

# ORGANIZATIONAL CULTURE AND STUDENT PERFORMANCE: A QUALITATIVE ANALYSIS

Maria Mihaela DUCA  
BUCHAREST UNIVERSITY OF ECONOMIC STUDIES, ROMANIA  
Faculty of Management

DOI: 10.24818/MSWP.2026.12

---

**Abstract:** *This paper analyzes the relationship between organizational culture and student performance within the university environment, focusing on how institutional values, norms, philosophy, and behaviors influence students' academic involvement and achievements. Organizational culture plays an essential role in shaping students' motivation, engagement, and professional development, yet previous studies have focused mainly on employee performance and less on students' perceptions, revealing a research gap in higher education literature. The purpose of this study is to explore how students perceive the defining elements of organizational culture and how these elements affect their academic performance. The research adopts a qualitative methodology based on semi-structured interviews conducted with seventeen third-year students, while the collected data were analyzed using NVivo software through thematic coding. The findings reveal that a university culture characterized by collaboration, transparency, support, professionalism, and mutual respect positively influences students' motivation, participation, skill development, and academic results. Furthermore, students perceive performance not only through grades, but also through competencies, extracurricular involvement, and career readiness. The study contributes to the field by offering a qualitative perspective on the role of organizational culture in enhancing student engagement and academic success within higher education institutions.*

**Keywords:** organizational culture, student performance, higher education, qualitative research, university culture.

**JEL Classification:** I23, M14, A23.

---

## 1. Introduction

Organizational culture is a set of values, behaviors, rituals, and norms common to all members of an organization. All organizations, regardless of their size, legal status, or country of residence, develop their own specific organizational culture, thanks to the people who are part of the organization and define it through their way of being.

Within universities, the performances that students achieve are very important, because in this way we can have a perspective on the performances of the university in general, so the more the university is ranked as performing, the more new students it will attract. That is why it is vital to understand what determines students to be performers and to minimize those elements that can have a negative impact on the results they achieve.

The current body of knowledge regarding organizational culture has extensively documented its impact on corporate productivity and employee satisfaction; however, its application within the specific ecosystem of higher education remains less explored, particularly from the students' point of view. While existing academic literature identifies institutional values as a framework for governance, there is a lack of empirical evidence linking these cultural dimensions directly to the multifaceted nature of student performance. This research addresses this gap by investigating the discrepancy between theoretical institutional norms and the lived academic experiences of students. By identifying how cultural factors either catalyze or hinder student engagement, this study seeks to provide a clearer understanding of the organizational mechanisms that drive academic excellence in a modern university setting.

In this study, we analyzed the organizational culture in universities through its defining elements: philosophy, values, behaviors and norms. Student performance will be analyzed based on several elements such as the results they obtain in exams, their involvement in the educational process, the motivation they have, the skills and competencies they learn and the extracurricular activities they participate in.

We will approach qualitative research, using the interview method. The interview was conducted with seventeen students, and relevant questions were asked to obtain an overview of their perception of organizational culture and to understand how it affects their performance.

The main objective of this paper is to analyze the influence of organizational culture on student performance within the university environment, by exploring students' perceptions regarding the institutional values, norms, philosophy, and behaviors promoted in higher education institutions. The study aims to identify the cultural elements that contribute to students' academic motivation, involvement in educational activities, development of practical competencies, and overall academic achievements. At the same time, the research seeks to understand how students define and perceive academic performance beyond traditional indicators such as grades, by also considering aspects related to extracurricular involvement, communication abilities, and career preparation.

In order to achieve these objectives, the paper adopts a qualitative research approach based on semi-structured interviews conducted with students. Through the analysis of students' experiences and perceptions, the research aims to provide a deeper understanding of the relationship between organizational culture and academic performance in higher education. Furthermore, the study intends to contribute to existing literature by offering empirical evidence regarding the importance of creating a supportive, transparent, and collaborative university culture capable of enhancing student engagement and long-term professional development.

