

The Impact of Corporate Culture on Education and Training Environment Success: Application to the Case of Saudi Universities

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ABSTRACT

This article tries to counter this gap and to treat the relation which is established between the organizational performance and the corporate culture in the case of the universities of Saudi Arabia through a quantitative survey analysis. The results show that corporate culture is essential within Saudi universities as it can lead to better employee performance in terms of productivity and efficiency. Moral motivation is important in motivating workers and developing their affiliation with a prestigious university or academic institution, which is reflected in the willingness of workers to do their best to serve the university. The results also showed that there is a general desire expressed by employees for their universities to excel and stand out from the rest.

KEYWORDS

Culture, Human Resources, Multiculturalism, Organisation, Performance

The notion that institutions (whatever their nature and objectives) each have their own culture that distinguishes them, in one way or another, from others is almost universally accepted as true. Since the second half of the 20th century, this institutional culture has been considered as an important component leading to the achievement of an organization's objectives and the increase in its productivity, in accordance with predetermined work strategies (Ubreziova et al. 2023).

As a first approximation of the concept of culture (which we will define in more detail later), we can say that culture is nothing but a common viewpoint shared within institutions concerning beliefs, attitudes, and common values. In other words, it is what the organization wants and therefore how individuals act and interact with them according to behavioral and ideological criteria to achieve the objectives of the organization (Adeyoyin, 2006). Because the company is a socioeconomic agent, it then logically submits to the culture known as corporate culture.

Note, however, that corporate culture is somewhat different from culture in its general sense. Corporate culture expresses the common culture of a group (company, institution, organization),

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whereas culture refers to the social culture that includes the groups' and individuals' differences and reflects the autonomy of the private individuals in their process of decision-making and their own choices on their beliefs and values.

If corporate culture is designed as closely as possible, it is considered by a leader, boss, or manager of the establishment with the aim of achieving a goal. Community leaders wield great influence by influencing the wider culture. However, their goals are often not so narrowly defined as those of business leaders. Here, corporate culture can appear in the values that business leaders seek to circulate among employees without explicit mention of these values that are linked to the behavior of employees (Schein, 2010).

Thus, a company's culture reflects what employees have learned in terms of behavior, values, and efforts. The leader then reinforces this culture by directing employees toward the achievement of the desired objective (Gorton et al., 2022). In this new context characterized by the internationalization of markets, the free mobility of capital, and the importance of foreign investment in economic growth, international companies (as socioeconomic agents producing mass wealth) are confronted with particular challenges and constraints—mainly, the intensification of competition and decline in market share.

To counter these problems, companies have acted on the classic determinants of productivity (salary, technical progress, incentive for effort, nonmonetary income, etc.), but in this unprecedented context, these actions obviously have limits owing to the fact that managers have long tended to ignore the important and potentially deterministic dimension of corporate culture in their field of analysis. Furthermore, the explosive emergence, growth, and diffusion of the internet have created significant differentiation in human behavior by providing users with endless opportunities to distinguish themselves from others through unlimited platforms offering abundant, updated information. This pattern seems to be different from the past, given the scarcity of information and the difficulties in their exchange. In the past information was shared by official and institutional sources (schools, press, television, etc.), which meant that almost everyone shared the same sources of information, and therefore the same culture.

On a scientific level and because of the importance of this concept, hundreds of studies have tried to understand the theoretical level and gather empirical data on the effect of the corporate culture on the internal and external variables of the lucrative companies (e.g., profitability, profit, productivity, and financial autonomy). However, studies that focused on nonprofit enterprises were relatively rare.

To overcome this insufficiency, we have opted, through this paper, to detect the relationship between corporate culture and the viability of institutions. In other words, could corporate culture be a key factor for the success of nonprofit institutions? Our empirical study focuses on the case of Saudi universities, which, until then, were no longer subject to such studies, and this level is where the added value of this research lies.

The main objective of this article is to address these gaps between corporate culture and the performance of universities and answer the following research question: What is the impact of corporate culture on institutional success in the case of Saudi Arabia? To achieve this objective, in the first section we define the concept of multiculturalism in relation to culture and corporate culture, and in the second, we design the theoretical framework between multiculturalism and the productivity of human resources. In the third and final section, we empirically test the impact of multiculturalism through the case study of a university in Saudi Arabia.

CULTURE, MULTICULTURALISM, AND CORPORATE CULTURE

Culture represents one of the most controversial and polysemic concepts in all of philosophy and anthropology. Regarding this concept, Williams (1976) wrote the following statement:

Culture is one of the two or three most complicated words in the English language. This is so partly because of its intricate historical development, in several European languages, but mainly

because it has now come to be used for important concepts in several distinct intellectual disciplines and in several distinct and incompatible systems of thought (p. 25).

Therefore, faced with this conceptual complexity, we realize that to progress in a logical way, beginning with the etymological meaning of the word culture is important.

The English word culture stems from the Latin term *cultura* (to cultivate and/or honor). However, hermeneutics as a tool of interpretation indicates that the terms inhabit, cultivate, honor, and care converge toward conceptions of the meaning of life, or giving life force to something. To live is to act in an environment that has already been in a static state; to cultivate is the act of causing something to thrive through production; to honor is to adorn, embellish, or show respect to someone or something; and to heal means giving life in the pure sense to a person or an organism that is threatened by anti-life forces (Renaud-Grignon, 2017).

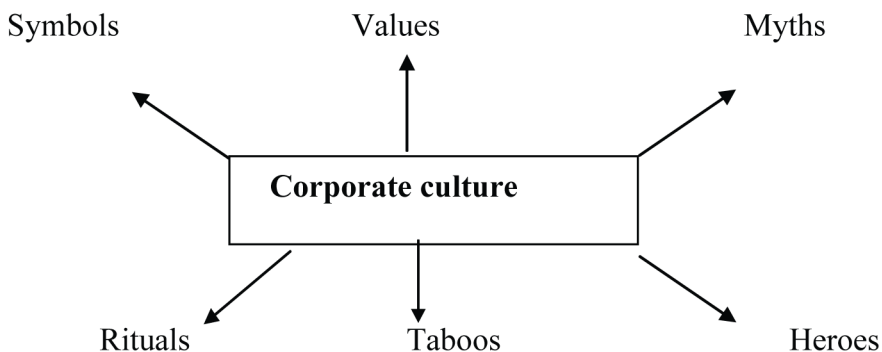
The sociological point of view put forward by Lévi Strauss is that culture refers to what a community can share in terms of laws, religion, values, and other aspects, so culture clearly represents a factor of unification and an agglomerating link in social communities. This may therefore be threatened by multiculturalism, which is the simultaneous existence of several cultures in the same locality or company. The conflict caused by differing values, religions, and rites coexisting in a common space has been termed “culture shock” (Lin Canchu, 2006).

In companies, multiculturalism is two-dimensional: internal and external. It is internal when the company faces a heterogeneous group of personnel (e.g., ethnic or religious differences) in which case the culture sought by the company aims to reduce or eliminate differences and create a common cultural framework that revolves around shared values. External multiculturalism comes from outside the company when its values are in total or partial contradiction with the dominant social values. To deal with this issue, companies may establish a culture of the highest common denominator to reduce the negative effects of values, which may not converge in its interest (Nongo & Ikyanyon, 2012).

Corporate Culture

It is important to note that the expected culture of institutions stems, to a large extent, from the theoretical underpinnings of capitalism, as cited by Max Weber in his famous book, *The Protestant Ethic and the Spirit of Capitalism*. This culture is conceived to counteract the negative effects of multiculturalism, whereby the efficiency of the organization is compromised by the competition of several cultures to cohere the entire team around a common shared zone. This zone incorporates the values shared by the company members (principals and agents) as the vision, mission, and ultimate objective of the company. The corporate culture is defined as “a set of values, symbols, heroes, rituals and stories that influence the behavior of individuals at work” (Deal & Kennedy, 1982, p.100). These components are shown in Figure 1 and detailed in the following sections.

Figure 1. The Components of Corporate Culture



Values

An organization's values represent, in general, the philosophy through which it operates to achieve objectives and find success in its strategies. The values established and defended by companies are expressed in its internal regulation as a set of conduct rules, with each behavior being subject to sanctions or rewards to encourage employees to align with positive or beneficial practices and avoid negative or damaging ones. Logically, values set the scope of what workers should do. These values may include areas such as an emphasis on high-quality work; involvement of employees in meeting the company's goals; team spirit; collective work; collaboration and division of tasks; honesty; and the search for collective utility, but not individual interest. Any attempt to diverge from these received values is questioned (Guiso et al., 2015).

