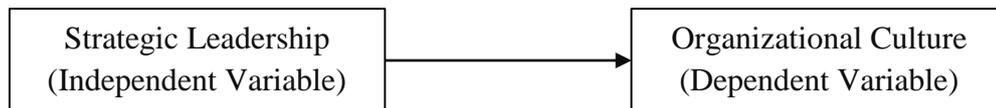
Looking forward, it is clear that the role of Strategic Leadership in TVET institutions will continue to grow in importance. As the pace of technological advancement accelerates and industries evolve, the ability of educational institutions to adapt to these changes will be critical. Strategic leaders who can inspire innovation, foster collaboration, and align organizational practices with long-term goals will be key to ensuring the continued success of TVET institutions. In an educational setting, including Technical and Vocational Education and Training (TVET) institutions, becoming a learning organization is essential for maintaining relevance in rapidly evolving industries (Marsick & Watkins, 2003). A learning organization is characterized by several key dimensions, including continuous learning, inquiry and dialogue, team learning, empowerment, embedded systems, system connection, and strategic leadership (Watkins & Marsick, 1996). These dimensions collectively enhance an organization's ability to adapt to change, develop innovative practices, and maintain a culture that supports growth and transformation. Among these dimensions, strategic leadership plays a pivotal role in shaping organizational culture and guiding the transformation process (Northouse, 2022).

TVET institutions play a crucial role in equipping students with practical skills that align with industry needs, making adaptability and continuous learning essential for institutional success. In Sarawak, where TVET institutions are expected to meet changing workforce demands, the adoption of learning organization principles is necessary to foster an innovative and responsive educational environment (Zakaria, Halim, & Ahmad, 2022). Without a strong learning-oriented culture, TVET institutions risk stagnation, misalignment with industry standards, and reduced effectiveness in producing skilled graduates (Gordon & Evans, 2022). Previous research suggests that TVET institutions that implement learning organization frameworks experience greater institutional resilience, improved staff engagement, and stronger collaborations with industries (Norton & Cherastidham, 2020). Leaders within these institutions must embrace strategic leadership practices that reinforce continuous learning and support organizational culture transformation (Alavi & Gill, 2020).

Among the various dimensions of a learning organization, strategic leadership is particularly influential in driving organizational change. Kezar and Holcombe (2021) emphasize that strategic leadership fosters a culture of innovation, adaptability, and shared vision, which are critical in TVET

settings. Leaders who actively shape institutional goals, encourage knowledge-sharing, and integrate new technologies contribute significantly to the transformation of organizational culture (Bendell, Sutherland, & Little, 2020). Figure 1 illustrates the conceptual framework of this study, highlighting the relationship between Strategic Leadership and Organizational Culture Transformation in Sarawak's TVET institutions. By examining this relationship, the study seeks to understand how Strategic Leadership is linked to changes in organizational culture, particularly in fostering a more learning-oriented and adaptive environment within TVET institutions in Sarawak.

Figure 1 Research Conceptual Framework



RESEARCH METHODOLOGY

In this study, a quantitative correlational research design was employed to investigate the relationship between strategic leadership and organizational culture transformation in Sarawak's TVET institutions. The correlational design was selected to explore associations between the dimensions of a learning organization and organizational culture, without implying causality. The target population consisted of TVET institutions in Sarawak, focusing on vocational college teachers. A total of 150 participants were selected from three vocational colleges in Sarawak. Data were collected using questionnaires distributed through Google Forms, adapted from the Dimensions of Learning Organization Questionnaire (DLOQ) by Watkins and Marsick (1996), and the Organizational Culture Inventory (OCI) by Chang and Lin (2007). The DLOQ measures the dimensions of a learning organization, including continuous learning, inquiry and dialogue, team learning, embedded systems, empowerment, system connection, and strategic leadership. A pilot study confirmed the reliability and validity of the instruments, with Cronbach's alpha values exceeding 0.7 (Memon et al., 2020). Data analysis was conducted using IBM SPSS Statistics 27.0, employing both descriptive and inferential statistics. Descriptive statistics were used to summarize the data, and Pearson's correlation was performed to explore the relationships between learning organization dimensions and organizational culture.

RESEARCH FINDINGS

The correlation analysis shown in Table 1 revealed that Strategic Leadership exhibited the strongest positive relationship with Organizational Culture ($r = .72, p < .001$), making it the most influential dimension of the Learning Organization (LO) in this study. This finding suggests that the presence of strong, visionary, and strategic leadership is closely associated with a more robust, learning-oriented culture within Technical and Vocational Education and Training (TVET) institutions in Sarawak. Strategic leadership is characterized by its focus on long-term goals, setting clear visions for the future, and aligning organizational efforts to achieve those goals. Leaders with strategic capabilities play a crucial role in guiding their organizations through periods of change, ensuring that employees remain motivated, adaptable, and committed to continuous improvement and innovation.