It is important to analyze these concepts because organizational culture is the element that influences students' motivation and their desire to engage in academic activities. Since the role of the university is to prepare students to become leaders in the labor market in their field of study, it is very important to understand how we can keep them focused on achieving the highest possible performance.

## **2. Literature review**

### **2.1. Organizational culture in universities**

Organizational culture is composed of the totality of values, norms, beliefs, attitudes, principles, symbols and common behaviors found at the level of an organization. Therefore, organizational culture has a considerable influence on the performances that employees achieve, because it defines the entire work environment in which employees carry out their daily activities (Bamidele, 2022).

To create a pleasant work environment and to shape responsible and satisfied employees, organizations establish norms regarding behaviors, customs, and rituals that define various forms of organizational culture (Năstase et al., 2020).

At the university level, culture includes the same elements, which outline a relevant perspective on the events taking place on university campuses. Organizational culture in universities is the main starting point in the analysis of organizational efficiency and academic performance, through the perspective of the overall picture it provides on how the university is managed and how it carries out its activities (Köse and Korkmaz, 2019).

As a component of organizational culture, Laguado, Florez and Hernández (2018) argue that philosophy is what ensures the efficient conduct of daily activities in the organization and good collaboration between employees. Also, when talking about philosophy, it is important to keep in mind that it defines many important elements for the development of the organization, elements such as organizational ethics, social responsibility and respect for human rights.

The culture of a university is not only defined by the production of knowledge, but also by the norms that govern the life of its community. Here, philosophy is practically manifested through academic ethics, which constitutes a pillar of institutional culture. Fundamental principles such as academic freedom, scientific integrity, respect for argument and evidence, transparency and fairness in assessment are expressions of an applied moral philosophy. As Macfarlane (2004, p. 89) emphasizes, the true exercise of academic freedom presupposes a careful understanding of

ethical responsibilities to colleagues, students and knowledge, an understanding that philosophy brings to the forefront.

Norms are created by social standards and the values and beliefs within the organization, as they help shape an image of how employees should behave in the workplace. Defining norms also define organizational culture, as they establish the ways in which employees should interact with each other and how the organization's goals are prioritized and achieved (Chatman et al., 2014).

Braxton (2010) states that at the university level, the activities carried out are complex and constantly changing. Therefore, norms, as an element of organizational culture, have a very important role in the efficient performance of these activities, because they create some limits within which both the university management and the professors can act, in order to carry out their duties, without exceeding moral limits. Also, universities aim to provide services. Thus, the management must define norms specifically to defend its clients, that is, the students, but at the same time to impose certain rules of conduct on them as well.

Values refer to all the ideals and beliefs that are common to all members of the organization. Brinkley (2013) emphasizes that they have a strong influence on the attitudes that employees have and on the decisions that are made at the organizational level, because all decisions must be aligned with the beliefs of the organization and the principles in which it believes.

The shared values of a university are what develop the attachment of all members of the organizational culture to that institution. The more students, professors, and other employees identify with the values of the institution, the more they will want to get involved and be more dedicated to the activities it carries out. Also, sharing common values leads to a much greater openness to collaboration and teamwork (Jaakson, 2008).

University culture is not just a setting, but a powerful driver that shapes how people think, feel, and act within the institution. Culture establishes the unwritten rules that govern the interaction of members with each other and with the environment (Syno et al., 2023). These can encourage or discourage certain behaviors, such as collaboration, innovation, or conformity.

An open and positive organizational culture in the university will encourage students to come to teaching activities and to be actively involved throughout their years of study. If they do not have a pleasant experience at the university, the chances of them dropping out are high.

Organizational behavior in universities is the set of actions, interactions and decisions of the members of an institution (faculty, administrative staff, students) that are fundamentally influenced and explained by the prevailing culture of that university (Twabu, 2025). It is a system of behaviors, attitudes and practices that manifest themselves within the institution, from those related to educational and research processes to administrative and social ones (Jankelová, 2024).