In the case of multiculturalism, values can conflict and may not be shared by the whole team. For example, a conflict may arise when some employees hide information from their colleagues or principal, or maximize private rather than collective utility by seeking personal benefits at their colleagues' expense). Thus, the role of an established corporate culture is to address conflict between values by removing the ones that do not reflect the company philosophy and obliging workers to retain the ones that do. The corporate values can be expressed briefly in slogans or a maxim, or through internal regulation, training days, and incentives (penalties/rewards). Some examples of values include "BBL is thinking of you"; "Innovation, a 125-year tradition" (Solvay); and "Never kill an idea" (IBM) (Hill, 1988).

Myths

Myths refer to stories, sagas, and legends, all of which have a foundational place in collective consciousness and represent the values and beliefs of an organization. An example of such a story can be taken from Amine (2011), which refers to a leader who was deposed by a subordinate employee for failing to comply with a given rule: Thomas Watson Jr. was prevented from entering an IBM building by a doorman as he was not wearing an appropriate badge. From this story, one can easily understand the idea that in this organization, the rule takes precedence over individuals, regardless of their status in the company.

These myths, once shared, constitute essential elements of employees' identification and cohesion with their company. The majority of authors insist on the importance of myths "in the transmission of values, which attempt to state in a lofty and inspiring language what is special about the company's objectives and methods that makes it its identity. Successful myths are never purely cynical or manipulative. They help develop a unified sense of the collective mission and thus bring harmony to the whole" (Pemartin, 1990, p. 48). The myths also evoke elements related to the birth of the organization and highlight the role of the founder (considered a mythical person) who, generally, started from nothing to achieve excellence (Massiera, 2019). Massiera (2019) noted that myths focus on the significant and important events without which the company would have failed and offered the example of the Elf-Aquitaine group, which traces its origin to the discovery of the Lacq gas field and, as Saint-Gobain recalls, its links with the French nobility by invoking its privileged relationship with the royal factories and King Louis XIV.

Heroes

Heroes represent mythical individuals who have most significantly influenced the company's history: They could be the founders, the most successful managers, or those who were able to save the company from a crisis. Just as myths are a founding component of national cultures, so too are they an important component of corporate cultures. Figures through human history, such as Mahatma Gandhi in India, Charles de Gaulle in France, Gamal Abdennaceur in Egypt, and Nelson Mandela in South Africa can be compared in the corporate world to Georges Besse (former CEO of Renault); Abdelwaheb Ben Ayed (Poulina Group Holding); Bill Gates (Microsoft); and Chung Ju-yung (Hyundai); and in

the banking arena, to Henri Germain (founder of *Crédit Lyonnais*), Abdelaziz El Alami Hassani (legendary president of the Commercial Bank of Morocco [BCM, now Attijariwafa Bank]).

In the case of a multicultural workforce, however, the importance given to these figures and their leadership, management, or strategy may be variable or diluted. The role of corporate culture is to be aware of the prevalence of this issue and intervene to include the history of the company and its most influential leaders when onboarding new staff and training existing employees.

Rites

Rites represent the habits, traditions, and practices that reinforce and consolidate shared values (Alvesson & Berg, 2011). In the corporate environment, rituals cover areas such as recruitment procedures, work meetings, receptions, and staff evaluation and assessment, so it is important for the company to ensure that its rites do not run counter to individual cultures and remain within the framework of the possible (without compromising its values). Some examples are the Bank of Canada, which ensures that all of its documents are written in both English and French to respect bilingualism, and an American company that bought a textile machinery factory in Birmingham (England), and, upon finding that the workers were accustomed to a 30-minute tea break, shortened this break to 10 minutes (as is the case in the United States). The workers, unhappy with this decision, rebelled, causing production to stop and the company to ultimately close its doors.

Symbols

Symbols are the signs that companies and organizations develop to create a sense of shared belonging between staff. They include uniforms, badges, and dress codes. Symbols reinforce commonality and distinguish the company's personnel from external members and the public, and they form part of a common language that manifests in shared forms and administrative documents (Coleman, 2013).

Taboos

Taboos are the organization's prohibitions and subjects (e.g., events or situations) that must not be discussed. Certain elements are instantiated as taboo because they negatively affect the values of the organization and damage team solidarity (Coleman, 2013).

LITERATURE REVIEW

We need to divide the literature review into two separate subsections to be exhaustive and to situate our study relatively well. First, we present the primary research on the relationship between corporate culture and organizational performance. In the second section, we focus on studies on the effects of corporate culture on universities.

Previous Studies on the Effects of Corporate Culture and Multiculturalism on Organizational Performance

In the previous section we established the theoretical foundations of multiculturalism and corporate culture, preparing the ground to empirically examine the body of work that has previously been carried out into the subject of this article. As multiculturalism, or cultural diversity, can negatively affect organizational performance if not addressed, a strong shared corporate culture must be established to balance competing values, rituals, and taboos. In this context, organizational sociology offers some points of view on how to deal with organizations (Lawrence & Lorch, 1967), whereby the more culture is adaptable to the organization, the greater the performance, and vice versa (Leskaj et al., 2013).

Note that cultures characterized by rapid nonbureaucratic decision-making improve performance in terms of strong competition (Kotter & Heskett, 1992). The value of a stable culture and a multilevel hierarchical structure can improve performance and allow a company to be more competitive.

Ultimately, in offering commercial services, an organization manages a work team that should be governed in a way that promotes cooperation, mutual aid, and complementarity. When an organization succeeds in building a strong, effective culture to the extent that it reduces interpersonal conflicts to the lowest possible level, this culture is often referred to as a home or family spirit.

The heterogeneity resulting from multiculturalism can only be a hindrance to cooperation and, consequently, represents a source of conflict. Thus, through relationship problems and misunderstanding between teammates, multiculturalism can lead to a reduction in common values that may cause problems and result in a tense working environment (Achaibi, 2012). In other words, this context emphasizes that effective collaboration requires continuous adjustments to overcome national particularisms and stereotypes, both of which are often at the origin of misunderstandings (Chevrier, 2000).

These widely accepted theoretical observations encourage questioning of the effects of cultural heterogeneity on the performance of organizations. Among the most important works in this area is a large study by Hofstede (1984) on a multinational company called HERMES. Questionnaires were sent to employees of the company in 40 countries once in 1968 and again in 1972. This doubling of data collection formed the strength of this work because it allowed for in-depth cross-cultural comparisons across time. The content of the questionnaire (116,000 collected) focused on attitudes, preferences, and perceptions about work in general and the HERMES company in particular. Analysis of the responses led to the conclusion that differences in culture could lead to differences in perspectives, attitudes, and behavior.

A later study (Hofstede et al., 1990) focused on the case of TKB, a 60-year-old production unit in the chemical industry, reflecting multiculturalism mastered by a strong corporate culture. The management of TKB followed a paternalistic style, with the former managing director starting each day walking through the company garden, shaking hands with everyone he met. This practice later became a ritual of shaking hands in the morning rather than vocal greetings. Employees' perception of TKB was positive because they viewed it as benevolent and caring, and they stated that this materialized in the form of good pay, benefits, and job security. For employees, working at TKB was a job for life, with many hoping their children would join. In addition to its internal popularity, TKB also carried out social and sports activities externally, particularly as a regular sponsor of local sports and humanitarian associations. The working atmosphere was positive, affording employees significant freedom.

The administration celebrated TKB's 25th and 40th anniversaries as well as all Christmas parties. Such events became rituals and an integral part of the company's long history that employees valued highly. The dominant culture at TKB was that one should not live to work, but work to live, and that what one does is less important than how one does it. Fitting into the informal network applied to all levels of the hierarchy, with the notion of "fitting in" becoming a symbol and a means of avoiding conflict and direct confrontations. The respected company values were loyalty, kindness, modesty, good humor, and cooperation (Hofstede et al., 1990).

