



Practices Related to the Value Dimension of Building Institutional Identity from the Point of View of Faculty Members

¹ Dr. Ghada hamza Mohamed Elsherbiny , ² Dr. Reda AbdelBadie Elsayed Attia

¹Galshrbeni@kku.edu.sa

Assistant Professor of fundamental Education

²reeatyah@kku.edu.sa

Assistant Professor of Comparative Education

- Department of leadership and Educational polices – College of Education -King Khalid University;

Abstract:

The current research aimed to try to identify the reality of practices related to the value dimension of building institutional identity from the point of view of faculty members, the research has relied on the descriptive approach and a questionnaire was built consisting of (6) axes to collect data, and applied to a sample of faculty members at King Khalid University (114) The results of the percentages and averages were as follows: Integrity and Ethics (73%) with an arithmetic average (3.92), Erasing Diversity and Inclusion (74.25%) with an arithmetic average (3.97), Community Participation (70.5%) with an arithmetic average (3.82), Academic Excellence (71.75%) with an arithmetic average (3.87), and Innovation and Adaptation (66.5%) with an arithmetic average of (3.66), the sustainability axis reached (63%) with an arithmetic average of (3.52), and the total percentage of the dimensions of the questionnaire reached (69.75%) with an arithmetic average of (3.79), which is a high percentage in the range of appreciation. It reflects the availability of the value dimension of building the corporate identity to a high degree .The results also indicated that there are no statistically significant differences between the opinions of the members of the research sample in the degree of the value dimension of building the institutional identity attributed to the variable of specialization in all axes and the total degree except for the axis of innovation and adaptability, where the differences were found statistically significant in favor of applied disciplines, also there are no statistically significant differences attributed to the variable years of experience in the axes of (integrity and ethics, innovation and adaptability, sustainability.), while the differences were statistically significant in the axes of (diversity and inclusion, community participation, academic excellence) in favor of the categories (5-10 years) and the category (10 years and more) compared to the category (1-5 years). The research recommended including university policies and procedures that reflect sustainability and conservation of university resources, and establishing strategic partnerships with institutions for the purpose of exchanging knowledge and experiences and promoting continuous learning and innovation.

Keywords: Corporate identity - Value dimension

Received: 18 June 2024

Revised: 30 Aug 2024

Accepted: 25 Sep 2024

Introduction

Universities are keen to highlight their privacy and distinction through what is known as building institutional identity, and are keen to be characterized by their identity with clarity, strength and unity in order to create a strong mental image at the local and global levels, and the concept of institutional identity dates back to the fifties of the last century, and was formulated by workers in the field of graphic design, and then it was used in the field of marketing and in commercial advertising campaigns and designing logos

for businessmen and companies The researchers found that there must be certain identities to express the company and organizations as an entity and clarify them to stakeholders.

Many people believe that the corporate identity «branding» is just a logo and identification cards «business card» and in fact it is much more than that, the corporate identity or brand «branding» is the spirit of the institution and its identity that communicates with its employees and customers, and applies its elements inside and outside the institution, in its colors, décor, the way to deal with employees, and the way to deal with customer problems and service (Al-Makinzi, DT)

Therefore, we find that (Bravo, et al, 2012) believes that corporate identity combines central and secondary organizational characteristics that represent the core, personality and internal culture of the organization, or it is a concept that includes the values, ethics and *raison d'être* of the organization and provides a sense of individuality that can facilitate the organization's distinction from its competitors (Gianfiglio, 2015).

In his definition of corporate identity, Ost (2004, p. 515) focused on the value aspect, stating that corporate identity is the distinctive personality of the organization that is perceived by the pervasive values that appear in the organization's communications abroad. As Ferman and Watten (2002, 618-635) pointed out that the corporate identity is formed by the core values and beliefs that guide the actions of the organization's employees, as senior management has a key role in questioning it and answering the question of who are we? as an organization.

Perhaps the above confirms the importance of the value dimension of institutional identity.

Values are the basic concept to evaluate the position and actions of individuals and their behavior in the institution and these values reach individuals through relationships and continuous interaction between them when the institution adopts certain values such as attention to customers and improve efficiency and effectiveness, the institution here expects its members to adopt these values and reflected on their behaviors (Faouri, 2010, i)

Accordingly, it can be said that the institutional identity combines the informational aspect related to the nature of the institution and the nature of its work, the behavioral and value aspect, and the visual aspect represented in the mental image of the institution among stakeholders or beneficiaries.