## **2.2. Student performance**

The academic performance of students during their university studies is very important, as it reflects the knowledge and information they have accumulated during their studies and which they will later use in the workplace. Performance can be measured by a multitude of factors, among the most important grades obtained, involvement in the educational process and extracurricular activities in which students are involved (Ali et al., 2009).

Al-Mutairi (2011) highlights that when we talk about student performance, it is a result of socio-economic, psychological and environmental factors. Other ways in which we can determine student performance are by analyzing: the skills that students develop, the involvement they have and how present they are in classes, the teaching style of teachers and digital skills.

Grades can be a factor that generates increased student performance. By obtaining low grades, students can aspire to become better and increase their grades in the future. Thus, grades maintain their status as the main indicator of student performance and, at the same time, are also a good motivation to improve future results (Gray and Bunte, 2022).

Also, the extracurricular activities in which students are involved are a good indicator of the performances they will achieve. Involvement in such activities, which are optional, generates a greater involvement in the educational process (Ali et al., 2009). Thus, students who participate in extracurricular activities manage to obtain higher grades, have a higher attendance in classes and higher educational aspirations compared to students who do not get involved in this type of activities.

The skills that students acquire during their studies can be an indicator of their level of performance. Skills such as the ability to understand the concepts taught, different thinking, creativity, critical thinking, the ability to solve complex problems and research are necessary to achieve high results during their studies (Ghazivakili et al., 2014).

The level of student engagement in the educational process determines the results they achieve. In the university context, students have more autonomy in learning compared to other stages of education (Everaert, Opdecam and Maussen, 2017). Thus, it is up to them how deeply or superficially they treat the subjects and how much time they devote to learning. The more they get involved and the more time they devote, the higher their performance will be.

The motivation that students have to learn is also a good indicator of the performance that they can achieve. Motivation is of two types: intrinsic and extrinsic. In the academic context, intrinsic motivation can be determined by the autonomy that students feel in the activities they carry out, the skills they know they could acquire and how much they find themselves in the community that develops in the university (Chamberlin, Yasué and Chiang, 2023).

All these indicators that we use to measure student performance can be perceived differently by each individual student. Thus, we aim to observe how students specifically perceive their own performance and which cultural factors truly influence them in achieving their goals and achieving the highest possible performance.

### **3. Methodology**

The research methodology is based on a qualitative approach, with the objective of exploring in depth how university organizational culture influences student performance. In line with the specialized literature, qualitative research allows capturing the subjective perceptions, experiences and interpretations of participants, providing a nuanced understanding of the phenomenon analyzed. According to the methodological framework used, the interviews were built starting from relevant theoretical concepts, being organized around dimensions such as organizational philosophy, institutional norms, behaviors and values, as well as indicators of academic performance (Twabu, 2025).

Thus, we can define the following research questions:

*RQ1. What elements define organizational culture, in the perception of students?*

*RQ2. What elements define student performance in the students' perception?*

The sample consists of seventeen participants, selected based on the homogeneity criterion, all of whom are third-year undergraduate students at the same faculty. The choice of a relatively small sample is justified by the specifics of qualitative research, where the emphasis is on more in-depth data analysis. The specialized literature indicates that a number of 10–15 interviews is generally sufficient to achieve theoretical saturation, but this may vary depending on the complexity of the topic and the diversity of responses. In this context, the use of seventeen respondents provides a solid basis for identifying relevant themes.

Data collection was carried out through semi-structured face-to-face interviews, a method that allows both to maintain a unified framework for the discussion and flexibility in deepening the answers. The interviews were organized around open-ended questions, grouped into two main dimensions: elements of organizational culture (philosophy, norms, behaviors and values) and indicators of student performance (grades obtained, participation in extracurricular activities, skills and competencies learned, involvement in the educational process and motivation felt by students).