A second case described in Hofstede et al.'s (1990) paper is that of DLM (a European airline) that underwent a profound restructuring in the early 1980s as a result of new management. This restructuring brought about a change of strategy in an attempt to address the company's failing performance. The previous strategy depended on maximizing the number of flight hours with the most modern equipment available. The new strategy, however, proved inefficient and ineffective, prompting the new president to recognize that in a highly competitive industry such as air travel, success primarily depended on meeting the specific and potential needs of customers. Moreover, the customers' needs were determined by employees, not managers (their unique customer-facing position provided useful insight). Under the old management, everything was decided hierarchically in an almost militaristic structure, with employees excluded from the decision-making process and trained to follow orders. In the new culture, employees were brought into the decision-making process, becoming more integrated and involved. Line managers became advisors, and those directly facing

customers were provided with the freedom to immediately deal with customer problems. Despite all the risks involved in this strategy, after three years of turnarounds, the employees succeeded in their new roles and were found to be disciplined, productive, and punctual. The employees valued working in structures where they were able to take on responsibilities, and to meet this challenge, they worked to their maximum capacity, refraining from time off during busy periods. The workforce eventually came to consider the period before, in which they were excluded from the decision-making process, to be taboo and a historical moment to be forgotten (Hofstede et al. 1990).

The results of the strategic change were that DLM employees were proud of the company because they began to derive their identity from it. The spirit of the company even extended outside the company, as evidenced by the workers maintaining friendly relations with their colleagues and frequently exchanging personal visits. The president was often referred to as a hero of the company. These positive employee relationships led to a coherent working environment and a lot of mutual assistance. A colleague who encountered a crisis in their personal life was supported by others and by the company. Managers at different levels were visible and accessible, although managers found the new structure more difficult to accept than nonmanagers (Hofstede et al. 1990).

To deal with problems caused by multiculturalism in the company, new employees entered through a formal introduction and training program, including simulated encounters with problematic customers. This program served as a form of screening to determine if the newcomer possessed the values and skills required, and those who passed quickly felt at home in the company. More recent research by Leskaj et al. (2013) presented the common cultural characteristics of banks operating in the Vlora region of Albania and assessed the impact of culture on these banks. However, it is not clear whether the cultural profiles of this sample can optimally lead to the maximum level of performance and efficiency. Kokong et al. (2017) similarly examined the effect of organizational culture on the banking sector performance in Nigeria and found that most banks were underperforming despite high levels of funding because they failed to operate according to the values of the corporate culture. The authors identified this as the main cause of the catastrophic failure of the banking sector in that country. The study employed a questionnaire that revealed a significant positive relationship between the independent variables of cultural adequacy, strengthening the pillar of existence, improving organizational effectiveness, and banking performance. A significant negative relationship was determined between the independent variable behavioral consistency and the dependent variable organizational performance; this relationship was consistent with the ones discussed in the existing literature. The study recommended that banking organizations should invest more in building a strong, consistent corporate culture to increase success and efficiency.

Thakor (2016) also examined culture in the banking sector and argued that a strong corporate culture can support a growth strategy and positively influence employee behavior to the extent that, at this level, culture counts as an asset or a form of off-balance sheet capital for the bank. A strong corporate culture can not only reassure regulators that there will be prudent risk-taking and the absence of dishonest or risky behavior but also provide the bank with enhanced and sustainable value creation. This is important for both financial stability—a useful complement to high equity in the banking sector—and economic growth. A strong corporate culture can further be used to foster trust within banks, with positive consequences for ethical behavior and stability.

Thakor et al. (2017) later attempted to develop a model in which banking culture improves possible outcomes with incentive contracts. They stated that banking culture has two effects: (a) assigning managers to banks with similar beliefs and cultures and (b) reducing competition-induced overgrowth through a security orientation, owing to the contagious nature of culture—A security-oriented culture in some banks causes others to follow suit, an effect that strengthens with increasing bank capital and weakens with stronger security.

Morrison and Shapiro (2016) identified a growing consensus that, for the efficiency and soundness of the banking industry, cultural norms are at least as important as formal rules. They argued that the most important cultural practices in the financial services industry emerged in response to pressing

economic and social problems, but once integrated into market activity, these practices became part of a toolbox that bankers could use in a number of contexts.

Previous Studies on the Effects of Corporate Culture on Universities

In this section we present cases of corporate culture and multiculturalism that represent the two possible theoretical currents: one that affirms the negative effect of multiculturalism on organizational performance (the dominant current) and one that stipulates that it has a positive impact given that developing universities globally require a multicultural outlook.

An effective corporate (or organizational) culture can have a considerable influence on the performance of universities. Okure (2023) evaluated the relationship between organizational culture and improved productivity and efficiency in five universities in the Niger Delta region of Nigeria, which, with its particularities, provided a unique context for the study. To complete this study, Okure (2023) used quantitative and qualitative methods to collect data from 104 respondents. Professors were assessed on the direct impacts of their organization's culture on their research and publications, creativity, and capacity for innovation, while students were assessed on learning and career prospects. The results suggested that most of the five universities lacked a well-articulated organizational culture, significantly undermining their unique added value to the education system and implying that they risked losing their relative advantages unless organizational cultural boundaries were reinforced.

The observation that corporate culture is directly linked to the effectiveness and performance of the organization forms the starting point for a study by Lapiņa et al. (2015), who posited that the stronger the culture is, the more effective the organization is. The study aimed to evaluate the theoretical aspects of organizational culture and quality management and their interrelation and impact on the continuous improvement and development of the university using a modified version of the Organizational Culture Assessment Instrument (OCAI). The research resulted in the creation of the characteristics of organizational culture and analysis of the factors affecting its development, and it concluded that a university's culture prepares the ground for quality management and is directly related to development.

Sporn (1996) questioned the capacity of university cultures to adapt to change while describing management approaches that reflect the specific culture of a university. Sporn (1996) described various methods for assessing culture, presented a typology for interpreting university culture, and analyzed management approaches. For administrators and researchers alike, this work helps explain the implications of university culture on management processes and can steer university leadership in a new direction by combining strategic and symbolic management actions.

Fralinger and Olson (2007) explored the concept of culture at the university level with 50 students from two health education courses at Rowan University and studied culture with respect to three major levels as they relate to the department of health and exercise sciences: artifacts, values espoused, and basic underlying assumptions. The OCAI was used to determine how departmental culture affected students' perceptions, thoughts, and feelings. After examining the results in terms of how students rated the current culture of the department and what they would prefer it to be in 5 years, Fralinger and Olson (2007) hypothesized that students' perceptions of the departmental culture would positively coincide with the department's and the university's overall mission, goals, and objectives.

Corporate culture can play an important role in the development of modern education, especially in the improvement of the university (Koycheva, 2014). Koycheva (2014) noted that active research work in pedagogical universities promotes the formation of an entrepreneurial culture within the educational institution, and that the presence of a corporate culture can lead to the expansion and intensification of scientific work. This research confirmed the particular importance of scientific schools and international consortia in the formation of a corporate culture.

Bagautdinova et al. (2015) attempted to define a framework for assessing the state of the corporate culture at a higher education establishment (HEI) after reorganization. These researchers used the Kazan Federal University case study to establish the link between academic culture and the corporate

visual identity of HEIs and affirmed the need to intertwine external brand promises with internal branding efforts not to lose credibility. The study emphasized the connection between potential consumers evaluating a complex immaterial offer from a university and the extent to which people within the organization use the value of the university brand in their daily work.

Hamdani et al. (2021) evaluated the risks that a change in environment can induce and generate for private universities that can be counteracted by, among other things, the adoption of digital technology. In their study, the authors examined the extent to which corporate culture affects the implementation of a digital transformation strategy in private universities using fieldwork data gathered through Smart PLS analysis of a survey addressed to 39 senior managers from different private universities in Garut, West Java, Indonesia. The results showed that corporate culture in private universities had a significant effect on the implementation of digital transformation strategy, and this was associated with factors other than the technological, such as human resources, behavior, and organizational culture.

Furthermore, a specific organizational culture in a university helps maintain the identity and uniqueness of the institution, as a result of the creation of a team spirit which makes it possible to successfully promote the university and compete in a global market (Bayanova et al., 2019). They determined this through research identifying the characteristics of organizational culture in the competitive environment of modern universities. The results revealed that the university as an independent entity creates and develops its own values, providing a competitive edge. The axiological basis that ensures its operation involves the academic freedom of teachers, innovative activities, and organizational and economic sustainability. Organizational stability allows a structure to be formed and staffing issues to be resolved, while economic stability ensures that operations can be maintained over time. Innovative activity and academic freedom improve the institution's intellectual potential while fostering the incremental growth of knowledge, and encourage creative growth and professional enthusiasm. Freedom and flexibility manifest themselves not only at the individual level, but also at the organizational level of the educational institution.

EMPIRICAL RESEARCH METHODOLOGY

The main objective of this research is to show whether Saudi universities have developed a corporate culture, and if so, to delimit its determinants and the extent to which corporate culture and multiculturalism affect the performance of these universities.