Table1 Correlation analysis between LO dimensions and OC

LO Dimensions	1	2	3	4	5	6	7
1. Continuous Learning	-						
2. Inquiry and Dialogue	.65**	-					
3. Team Learning	.58*	.60**	-				
4. Empowerment	.50*	.55*	.52*	-			
5. Embedded Systems	.60**	.68**	.67**	.50*	-		
6. System Connection	.57*	.61*	.63**	.48*	.64**	-	
7. Strategic Leadership	.66**	.63**	.70***	.58*	.70***	.65**	-
OC	.60**	.55**	.70***	.45*	.68***	.58**	.72***

Note. N = 150, * $p < .05$, ** $p < .01$, *** $p < .001$.

In the context of TVET institutions, the ability to respond effectively to evolving educational demands is critical for their success. Strategic leadership plays a key role in fostering an environment conducive to learning and institutional growth. The strong correlation between Strategic Leadership and Organizational Culture highlights the essential role of leaders in fostering a learning-oriented culture within TVET institutions. Leaders who adopt a strategic approach not only establish clear visions for the institution's future but also actively promote continuous learning and development among staff. By encouraging practices such as ongoing professional development, inquiry and dialogue, and team collaboration, strategic leaders create an environment where staff feel empowered and supported in their professional growth. This sense of empowerment reinforces the institution's broader learning objectives, contributing to its ability to adapt to changing educational and industry needs.

Strategic leadership also plays a critical role in aligning both internal and external organizational efforts. Internally, leaders focus on ensuring that systems and processes within the institution are designed to support learning and adaptability. This involves creating opportunities for staff to engage in continuous learning, fostering collaboration, and encouraging innovation in teaching and administrative practices. By embedding learning and adaptability into the organizational processes, strategic leaders ensure that the institution remains flexible and responsive to the demands of the educational environment.

Externally, strategic leadership extends beyond the institution's internal culture and processes by emphasizing the importance of building strong relationships with key external stakeholders. Leaders who engage in strategic thinking prioritize the development of partnerships with industry professionals, government bodies, and other relevant stakeholders. These external relationships are vital for aligning the institution's culture and practices with the broader needs of the community, industry, and government. In the case of TVET institutions, where the alignment between education and workforce demands is particularly crucial, strategic leaders must ensure that the institution is responsive to external demands. This helps the institution remain competitive and relevant, as it ensures that students are being prepared for the current and future needs of the workforce.

The emphasis on external alignment also includes ensuring that the institution stays abreast of industry trends, technological advancements, and regulatory changes. Strategic leaders are responsible for ensuring that these external factors are reflected in the institution's practices, curricula, and overall direction. This not only strengthens the institution's capacity to produce graduates with relevant skills but also enhances its reputation and credibility in the broader educational and industrial landscape. Another important aspect of strategic leadership is the focus on continuous improvement. Leaders who engage in strategic thinking encourage a culture of reflection, where staff members are consistently seeking ways to improve their practices and outcomes. This culture of continuous improvement ensures that the institution remains forward-looking, adaptable, and capable of responding to new challenges and opportunities. It also fosters an environment where staff feel empowered to take initiative and engage in creative problem-solving, which contributes to the institution's overall innovation and effectiveness.

Moreover, the findings of this study demonstrate that strategic leadership is not an isolated function but is closely interconnected with other dimensions of the Learning Organization, such as Team Learning, Empowerment, and Continuous Learning. For example, the strong correlation between

Strategic Leadership and Team Learning ($r = .70, p < .001$) suggests that leaders who prioritize collaboration and knowledge-sharing among staff are more likely to foster a culture of innovation and adaptability. Similarly, the significant relationship between Strategic Leadership and Empowerment ($r = .58, p < .05$) highlights the importance of empowering staff to take ownership of their work and contribute meaningfully to the institution's goals.

Overall, the correlation analysis reveals that Strategic Leadership is the most influential dimension of the Learning Organization in shaping Organizational Culture within TVET institutions. By fostering a culture of learning, adaptability, and external alignment, strategic leaders play a crucial role in ensuring that TVET institutions remain competitive, innovative, and capable of meeting the evolving demands of the educational landscape. Through their ability to set long-term goals, guide organizational change, and align internal processes with external demands, strategic leaders provide the foundation for a thriving and dynamic institutional culture.

In conclusion, the role of Strategic Leadership in TVET institutions cannot be overstated. Leaders with strategic capabilities are essential in driving cultural transformation and ensuring that these institutions are well-positioned to meet the challenges and opportunities of the future. Through their focus on continuous learning, collaboration, empowerment, and external alignment, strategic leaders play a pivotal role in shaping the success and sustainability of TVET institutions in Sarawak and beyond.

DISCUSSIONS AND CONCLUSION

The findings from this study revealed several significant associations between Learning Organization (LO) dimensions and Organizational Culture (OC), reinforcing the importance of integrating LO principles within Technical and Vocational Education and Training (TVET) institutions in Sarawak. Among the LO dimensions, Strategic Leadership emerged as the most strongly correlated factor with OC, highlighting the crucial role of leadership in cultivating a culture conducive to learning, innovation, and adaptability. The strong correlation between Strategic Leadership and Organizational Culture ($r = .72, p < .001$) suggests that leaders who adopt a strategic approach foster a positive organizational culture by providing clear vision, direction, and empowerment. This finding is consistent with the work of Senge (2006) and Denison (2000), who emphasize that leadership is a critical factor in shaping organizational culture, particularly in environments requiring continuous adaptation and growth, such as TVET institutions. Recent research by Garavan, McCarthy, and Morley (2021) also supports this, highlighting that strategic leadership fosters an innovative work environment by embedding LO principles within educational organizations.