The interview process involved presenting the purpose of the research, obtaining the consent of the participants and recording the answers, followed by transcribing and structuring them for analysis.

Data analysis was performed using NVivo software, a computer-assisted qualitative research software that allows for systematic organization, coding, and interpretation of textual data. The analytical process involved importing transcripts, developing initial codes, grouping them into themes, and identifying relationships between categories. Coding was performed both deductively, based on the theoretical framework, and inductively, to capture emerging themes from the data (Wong, 2008; Limna, 2023).

The participants were selected using a purposive sampling approach based on the criterion of homogeneity, as all respondents were third-year students enrolled in the same faculty. This selection criterion was considered appropriate because the participants shared similar academic experiences and exposure to the same organizational environment, allowing for a more consistent analysis of perceptions regarding organizational culture and student performance. The semi-structured interviews were conducted face-to-face over a period of approximately two weeks, with each interview lasting around 30 minutes. Prior to the interviews, all respondents were informed about the purpose of the research, confidentiality conditions, and the voluntary nature of their participation, while their consent for recording and analyzing the interviews was obtained.

#### 4. Results

The word map of university behaviors (Figure 1) illustrates a university organizational culture strongly oriented towards collaboration and interaction, central elements that define the analyzed academic environment. The predominant existence of terms such as “team”, “projects”, “events” and “common” suggests a model of culture based on collectivism and mutual support, where performance is not only viewed as an individual endeavor, but also as a result of the integration of students into work groups. This configuration of the map indicates that the university facilitates a participatory work environment, in which development “opportunities” are closely linked to active involvement in extracurricular activities and partnerships, elements that can increase the skills that students can learn during their years of study.



Fig. 1. Representation of keywords regarding university behaviors

Source: Processed by the author in NVivo

From the perspective of impact on academic outcomes, the emphasis on “activities”, “volunteering” and “programs” reflects a culture that also emphasizes learning through

experiences, not only from a theoretical framework. The recurrent presence of the concept of “support” and “interaction” suggests the existence of mechanisms that provide social support in the university, thus fostering a climate of psychological safety that supports performance. By promoting a spirit of “competition” balanced by “collaboration”, the organizational culture seems to direct student behaviors towards self-improvement, supported by the collective resources of the academic community, transforming the university into a framework that favors future professional success.

The map accurately reflects students' perceptions of university behavior, with participant 15's perspective on behaviors being relevant in this context: "I feel that the university environment promotes collaboration and mutual support, especially through group activities, joint projects, and team games." This confirms that, in the university, the fundamental behaviors are those of collaboration, with the spirit of belonging to the group being greatly encouraged, which helps to develop student performance through mutual support among them throughout their studies.

The word map dedicated to organizational philosophy (Figure 2) highlights a strategic orientation of the university towards modernization and adaptability, elements that define the identity of the institution in the current academic context. The central terms of the map, such as “university”, “leadership” and “concerned” suggest a participatory philosophy, where the strategic direction is centered on the “needs” and “satisfaction” of the community. This vision is dynamic and focuses on continuous “improvement” and “digitalization”, thus reflecting an institutional desire to remain relevant and competitive through constant investments in “infrastructure” and “endowments”.



Fig. 2. Representation of keywords regarding philosophy in the university

Source: Processed by the author in NVivo

From the perspective of impact on performance, this philosophy focused on “support” and “development” creates a safe and stimulating learning environment for students. The presence of concepts such as “counseling”, “feedback” and “openness” indicates that the university does not just transmit knowledge but assumes an active role in mentoring and facilitating personal and professional success. Thus, by promoting a culture of “involvement” and “positivism”, the institution manages to transform material and human resources into concrete opportunities for continuous progress, motivating students to maximize their potential in a modern and responsive academic setting.