Hypotheses

This research tests the following hypotheses:

H1: The Saudi university is increasingly developing an organizational culture.

H2: The stronger the university culture, the better the university performs.

Sampling Method

For this study we employed reasoned choice or judgment as a sampling method to ensure that the sample possesses the same characteristics as the original population. Accordingly, we took a sample of 70 members of the teaching staff, academic staff, and supervisors, taking into account the gender character. We collected the responses from 21 universities in the Kingdom of Saudi Arabia through an electronic questionnaire (Google Forms) and attempted to be as concise as possible without reducing the requested efficiency that this research needed to be completed.

Development of the Questionnaire

Because this study is fundamentally of an analytical and explanatory nature, we selected the questionnaire method discussed by Perrien et al. (1983) as the most appropriate to collect and analyze

the data required to test the research hypotheses and meet the study's objectives. These researchers asserted that explanatory research is based on particular methods of data collection, of which the questionnaire represents one of the most effective tools (Cherfi, 2011). Cherfi (2011) affirmed that the questionnaire survey is a practical way to quickly collect information and an effective decision-making tool. With the aim of this study being to determine the effects of corporate culture on the performance of universities, the qualitative dimension of culture must be quantified. Therefore, we selected the questionnaire as the research instrument for this study.

It is important to emphasize that the development of a questionnaire is a delicate and time-consuming task in research. The questions must be appropriately phrased in terms accessible to respondents, and they must not violate professional values (maintaining privacy, for example). We ensured that the questionnaire for this study defined each piece of information to be collected, the nature of the questions (open or closed), and the type of response requested, and we followed an inductive approach by proceeding from general to specific questions with an increasing degree of complexity. The majority of the questions were closed rather than open to reduce the possibility that respondents diverged from providing relevant answers and to avoid hesitation and misunderstandings of questions.

During development, the logic of the questionnaire evolved along the following axes, in line with its inductive nature and the objectives of the study, to understand the following:

- How university employees perceive the reports that link them to their university
- How they perceive the relational aspect they face
- How they perceive the values that bind them to their university
- How they identify with their university and the intensity of their sense of belonging
- The social responsibility of Saudi universities

Each of these axes incorporates several questions in the questionnaire. For example, 10 relate to the first axis (What are the reasons that led the respondents to work within the university? How do respondents judge their remuneration?). Each of these axes represents a section of the questionnaire, so the final version contained five parts.

Questionnaire Validity and Reliability

Validity of the Questionnaire

The finalized five-part research instrument in this study was tested for validity by arbitrating it via specialists in this field, to ensure that the phrasing formulated was appropriate and clear, as well as through tests to confirm validity.

Reliability of the Questionnaire

We tested the questionnaire with Cronbach's Alpha scale. Table 1 shows that the reliability coefficients are acceptable. The Cronbach's Alpha coefficient for the university values dimension was 95.8%, the highest value among the dimensions, followed by the identity and belonging dimension with a coefficient of 90%. The coefficient for the relationship with the university dimension stood at 84.3%, while the coefficient for the work relations dimension was the lowest, at 82.7%. These percentages express an excellent level of confidence and reliability.

Questionnaire Analysis

The general demographic characteristics of the sample are shown in Figure 2. (For more analysis of the questionnaire, see Appendix.)

Note in Figure 1 that the sample is dominated by men, who represented 58.6% of the total workforce against 41.4% of women. The most represented age category is 31–40 years of age, and the

Table 1. Cronbach's Alpha Test

Items	Cronbach's Alpha	N of Items
Perception of the university's values	0.957	13
Identity and sense of belonging	0.900	3
Relationship with the institution	0.843	13
Relationship at work	0.827	4
All variables	0.949	33

sample largely comprises academic staff at 87.1%, with the remaining 12.9% made up of management (deans, vice deans, and administrators).

Perceptions of Relationships with Universities

We asked employees thirteen questions to determine their perceptions of their relationships with their universities. These questions are listed in Table 2.

Table 2 shows the results of analysis of the results for this set of questions relating to employees' relationships with the university. All domains obtained averages between 2.85 and 4.08, with a total mean of 3.51. This result expresses a high degree of approval.

The greatest degree of motivation for the university employees was being a member of a prestigious university or academic institution, with a score of 4.08. This is an emotional rather than material incentive, reflecting their willingness to provide their best to serve the university. The expectation of a high salary, a material incentive, ranked second with 4. Slightly below this result, work atmosphere and the collective sense of belonging to the university scored an average of 3.9, followed by the respect granted by superiors with 3.85. The motivational force of the possibility of obtaining promotions scored 3.74, greater than the score for the notion of keeping the job with 3.53. This result is marginally higher than the score relating to the motivation of receiving a high salary,

Figure 2. Demographic Variables (%)

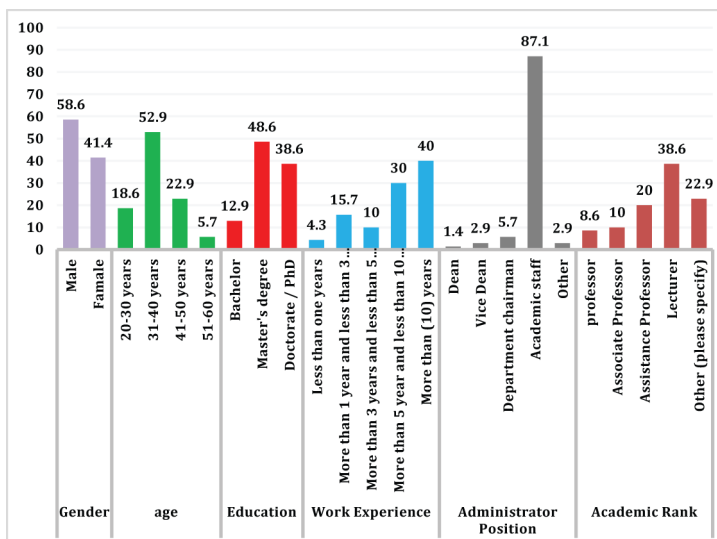


Table 2. Perceived Relationship With the Institution

Item		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	T value	Likert scale
(8) I expect to receive a good salary.	N	17	38	13	2		4.0000	0.7421	45.0960	Agree
	Percent	24	54	19	3	0				
(9) I think that my remuneration is a fair reflection of my efforts at work.	N	9	28	18	10	5	3.4118	1.0959	25.6720	Agree
	Percent	13	40	26	14	7				
(10) I receive regular feedback on my work from my supervisor.	N	7	21	21	12	9	3.0870	1.1849	21.6400	Neutral
	Percent	10	30	30	17	13				
(11) I think that my supervisors are responsive to my comments and suggestions to improve my work.	N	10	21	24	9	6	3.3235	1.1256	24.3490	Neutral
	Percent	14	30	34	13	9				
(12) I feel that my abilities are being used appropriately in my work.	N	10	28	16	12	4	3.4412	1.0979	25.8460	Agree
	Percent	14	40	23	17	6				
(13) I think that the reward system practiced is equitable among employees with regard to individual performance bonus.	N	5	15	21	20	9	2.8508	1.1449	20.3820	Neutral
	Percent	7	21	30	29	13				
(14) I think that the reward system practiced is equitable among employees with regard to responsibility bonus.	N	6	13	25	19	7	2.9118	1.1027	21.7740	Neutral
	Percent	9	19	36	27	10				
(15) What motivates me in the institution is the assurance of keeping my job.	N	10	33	11	12	4	3.5373	1.0917	26.5230	Agree
	Percent	14	47	16	17	6				
(16) What motivates me in the institution is the possibility of getting promotions.	N	15	28	17	9	1	3.7463	0.9589	31.9790	Agree
	Percent	21	40	24	13	1				
(17) What motivates me in the institution is being a member of a prestigious university (academic institution).	N	23	33	8	5	1	4.0882	0.8765	38.4630	Agree
	Percent	33	47	11	7	1				
(18) What motivates me in the institution is a high salary.	N	12	25	19	11	3	3.5224	1.0640	27.0980	Agree
	Percent	17	36	27	16	4				
(19) What motivates me in the institution is the respect granted to me by my superiors.	N	20	28	13	6	3	3.8529	1.0547	30.1250	Agree
	Percent	29	40	19	9	4				
(20) What motivates me in the institution is the work atmosphere and the collective feeling of belonging to the university.	N	22	27	13	7	1	3.9412	0.9756	33.3140	Agree
	Percent	31	39	19	10	1				
Weighted mean							3.5181			
Std. deviation							0.63066			

3.52, before the lowest scoring aspect of confidence and the feeling of using their abilities in an appropriate manner at work, with an average of 3.44.