Strategic leadership is crucial in creating an environment where continuous improvement, creativity, and responsiveness to external demands are prioritized. In the context of TVET institutions, where industry standards and technology evolve rapidly, leaders must guide their institutions through these transitions to ensure their continued relevance and competitiveness. Leaders who practice strategic leadership are not just focused on operational management but also on fostering a forward-thinking culture that aligns with workforce and industry needs. This approach allows TVET institutions to remain resilient, innovative, and adaptable in a constantly evolving educational and industrial landscape. The findings of this study align with the work of Alavi and Gill (2020), who emphasize that leaders who integrate strategic leadership within educational settings significantly influence institutional adaptability and innovation.

Other LO dimensions, such as Team Learning and Empowerment, also demonstrated strong positive correlations with OC ($r = .70$ and $r = .68$, respectively). These results indicate that organizations that promote collaborative learning and empower their employees tend to develop more adaptive and innovative cultures. This aligns with Kezar and Holcombe (2021), who found that team learning enhances institutional performance by promoting shared knowledge and collaboration across different levels of an organization. Figueroa and Nielsen (2022) also reinforce this perspective, suggesting that organizations that encourage empowerment create environments where employees feel more engaged, take ownership of institutional goals, and actively contribute to decision-making.

Empowerment, in particular, plays a crucial role in fostering a sense of ownership and accountability among staff members. When employees feel empowered to contribute to decision-making processes, they are more likely to engage in innovative practices and take the initiative in implementing new ideas. Empowerment also fosters a culture of trust, where staff members feel supported in their professional growth and development. This is particularly important in TVET institutions, where the ability to innovate in teaching methods, curriculum design, and industry engagement is essential for staying current with industry demands. The strong correlation between Empowerment and Organizational Culture in this study aligns with recent studies by Chen and Firth (2023), which highlight that empowered educators within TVET institutions drive curriculum innovation and student engagement, improving institutional effectiveness.

Furthermore, the significant correlations between Continuous Learning ($r = 0.60, p < .01$) and Inquiry and Dialogue ($r = .55, p < .01$) with OC are consistent with previous research on the role of continuous professional development and open communication in shaping organizational culture (Marsick & Watkins, 2003). These dimensions emphasize the need for TVET institutions to cultivate a culture where lifelong learning and open dialogue are central to daily operations, helping to build resilience in rapidly changing environments. Continuous learning is essential in TVET institutions, where educators must stay up-to-date with the latest technological advancements and industry standards to provide relevant and high-quality training to students. A culture that promotes continuous learning not only benefits individual staff members but also enhances the overall adaptability and effectiveness of the institution. A recent study by Misko, Choi, Hong, and Pham (2020) found that continuous learning within TVET institutions strengthens the alignment between institutional curriculum and workforce demands, thereby enhancing employability outcomes for students.

Inquiry and Dialogue, another key dimension of LO, promote open communication and collaborative problem-solving within organizations. In TVET institutions, fostering a culture of inquiry and dialogue can lead to more effective decision-making processes, where diverse perspectives are considered, and innovative solutions are explored. Open communication is particularly important in educational settings, where collaboration between different stakeholders such as educators, administrators, and industry partners—is necessary to ensure that the institution remains responsive to external demands. The positive correlation between Inquiry and Dialogue and Organizational Culture in this study highlights the importance of creating a culture where open communication is encouraged and valued. This is further supported by Rahman and Wong (2023), who argue that institutions that encourage open dialogue between faculty, students, and industry professionals foster a more adaptable and innovation-driven culture.

The findings from this study have significant implications for the management and development of TVET institutions in Sarawak. The strong correlations between LO dimensions and OC suggest that by adopting LO principles, TVET institutions can enhance their adaptability, innovation, and overall effectiveness. In particular, strategic leadership, team learning, empowerment, continuous learning, and inquiry and dialogue are critical factors in shaping a positive organizational culture. These findings align with existing research on the importance of LO principles in fostering organizational success and highlight the need for TVET institutions to prioritize these dimensions in their management practices (Zakaria, Halim, & Ahmad, 2022).

In addition to the correlations between LO dimensions and OC, this study also highlights the importance of leadership in driving cultural change within TVET institutions. Leaders who adopt a strategic approach are not only focused on achieving short-term operational goals but also on fostering a culture of continuous improvement, innovation, and adaptability. By fostering a culture that prioritizes learning, collaboration, and innovation, strategic leaders can position TVET institutions to thrive in a rapidly changing educational and industrial landscape. This conclusion is reinforced by recent studies (Garavan et al., 2021; Rahman & Wong, 2023), which emphasize that adaptive leadership approaches are necessary for TVET institutions to maintain relevance in the digital economy.

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