The university's concern for establishing strategies and policies that are beneficial to students is considerable and students confirm this fact. Participant 1's statement supports this aspect: "I noticed that the members of the management were actively involved in improving the

study conditions and supporting the students, which denotes a real concern for the progress of the institution". Many respondents also highlighted the fact that they appreciate the digital modernization and infrastructure of the university, thus, the university's efforts are visible and students perceive that the university management is involved in providing them with a qualitative educational experience, which makes them more attracted to study and more motivated.

The word map of organizational norms (Figure 3) highlights a university culture centered on transparency and predictability, essential elements for defining academic conduct. The prevalence of terms such as "process," "assessment," "clear," and "rules" suggests that the institution places particular emphasis on standardizing grading procedures and communicating performance criteria as explicitly as possible. The elements of this map indicate a culture in which compliance with regulations and administrative structures provides a stable framework for conducting activities, reducing ambiguity in the relationship between professors and students.



Fig. 3. Representation of keywords regarding university norms

Source: Processed by the author in NVivo

From the perspective of impact on student outcomes, the emphasis on "feedback," "communicate," and "understand" reflects the fact that the norms are focused on informational openness that facilitates academic success. The presence of the terms "fair" and "objective," in contrast to "subjective," suggests that the internal norms are oriented towards eliminating the subjective mark from the examination process, thus promoting a sense of fairness related to these procedures. Such a normative climate, in which "information" and "criteria" are accessible, motivates students to focus their efforts on clear objectives, with performance being perceived as a direct result of competence and not of external factors that cannot be controlled.

Regarding the perception of university norms, participant 11 emphasizes that: "I have always had transparency regarding the calculation formula for a final grade, so according to my work I have always known that I am graded as such". Thus, we can confirm that all the rules regarding student grading, the norms that students are generally most concerned about, are communicated clearly, leaving no room for interpretation. Thanks to this, students know what they need to focus on to achieve good performance and it is much easier for them to succeed when they are clear about what is expected of them.

The word map of organizational values (Figure 4) highlights as central elements concepts such as responsibility, respect and professionalism, elements that constitute the ethical foundation of the university environment. The predominance of these terms, together with concepts such as "integrity", "seriousness" and "fairness", suggests an institutional culture that values moral

character and the quality of human relationships. This hierarchy of values indicates that the university is not only a space for knowledge transfer, but an environment for the formation of attitudes based on “kindness” and mutual “understanding”, essential elements for a healthy academic climate.



Fig. 4. Representation of keywords regarding university values

Source: Processed by the author in NVivo

From the perspective of impact on student outcomes, the central presence of the verb “motivate”, correlated with “performance” and “development”, reflects how students’ alignment with institutional values translates into academic engagement. The fact that values directly “influence” the desire for “engagement” suggests that students tend to achieve better results when they feel that their efforts are “appreciated” and that they are carried out in a framework of “mutual respect”. Thus, the university’s values act as an important element of success, transforming the “responsibility” of each student into a collective resource for achieving academic and, subsequently, professional success.

All the values presented above, which students perceive, influence them in achieving results. In this regard, participant 17 stated: "These values motivate me to actively participate in courses and projects, because I feel that my opinions are listened to and appreciated". Therefore, it is important for the university to ensure that it promotes the right values, which provide students with a positive learning environment, in which they feel respected and appreciated, because they are the most valuable element for the university and, at the same time, represent the future of the economy.

The word map on performance (Figure 5) highlights a pragmatic and multidimensional view of academic success, where “results” are closely linked to “skills” and the “practical” component of learning. Since the central terms are “communication”, “desire” and “courses” suggest that performance is not perceived only in terms of grades, but as a process of accumulating skills that can be applied in a “career”. This map indicates a culture of academic success based on personal “effort” and the ability to transform theoretical knowledge into solid “methodological” resources, essential for the student’s subsequent professional development.