The remaining domains demonstrated the following average scores: Believing that the salary is a fair reflection of my efforts at work (3.41), the response of supervisors to employees' suggestions to improve the working situation (3.32), receiving feedback from supervisors about work (3.08), fairness of the reward system in rewarding individual performance (2.85), and fairness of the reward system among employees with regard to rewarding responsibility (2.91).

Figure 3 illustrates that the vast majority of respondents (79%) derive their reason for working at the university from the nature of the work itself, an intrinsic form of motivation apart from material benefits that might be gained. Only 11% of respondents chose to work at the university for financial reasons such as a high salary. This finding is further confirmed by the next data point, shown in Table 3.

Table 3 shows that 70.6% of all staff are ready to leave university if they receive more incentive salaries.

Perceptions of Relationships at Work

Figure 4 illustrates that the employees in this study maintain excellent professional relations with their colleagues (4.23) and with their supervisors (4.029). These areas were both rated more highly than inter-colleague communication (3.97) and the prevailing work environment in the university (3.92). Although these are above the neutrality average of 3.00, these results do not reflect a family spirit or a united team.

Figure 5 shows that oral communication is the most commonly employed mode of communication between colleagues (41.43%), followed closely by electronic communication (37.14%). Official written communication represents only 21.43% of the whole.

Figure 3. Reasons for Working at the University (%) (Note. The source of the data shown in Figure 3 was a field survey)

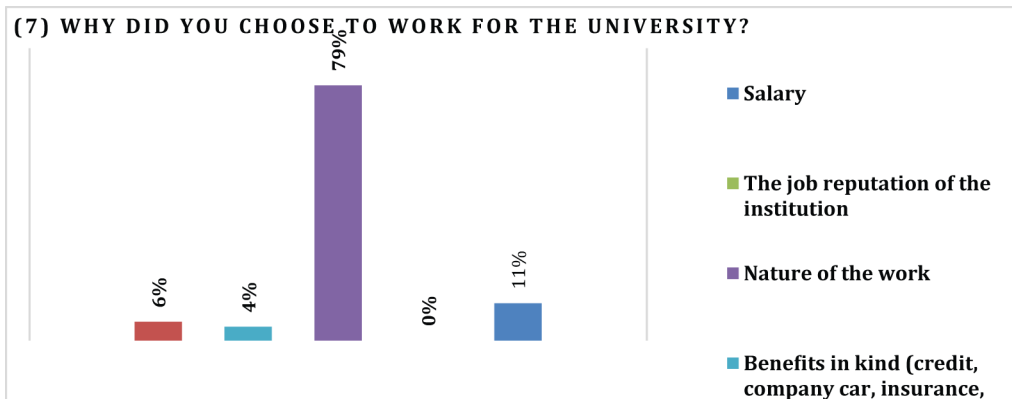


Table 3. Distribution of Respondents According to Changing Employment if Offered a Higher Salary

Item	Count	Percent
(21) Would you change jobs if another institution offered you a better salary?	Yes	48 / 70.6
	No	22 / 29.4
	Total	70 / 100

Figure 4. Communication Between Colleagues

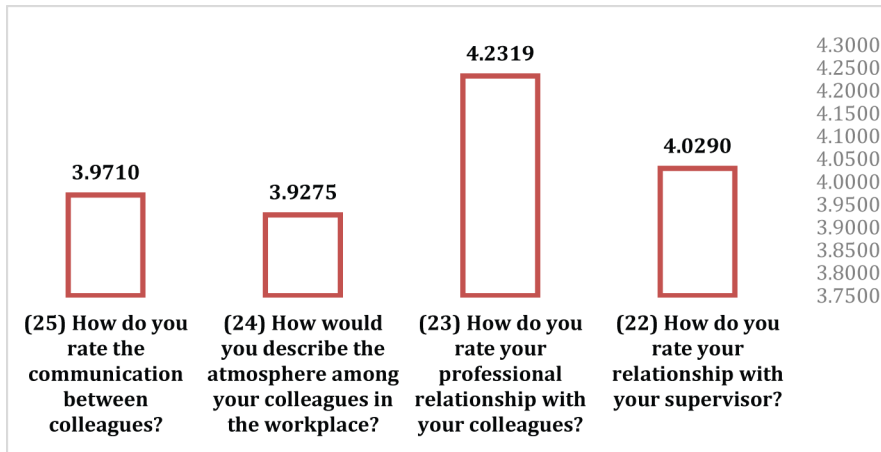


Figure 5. Mode of Communication

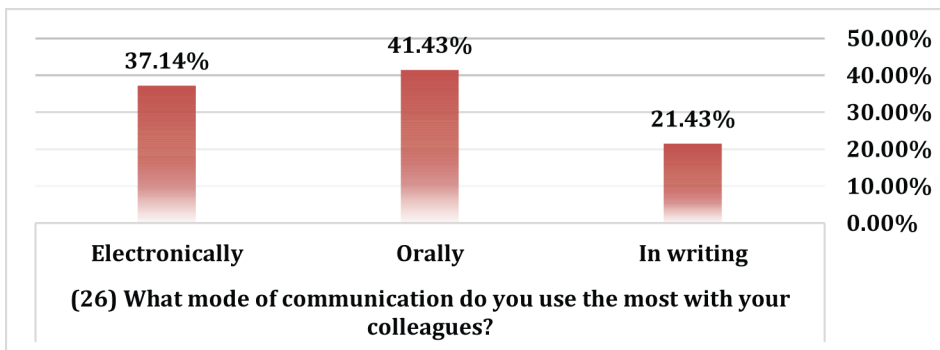


Table 4 reveals that the relational aspect between colleagues is weak and that conflicts are frequent.

Perception of the University's Values

Table 5 shows the results of the analysis of the responses relating to employees' views on the values held by the university. All fields showed high averages between 3.43 and 4.26, with the total mean standing at 3.76, indicating a high degree of approval.

The most highly rated dimension was students' respect with an average of 4.26, followed by student satisfaction with 3.84. This finding suggests a qualitative interest in the university valuing respect and cooperation with others, which benefits the student in later life, builds students' personalities and conscientiousness, and opens new intellectual horizons. Reinforcing this data point, responsiveness is third place among the values that the university defends, with an average of 3.81, as well as commitment with an almost identical average (3.8). The lowest rated dimension was innovation, with an average of 3.43, which is defined as an indication of further endeavor by the university to adopt direct and motivating programs for workers to develop new solutions.

There seems therefore to be a hierarchy of values demonstrated by the universities in the eyes of the employees: respect for students, student satisfaction, responsiveness, commitment, solidarity,

Table 4. Respondents' Relationships and Conflicts With Colleagues

Item		Always	Often	Rarely	Never	Mean	Std. Deviation	T value	Sig	Likert scale
(27) Do you have personal ties with your colleagues outside of work?	N	14	30	21	5	2.7826	0.8379	27.5860	0.0000	Rarely
	Percent	20	43	30	7					
(28) Are there any work conflicts between your colleagues?	N	9	16	32	13	2.2754	0.9056	20.8710	0.0000	Often
	Percent	13	23	46	19					
Weighted mean						2.9625				
Std. deviation						0.85775				

respect for the environment, trust, friendliness and team spirit, performance, valorization of the staff, proximity, social responsibility, and innovation.

Figure 6 shows the results of the descriptive statistical analysis with regard to the axis of “the extent of the impact of university values in the framework of university culture.”

The responses varied from high to medium. Only 45.7% of the employees indicated that they had knowledge of the university’s values and rules of behavior, suggesting that there is a need for universities in Saudi Arabia to take significant steps to promote their cultures and values with employees. Eighty percent of the respondents appreciate the meaning of professional confidentiality and understand the consequences of violating it. Although the culture of cooperation with colleagues was somewhat average with a rate of 54.3%, integrity was identified by 81.4% of respondents, which reveals a high degree of respect for the universities’ policies and willingness to work according to the principle of reliability and loyalty while respecting the opinions of others and taking responsibility. The percentage of approval for the review of daily accounting errors stood at 54.3%, which raises the requirement of universities to improve their accounting and periodic and continuous auditing because these errors may be small enough to be remedied, but they may be so considerable as to compromise on the work plan and its progress, or even damage the performance of the university. This situation negatively affects the professional lives of employees and may damage the reputation of the university.

The results of the analysis shown in Figure 7 clearly revealed a preference for loyalty to the group at the expense of the individual: more than two-thirds (68.6%) of those surveyed felt that the group prevails over the individual. This finding implies improving performance, attitudes, and loyalty to the work group because there is space for cooperation, and the potential to transcend conflicts that may arise on a personal level or between individuals. This type of environment promotes loyalty, security and self-esteem that meets the individual needs of the members, values their belonging, and maintains positive relationships inside and outside of the team.

The interest of the employees in their universities’ ranking was clear, with 84.3% expressing interest, and only 15.7% declaring a lack of interest. This finding indicates the employees’ loyalty to their institutions and highlights the importance of job affiliation.

In terms of personal motives of the workers about interest in their universities’ classification, the results show near unanimity (very strong agreement with an average of 87.4%) in enthusiasm for the university to be distinguished by a high rating because this represents a success shared by

Table 5. Distribution of Respondents According to the University's Values

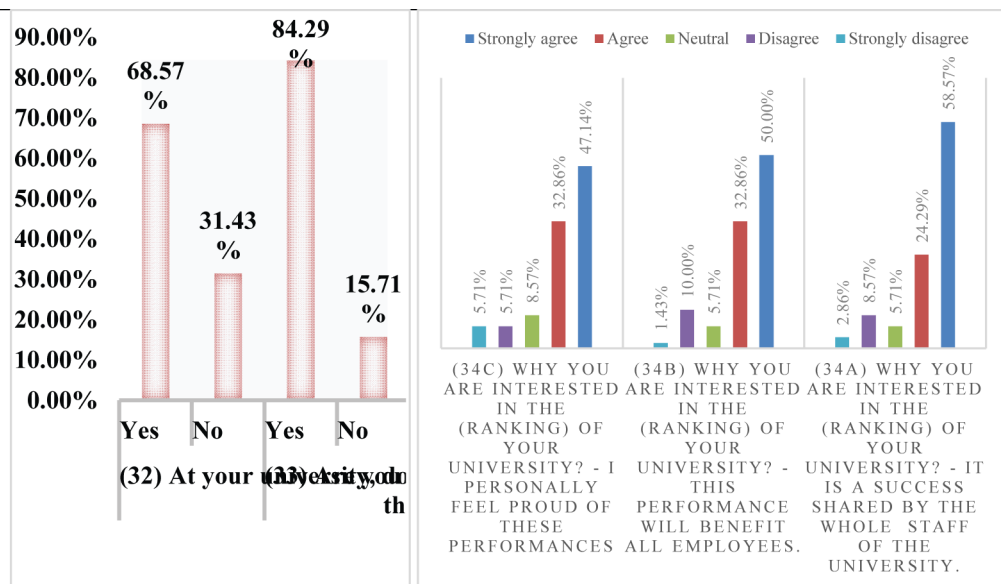
Item		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	T value	Likert scale
(29a) Please state your agreement regarding the values that most characterize your university today—Respect for students	N	28	32	5	4	1	4.2687**	0.7898	44.2430	Strongly agree
	Percent	40	46	7	6	1				
(29b) Please state your agreement regarding the values that most characterize your university today—Responsiveness	N	14	31	6	9		3.8182**	0.8577	36.1650	Agree
	Percent	20	44	9	13	0				
(29c) Please state your agreement regarding the values that most characterize your university today—Solidarity	N	16	29	15	9	1	3.7647**	0.9792	31.7060	Agree
	Percent	23	41	21	13	1				
(29d) Please state your agreement regarding the values that most characterize your university today—Commitment	N	16	3	13	11		3.8060**	0.9413	33.0960	Agree
	Percent	23	4	19	16	0				
(29e) Please state your agreement regarding the values that most characterize your university today—Trust	N	16	31	11	1	2	3.7500**	1.0420	29.6760	Agree
	Percent	23	44	16	1	3				
(29f) Please state your agreement regarding the values that most characterize your university today—Friendliness and team spirit	N	17	31	8	11	3	3.7353**	1.1146	27.6350	Agree
	Percent	24	44	11	16	4				
(29g) Please state your agreement regarding the values that most characterize your university today—The valorization of the staff	N	15	28	16	6	5	3.6471**	1.1166	26.9350	Agree
	Percent	21	40	23	9	7				
(29h) Please state your agreement regarding the values that most characterize your university today—Student satisfaction	N	17	3	12	8	3	3.8462**	1.0191	30.4290	Agree
	Percent	24	4	17	11	4				
(29i) Please state your agreement regarding the values that most characterize your university today—Proximity	N	12	31	16	6	5	3.5797**	1.0901	27.2770	Agree
	Percent	17	44	23	9	7				
(29j) Please state your agreement regarding the values that most characterize your university today—Performance	N	11	36	11	9	3	3.6866**	1.0032	30.0810	Agree
	Percent	16	51	16	13	4				
(29k) Please state your agreement regarding the values that most characterize your university today—Social responsibility	N	19	23	17	7	4	3.7059**	1.1337	26.9550	Agree
	Percent	27	33	24	10	6				
(29l) Please state your agreement regarding the values that most characterize your university today—Respect for the environment	N	18	28	14	6	4	3.7647**	1.0943	28.3690	Agree
	Percent	26	40	20	9	6				
(29m) Please state your agreement regarding the values that most characterize your university today—Innovation	N	11	24	21	11	3	3.4348**	1.0638	26.8200	Agree
	Percent	16	34	30	16	4				
Weighted mean							3.7622			
Std. deviation							0.83407			

** Correlation is significant at the 0.01 level (2-tailed).

Figure 6. Values and Rules of the University



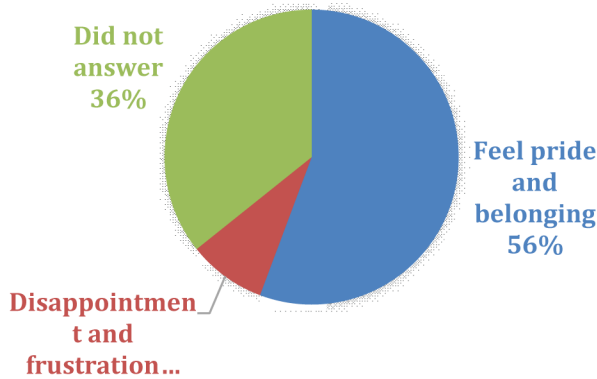
Figure 7. Working as a Group and Interest in the University's Ranking



everyone. The belief that the rating benefits employees was very strong with an average of 86.6%, and the feeling of pride was also high with an average of 82.6%. Accordingly, we can deduce that the university has a strong influence in developing its teaching and research performance by rooting it in quality practices and the development of infrastructure.

The results of the analysis shown in Figure 8 show that 45 out of 70 of respondents answered questions regarding their university's affiliation and logo and that the answers were distributed as follows: 56% of the academic staff who answered the question, that when they see the university logo, feel proud and belonging while only 8% of the respondents answered that they feel disappointment, regret, frustration, or it means nothing.

Figure 8. Affiliation and Logo



Social and Community Responsibility

The participation in social events was found to vary among the research sample (Table 6). Employees tend to share their occasions with colleagues, at 77.7% and offer financial assistance slightly less at 73.7%. These figures indicate a certain extent of positive social relations between university employees in Saudi Arabia, which is beneficial not only for the morale and well-being of employees but also

Table 6. Distribution of Respondents According to Social and Community Responsibility

Item		Always	Often	Rarely	Never	Mean	Std. Deviation	T value	sig	Likert scale
(37) Do you usually participate in ceremonies when a colleague retires or when colleagues are promoted?	N	27	26	11	6	3.1176	0.8899	28.8890	0.0000	Often
	Percent	39	37	16	9					
(38) If a colleague is going through financial difficulties, do you and your colleagues usually contribute for help?	N	26	20	17	7	2.9565	0.9917	24.7650	0.0000	Often
	Percent	37	29	24	10					
Weighted mean						3.0362				
Std. deviation						0.8239				

for the institution as a whole because social relations motivate employees to improve institutional performance and perform their tasks more efficiently.

Figure 9 shows that the overwhelming majority of the respondents (88.6%) confirm that the university organizes sports and cultural activities, which is encouraging because the practice of these activities is an opportunity to build a balanced personal life and learn sportsmanship and the importance of fair play. These activities also reduce stress, increase focus and productivity, and improve working relations. Furthermore, 65.7% indicated that the university organizes receptions to recruit new employees, and 54.3% stated that the university provides special training before new employees begin work.