From an educational impact perspective, the emphasis on “development”, “team” and “active” reflects the fact that performance is stimulated by an environment that encourages participation and critical thinking. The presence of concepts such as “motivate”, “understanding” and “extracurricular” indicate a direct link between involvement in various projects and the achievement of academic goals. Thus, the organizational culture seems to emphasize self-taught and resilient students, for whom success represents a balanced combination between mastery of



staff engages in the workplace and what performances they manage to achieve. It highlights that aspects such as goal orientation and the existence of a supportive climate do not determine performance directly, but through factors such as motivation, involvement and professional satisfaction. Thus, organizational culture influences the way in which employees understand their role and adapt to the effort they have to make, contributing to better results at the individual and organizational level (Iddrisu, 2023).

Although the analysis carried out in this study focuses on students, the results can be compared with those highlighted in the research carried out by Iddrisu (2023) on employees. Thus, an organizational culture based on collaboration and clear objectives has positive effects on both students and university staff, increasing their level of involvement and efficiency. Organizational culture appears, in this context, as a common factor that influences the behaviors and performance of all members of the university, contributing to the consolidation of the overall performance of the institution.

Another qualitative study based on interviews analyzes the relationship between leadership and organizational culture and highlights the fact that an environment characterized by open communication, institutional support and clearly assumed values contribute to increasing the level of employee involvement and satisfaction. The results show that these elements influence performance indirectly, by increasing the motivation that the members of the organization have and the commitment that they feel towards the organization. Also, a well-developed organizational culture often generates closer bonds between employees and is oriented towards their continuous professional development, aspects that support long-term performance (Lemque, Gatoc and Bragas, 2025).

By comparing the results of Lemque, Gatoc and Bragas (2025) to this research, focused on the analysis of student performance, it can be observed that the influence of organizational culture is manifested through similar elements, regardless of the type of organization analyzed. Thus, a climate based on support, collaboration and clear objectives favors the involvement and improvement of results among both students and employees. Therefore, organizational culture is an important factor that influences behaviors and performance in any type of organization, through common processes such as motivation, commitment and active participation.

The original contribution of this research lies in its shift of perspective from staff-centered analysis to student perceptions within the higher education organizational culture framework. While existing literature predominantly examines how institutional values impact employee performance, this study addresses a significant research gap by placing the student at the core of the cultural analysis. By employing a qualitative methodology supported by NVivo coding, the work provides a nuanced understanding of how specific cultural elements, such as institutional transparency, collaborative norms, and supportive philosophy, directly influence students' holistic performance. Thus, the findings extend beyond traditional academic metrics, offering a comprehensive view of how a positive university culture fosters not only better grades but also essential competencies, extracurricular engagement, and long-term career readiness.

Thus, we can state that, regardless of the type of organization, organizational culture is a vital factor in its development and in supporting performance. Regardless of their status, all members of organizations are affected by culture, therefore it is very important for leaders to ensure the implementation of a positive work climate, with an organizational culture that supports all its members to achieve results at the highest level.

## 6. Conclusions

From a theoretical perspective, this research contributes to existing literature by expanding the understanding of organizational culture within the higher education sector, specifically through the lens of student perceptions. It provides a new framework for analyzing how institutional values directly influence student outcomes, filling a gap where previous studies focused primarily on staff and faculty. On a managerial level, the findings offer practical insights for university administrators and policymakers. The results suggest that institutional strategies should prioritize

transparency, digital modernization, and collaborative environments to enhance student engagement. By aligning administrative decisions with the cultural needs of the student body, the University can create a more effective educational ecosystem that fosters both academic success and professional readiness.

The research highlights the fact that organizational culture is a vital factor in defining student performance in the university environment. Elements such as institutional values, academic norms, organizational philosophy and behaviors promoted within the university directly influence the level of involvement, motivation and academic results of students, thus shaping the answer to the first research question. All these elements are important for students and the qualitative analysis of the interviews demonstrated that a university climate based on collaboration, transparency and mutual support contributes to creating a favorable framework for the development of academic and professional performance.

The results obtained confirm the idea that student performance must be understood in a complex manner, as it goes beyond simple reporting on exam results, which may not always reflect the true level of the student. The second research question highlighted the fact that participation in extracurricular activities, the development of practical skills, intrinsic motivation and the degree of involvement in the educational process are also essential indicators of success in the academic environment. In this sense, the organizational culture of the university acts as a supporting and guiding element, influencing the way in which students perceive their role in the university, the responsibilities they have and the development opportunities they can access.

This analysis also highlights that well-defined institutional values and norms contribute to strengthening a sense of belonging and responsibility among students. When the university environment promotes respect, professionalism, fairness and open communication, students demonstrate a higher level of commitment and can better focus on achieving their academic goals. Therefore, organizational culture not only influences individual performance, but also contributes to increasing the overall performance of higher education institutions.

The research should be expanded because, for the present study, there are limitations such as the impossibility of generalizing the results obtained, due to the small sample of students in the same year of study and at the same faculty within the Academy of Economic Studies in Bucharest. Also, in the case of qualitative research conducted through interviews, the results are subjective, because we rely on the perception of the students and the results can be influenced by personal factors.

Thus, this research provides a relevant basis for understanding the relationship between organizational culture and academic performance, which we can later develop in a mixed research, including a quantitative analysis through the structural equation model, which will give us a clearer perspective on the impact of each element of organizational culture on the various means of defining student performance.

Another significant limitation of the current research is its cross-sectional design, which captures student perceptions at a single point in time rather than tracking how their experience of organizational culture evolves throughout the entire academic cycle. Furthermore, by focusing exclusively on one faculty, the study does not account for potential subcultural variations that might exist across different departments within the university. Future studies could address these gaps by implementing longitudinal designs and expanding the scope to include students from various academic disciplines, allowing for a more comprehensive understanding of the university's internal cultural diversity.

Also, a promising direction for future investigation involves conducting a comparative analysis between the students' current perceptions and the objectives outlined in the university's institutional strategy from previous years. By evaluating the results against the official institutional strategy, researchers could determine the extent to which strategic goals, such as digitalization, infrastructure modernization, and student support, have been successfully implemented and felt by the student community. This comparative approach would provide a more objective measure of

institutional progress and help align future strategic planning with the actual needs and lived experiences of the students.