Perception of Corporate Culture (Pearson Correlation Coefficient Test)

The Pearson correlation coefficient measures the strength of statistical relationships and the strength of correlation between the following study dimensions: Perceived relationship with the institution, relationship at work, the university’s values, identity and sense of belonging, perception of values, and the effects of corporate culture and multiculturalism at the institution on university performance with regard to the university employees. The full results are provided in Table 7.

Table 7 shows a strong statistically significant correlation at the 1% level in the first, third, and fourth dimensions, as well as a weak positive relationship with statistical significance at the 5% level between the third dimension (perception of the relationship at work) and perceptions, evaluations, and the effects of corporate culture and multiculturalism of the institution on the performance of university employees.

The relationships shown in Table 7 show that all relationships were direct, and the highest correlation coefficient was for the dimension of Identity and sense of belonging. All dimensions combined with a strong direct relationship (value of 0.834) at the level of 1%, followed by Relationship with the institution with a strong direct correlation (value 0.724) at the 1% level, Perception of the university’s values (value of 0.703) at the 1% level of significance, and Relationship at work with all dimensions combined was positive, but weak (value of 0.245) at the 5% level of significance.

Figure 9. Distribution of Respondents According to Their Social and Community Responsibility

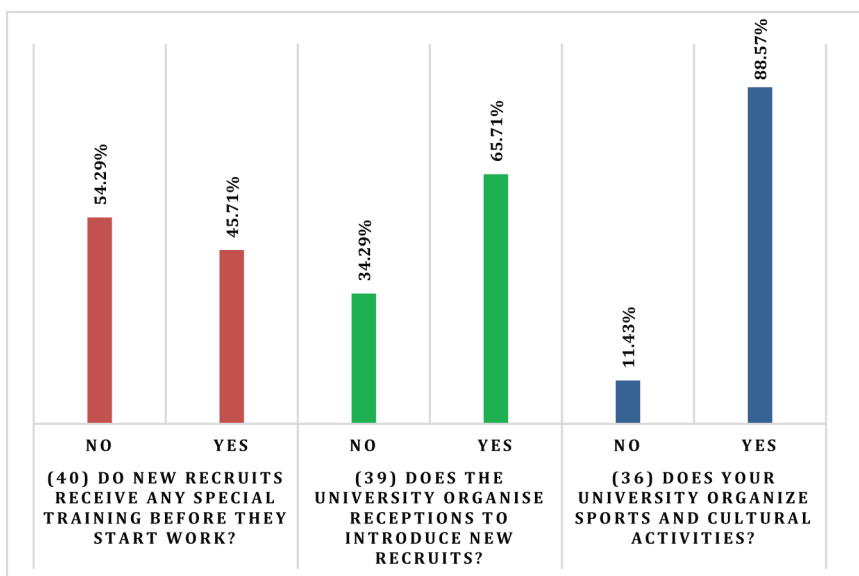


Table 7. Pearson Correlation Between All Dimensions

Dimensions No		1	2	3	4	All dimensions
		Perceived relationship with the institution	Perception of the relationship at work	Perception of the university's values	Identity and sense of belonging	
1	Perceived relationship with the institution	1	.549**	.666**	.454**	.724**
2	Perception of the relationship at work	.549**	1	.649**	.303*	.245*
3	Perception of the university's values	.666**	.649**	1	.431**	.703**
4	Identity and sense of belonging	.454**	.303*	.431**	1	.834**
All dimensions		.724**	.245*	.703**	.834**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Accordingly, the relationships between dimensions are as follows: the correlation coefficient between Relationship with the institution and Perception of the relationship at work was a medium relationship with a value of 0.549 at a significance level of 1%, and it was with Perception of the relationship at work that the correlation coefficient between Perception of the relationship at work was direct and strong with a value of 0.666 at the 1% level of significance. Identity and sense of belonging had a medium relationship and a correlation coefficient of 0.454 at the 1% level of significance. The correlation coefficient between Perception of the relationship at work and Perception of the university's values was a strong relationship with a value of 0.649 at the 1% level of significance, while the relationship with Identity and sense of belonging was weak with a value of 0.303 at the 5% level of significance. Perception of the university's values and Identity and sense of belonging had a medium relationship with a value of 0.431 at a significance level of 1%.

Statistical Difference Analysis for Gender Distribution

Table 8 shows results related to the (t) test for the difference between the arithmetic means and standard deviations of the university employees' responses according to the gender variable, which can be formulated in the form of the following hypothesis: There are no statistically significant differences at the significance level ($\alpha = 0.05$) between the university employees' attitudes owing to the gender variable. To verify the validity of this hypothesis, a binary test analysis was conducted for the responses of the faculty members on the study tool as a whole and on each of the fields of the tool. Table 8 shows that there were no statistically significant differences between the averages. This finding indicates that there is no effect of gender on the responses.

THE OCAI IN THE SAUDI UNIVERSITIES

The OCAI is commonly used to measure the nature and quality of a company's organizational culture. Two cultural dimensions, effective and optimal organizational culture, are assessed. The OCAI aims to promote six key dimensions of the culture by evaluating the existing culture's dominant characteristics,

Table 8. The Difference Between the Means and Standard Deviations of the Responses for Gender Distribution

Dimension	Gender	N	Mean	Std. Deviation	T value	Sig. (2-tailed)
Perceived relationship with the institution	Male	41	3.5892	.59887	1.124	.265
	Female	29	3.4176	.67073		
Perception of the relationship at work	Male	40	1.8938	.77602	-.833-	.408
	Female	29	2.0517	.78028		
Perception of the university's values	Male	40	3.7889	.80114	.310	.758
	Female	29	3.7255	.89055		
Identity and sense of belonging	Male	40	4.2542	.92140	.315	.754
	Female	29	4.1782	1.08006		
All dimensions	Male	41	3.3941	.38349	.494	.623
	Female	29	3.3432	.47718		

Significant at the 0.05 level (2-tailed).

the quality of leadership, the management and management of employees, the strategic values, and the factors of success.

Several types of organizational cultures coexist together, none of which can be considered “superior” to the others because each has its own advantages and disadvantages, or strengths and weaknesses. The accepted taxonomy of four essential types of culture derived from the research is as follows:

Clan Culture (Family Spirit)

Clan culture reflects a cooperative family spirit that reigns within a company. This is the most desirable type of culture because it strongly adheres the team to the values of collaboration and mutual aid. The work environment is a friendly one in which work is carried out not for routine or mere financial reward, but for the promotion and success of the company, which in the eyes of employees represents a kind of second family.

Culture of Adhocracy

The fundamental logic inherent in the culture of adhocracy is based on innovation, security within the company, and expansion. This culture has no tangible limits because employees go where they must innovate wherever possible (examples include Facebook and Google).

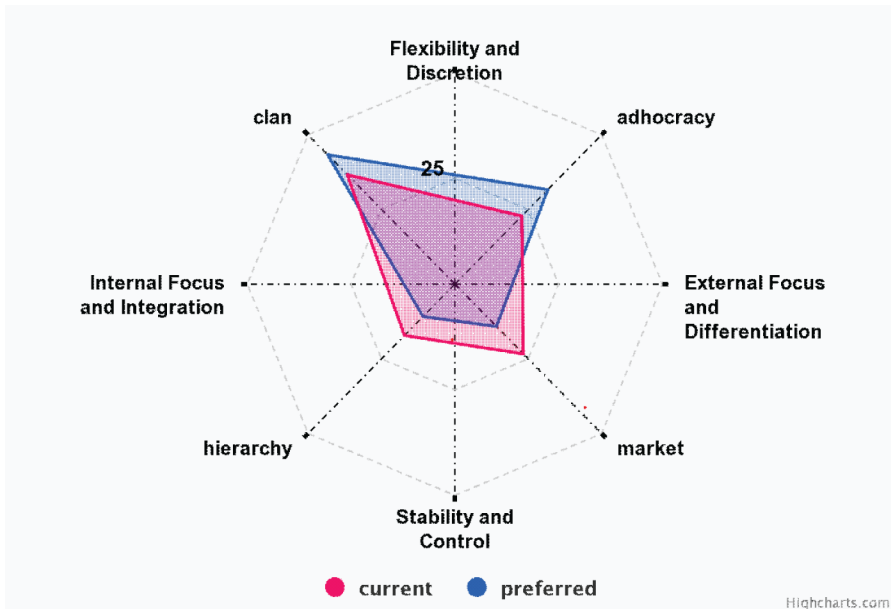
Market Culture

The idea market culture is competition, which must be generalized both internally (among employees) and externally (toward potential competitors). However, although a competitive spirit can be beneficial for the continuous improvement of human resources skills, it can engender a toxic climate in the workplace.

Hierarchy Culture

Hierarchy culture is based on top-down control and hierarchical layers, with everything determined ex ante by the force of law and procedure rather than by innovative processes and the free action or thought of employees.

Figure 10. Decomposition of Hierarchy Culture on the Saudi Universities



Interpretation

The OCAI shows that in the case of universities the current organizational (or corporate) culture is not far from the ideal. The greatest distance between the current and preferred culture concerns the competitive aspect, which is much higher than is desirable (the conflict of positions). The culture in Saudi universities is closer to hierarchical than adhocracy. This culture limits options and creativity and reduces flexibility, thus representing a significant pitfall in a dynamic national and international environment. The extent to which the universities demonstrate clan culture (or family spirit) is also lower than the ideal. Despite these limitations, the corporate culture in Saudi universities can be considered to be close to the optimum. These results converge to several other works that demonstrate a positive impact that corporate culture serves as a precursor for the best practices to create positive effect on quality performance (Wu, 2015., Ali & Musah, 2012, Buigut et al., 2015).

CONCLUSION

The present work has tried to focus on studying the impact of corporate culture on the performance of Saudi universities. The analysis of the results of the questionnaire collected from the administrative and teaching staff operating in 21 Saudi universities showed that they develop an effective culture that allows employees to develop within it. The major attraction of this culture is the family spirit that characterizes the group employed (administrative or teaching).

The results showed the importance of moral motivation in the conscience of the employees and which, in their eyes, was one of the most important values. For the majority, the thing that motivated them the most was belonging to a university or a prestigious academic institution, which reflects the willingness of employees to give the best of themselves to serve the university.

In addition, the majority of respondents consider salary one of the means of motivation that explains the intensity of the efforts they are willing to offer. The vast majority of those questioned also consider satisfaction in the work that they provide depends, in addition to monetary benefits,

on the nature of the work itself. This satisfaction is an intrinsic form of motivation apart from the material benefits that the respondents may derive from their work.

Similarly, the results of the analysis demonstrated that the employees in this study have excellent working relationships with their colleagues and superiors. However, these results do not reflect a family spirit or a cohesive team because the culture of cooperation with colleagues is rather average.

The majority of faculty members indicated that when they see the university logo, they feel a sense of pride and belonging, and regarding the personal motivations of workers to care about the classification of their universities, the results showed almost unanimous enthusiasm for the distinction of the university with a high mark because it represents an achievement. As a result, the university can be said to have a strong influence in developing its teaching and research performance by consolidating quality practices and developing infrastructure. In addition to the existence of a degree of integrity, which expresses a high degree of respect for university policies and a willingness to work in accordance with principles, the majority of respondents value a sense of professional secrecy and are aware of the consequences of violating it.

The results of the analysis also revealed a preference for loyalty to the group to the detriment of the individual, which means that there is space for cooperation and the possibility of overcoming conflicts that may arise on a personal level or between people. This fosters loyalty, security, and self-respect that meets members' individual needs, values their belonging, and nurtures positive relationships within and outside the team. We note that universities in the Kingdom of Saudi Arabia must take significant steps to reinforce their culture and values among their employees.

Finally, based on the above discussions and overall results, we can conclude that this study was designed to examine the effect of corporate culture on academic performance in Saudi universities and that even if it constitutes added value, it can be improved at several levels: the sample, the statistical tools used, and the specificities of the universities. Furthermore, incoming authors can enrich this paper by enriching the culture concept. Thus, instead of the study of corporate culture that we are already referring to, they can refer to the effects of culture quality on academic performance.

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CONFLICTS OF INTEREST

We wish to confirm that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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APPENDIX

Questionnaire to University Teaching Staff on Their Perceptions, Evaluations, and the Effects of the Corporate Culture and Multiculturalism of Their Institution on Their Performance

Important: The questionnaire submitted to you is part of the preparation of a research article on “The effect of multiculturalism on the performance of human resources” application to the case of a university (academic institution). For the work to be of high quality and capable of leading to significant scientific conclusions, I would be grateful if you would complete it thoroughly and with the utmost care. The information extracted from this questionnaire will only be used within the restricted scientific framework and will not be given or distributed to any other party.

I. General Characteristics

1. Gender:

Male

Female

2. Age:

18–30

31–40

41–50

51–60

Over 60

3. Last obtained degree:

High school diploma

Bachelor’s

Master’s degree

Doctorate/PhD

Other (please specify)

4. Experience:

Less than 1 year

More than 1 year and less than 3 years

More than 3 years and less than 5 years

More than 5 years and less than 10 years

More than 10 years

5. Academic rank:

Professor

Associate professor

Assistant professor

Lecturer

Other (please specify)

6. Academic administrator:

Dean

Vice dean

Department chairman

Center director

HR manager

Other (please specify)

II. Perceived Relationship With the Institution

7. Why you chose to work for the university?

Salary

Salary stability

Job reputation of the institution

Nature of the work

Benefits in kind (credit, company car, insurance, travel...)

8. I expect to receive a good salary.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

9. I think that my remuneration is a fair reflection of my efforts at work.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

10. I receive regular feedback on my work from my supervisor.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

11. I think that my supervisors are responsive to my comments and suggestions to improve your work.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

12. I feel that my abilities are being used appropriately in my work.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

13. I think that the reward system practiced is equitable among employees with regard to individual performance bonus.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

14. I think that the reward system practiced is equitable among employees with regard to responsibility bonus.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

15. What motivates me in the institution is the assurance of keeping my job.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

16. What motivates me in the institution is the possibility of getting promotions.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

17. What motivates me in the institution is being a member of a prestigious university (academic institution)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

18. What motivates me in the institution is a high salary.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

19. What motivates me in the institution is the respect granted to me by my superiors.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

20. What motivates me in the institution is the work atmosphere and the collective feeling of belonging to the university

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

21. Would you change jobs if another institution offered you a better salary?

1 – Yes

2 – No (Why?)

III. Perception of the Relationship at Work

22. How do you rate your relationship with your supervisor?

Extremely satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Extremely dissatisfied

23. How do you rate your professional relationships with your colleagues?

Extremely satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Extremely dissatisfied

24. How would you describe the atmosphere among your colleagues in the workplace?

Extremely satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Extremely dissatisfied

25. How do you rate the communication between colleagues?

Extremely satisfied

Somewhat satisfied

Neither satisfied nor dissatisfied

Somewhat dissatisfied

Extremely dissatisfied

26. What mode of communication do you use the most with your colleagues?

In writing

Orally

Electronic

27. Do you have personal ties with your colleagues outside of work?

Always

Often

Rarely

Never

28. Are there any work conflicts between your colleagues?

Always

Often

Rarely

Never

IV. Perception of the University's Values

29. Please state your agreement regarding the values that most characterize your university today.

Respect for students

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Responsiveness

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Solidarity

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Commitment

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Trust

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Friendliness and team spirit

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Valorization of the staff

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Student satisfaction

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Proximity

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Performance

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Social responsibility

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Respect for the environment

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Innovation

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

30. Do you know the values and rules of conduct recommended by your university?

Yes

No

If so, which ones and how did you find out about them?

31. What are the rules that, once not respected and violated, are sanctioned?

Professional secrecy

Yes

No

Cooperation with colleagues

Yes

No

Integrity

Yes

No

Daily accounting errors

Yes

No

V. Identity and Sense of Belonging

32. At your university, do you feel that the group prevails over the individual?

Yes

No

33. Are you interested in the (ranking) of your university?

Yes

No

34. If yes, why?

It is a success shared by the whole staff of the university.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

This performance will benefit all employees.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I personally feel proud of these performances.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

35. What do you feel when you see the university's logo?

VI. Social and Community Responsibility

36. Does your university organize sports and cultural activities?

Yes

No

37. Do you usually participate in ceremonies when a colleague retires or when colleagues are promoted?

Always

Often

Rarely

Never

38. In case a colleague is going through financial difficulties, do you and your colleagues usually contribute for help?

Always

Often

Rarely

Never

39. Does the university organize receptions to introduce new recruits?

Yes

No

40. Do new recruits receive any special training before they start work?

Yes

No