## References

1. Ali, N., Jusoff, K., Ali, S., Mokhtar, N. & Salamat, A.S.A., 2009. The factors influencing students' performance at Universiti Teknologi MARA Kedah, Malaysia. *Management Science and Engineering*, 3(4), pp. 81–90. [online] Available at: <https://psasir.upm.edu.my/id/eprint/17163/> [Accessed 12 June 2026].
2. Al-Mutairi, A., 2011. Factors affecting business students' performance in Arab Open University: The case of Kuwait. *International Journal of Business and Management*, 6(5), pp. 146–155. <https://doi.org/10.5539/ijbm.v6n5p146>
3. Bamidele, R., 2022. Organizational culture. In: *Industrial Sociology, Industrial Relations and Human Resource Management*. Awka, Nigeria: Fab Educational Books, pp. 284–292.
4. Braxton, J.M., 2010. Norms and the work of colleges and universities: Introduction to the special issue—Norms in academia, *The Journal of Higher Education*, 81(3), pp. 243–250. <https://doi.org/10.1080/00221546.2010.11779052>
5. Brinkley, R.W., 2013. The case for values as a basis for organizational culture. *Frontiers of Health Services Management*, 30(1), pp. 3–13. <https://doi.org/10.1097/01974520-201307000-00002>
6. Chamberlin, K., Yasué, M. & Chiang, I.C.A., 2023. The impact of grades on student motivation. *Active Learning in Higher Education*, 24(2), pp. 109–124. <https://doi.org/10.1177/146978741881972>
7. Chatman, J.A., Caldwell, D.F., O'Reilly, C.A. & Doerr, B., 2014. Parsing organizational culture: How the norm for adaptability influences the relationship between cultural consensus and financial performance in high-technology firms. *Journal of Organizational Behavior*, 35(6), pp. 785–808. <https://doi.org/10.1002/job.1928>
8. Everaert, P., Opdecam, E. & Maussen, S., 2017. The relationship between motivation, learning approaches, academic performance and time spent. *Accounting Education*, 26(1), pp. 78–107. <https://doi.org/10.1080/09639284.2016.1274911>
9. Ghazivakili, Z., Nia, R.N., Panahi, F., Karimi, M., Gholsorkhi, H. & Ahmadi, Z., 2014. The role of critical thinking skills and learning styles of university students in their academic performance. *Journal of Advances in Medical Education & Professionalism*, 2(3), pp. 95–102. [online] Available at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC4235550/> [Accessed 12 June 2026].
10. Gray, T. & Bunte, J., 2022. The effect of grades on student performance: Evidence from a quasi-experiment. *College Teaching*, 70(1), pp. 15–28. <https://doi.org/10.1080/87567555.2020.1865865>
11. Iddrisu, I., 2023. Influence of staff performance on public university operations: Examining motivation and retention factors. *Social Sciences & Humanities Open*, 8(1), 100744. <https://doi.org/10.1016/j.ssaho.2023.100744>
12. Jaakson, K., 2008. Students' perceptions about university values: Some influencing factors. *Journal of Human Values*, 14(2), pp. 169–180. <https://doi.org/10.1177/097168580801400207>
13. Köse, M.F. & Korkmaz, M., 2019. Why are some universities better? An evaluation in terms of organizational culture and academic performance. *Higher Education Research & Development*, 38(6), pp. 1213–1226. <https://doi.org/10.1080/07294360.2019.1634679>

14. Laguado, R.I., Florez, E.G. & Hernández, F.Y., 2018. Organizational philosophy as a vehicle of action in the competitive development of SMEs. In: *Journal of Physics: Conference Series*, 1126, 012067. Bristol: IOP Publishing. <https://doi.org/10.1088/1742-6596/1126/1/012067>
15. Lemque, R.R., Gatoc, A.A. & Bragas, C.M., 2025. A qualitative study on leadership and workplace culture: Its impact on talent acquisition, employee engagement, and retention. *International Journal of Research Publication and Reviews*, 6(1).
16. Limna, P., 2023. The impact of NVivo in qualitative research: Perspectives from graduate students. *Journal of Applied Learning & Teaching*, 6(2), pp. 271–282.
17. Macfarlane, B., 2004. *Teaching with integrity: The ethics of higher education practice*. London: Routledge.
18. Năstase, M., Roja, A., Burlacu, S., Coroban, L., Matis, C., Cristescu, I. & Cristache, N., 2020. Perspectives regarding the organizational culture within the Romanian textile industry. *Industria Textila*, 71(1), pp. 73–80. <https://doi.org/10.35530/IT.071.01.1778>
19. Syno, J., McBrayer, J.S., Calhoun, D.W., Zinskie, C. & Fallon, K., 2023. An examination of faculty and staff collaboration and relationships in higher education. *Journal of Higher Education and Student Affairs*, 39(1), pp. 94–121. <https://doi.org/10.20429/gcpa.2023.390105>
20. Twabu, K.Y., 2025. Transforming organizational culture in higher education: A strategic change management case study for higher learning institutions using the IRACE framework *Frontiers in Education*, 10, 1690451. <https://doi.org/10.3389/feduc.2025.1690451>
21. Wong, L.P., 2008. Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian Family Physician*, 3(1), pp. 14–20. [online] Available at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC4267019/> [Accessed 12 June 2026].