King Khalid University is among the universities in the Kingdom of Saudi Arabia that sought to build its identity in a way that reflects its ambitions, characteristics and values and seeks to communicate that mental image to all its beneficiaries, whether internal or external, at the national and global levels.

The institutional identity of King Khalid University is linked to what it offers and the way it is presented, and this is reflected in its mission and objectives, which highlight its areas of distinction among the rest of the universities, as the vision of King Khalid University included a focus on striving towards global leadership in building people, developing the place and enhancing the economy, and also defined its mission in providing a stimulating academic environment for the production and application of knowledge, research and innovation, enhancing social responsibility, and contributing to achieving sustainable development by optimizing the investment of our capabilities and resources. The strategic objectives included:

1. ■ Improving teaching and learning outcomes to suit the requirements of the labor market and sustainable development.
2. ■ Promote research and innovation to meet societal and economic needs.
3. ■ Promoting social responsibility and volunteer work.
4. ■ Improving the quality of university life.
5. ■ Achieving institutional excellence.
6. ■ Diversify and develop revenue sources and their sustainability.

The university is keen to adopt a set of values and serve as an ethical framework that governs the behavior of its employees, believing that the commitment to values contributes to building the university's reputation and enhances trust between the university and the surrounding community. When a university is committed to ethical values, integrity and academic excellence, the university has a strong reputation and is increasingly respected and valued by students, parents, employers and the local community.

Values play an important role in attracting and nurturing talent. Talented students are looking for universities that reinforce the values they believe in and provide them with a stimulating and inspiring environment. When a university is committed to academic excellence, diversity, inclusion, and innovation, it attracts, retains and encourages talented individuals to reach their full potential. It also promotes research and innovation at the university. When innovation and entrepreneurship are valued, faculty and students are encouraged to explore new ideas and develop creative solutions to societal and scientific challenges.

Corporate identity contributes to building a strong reputation for the university and fosters good relations with interested parties. It makes it recognized as an outstanding educational institution. Corporate identity contributes to building trust and recognition of the university as a high-quality and reliable institution. The corporate identity also contributes to strengthening relationships with strategic partners, such as donors, academic and industrial institutions and the local community, which opens new horizons for cooperation and partnership in the fields of research, innovation and development.

Due to the importance of the institutional identity of the university, the current research has been interested in studying this topic by focusing on the value aspect associated with the institutional identity.

Research problem:

The existence of an institutional identity for the university has become a priority to reach the local and international community through the use of visual symbols published in different images and through its values, behavior and internal culture, which contribute to attracting distinguished students and faculty members to join it because of the advantages and opportunities it provides that may not be available in other universities, and perhaps the clarity of the institutional identity of the university among its employees through their knowledge and understanding of its mission, goals, orientations and characteristics. It contributes to increasing the sense of belonging and loyalty to the institution and forming a distinguished reputation for it. From here, it can be said that the continuity and strength of the institutional identity of the university depends on the awareness of its employees, from here the research problem is determined in trying to identify the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members.

Research Questions:

1. What are the elements of corporate identity?
2. What is the reality of the practices related to the value dimension (integrity and ethics - diversity and inclusion - community participation - academic excellence - innovation and adaptation - sustainability) to build the institutional identity of King Khalid University from the point of view of faculty members?
3. Are there statistically significant differences between the members of the research sample Practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members according to variables?

Research Objectives: The research aims to identify:

- 1- Elements of corporate identity
- 3- Practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members".

The significance of study: The significance of study is determined by the following:

Theoretical significance:

- Current research contributes to enriching scientific knowledge in the field of higher education management with a better understanding of the factors that affect the construction of the institutional identity of the university and how to maintain it.
- The research may open up prospects for future research in this field, contributing to the development of theories and concepts associated with the institutional identity of the university.

Applied significance:

- Research can help universities improve the process of developing their strategies and future plans, and by identifying practices related to the value dimension of building the institutional identity of the university, universities can ensure that their strategic direction and objectives are effectively achieved.
- Research can help universities build stronger and more interactive relationships with stakeholders, such as students, faculty, and the local community. Understanding the values that underpin corporate identity can contribute to enhanced communication, interaction and alignment.
- With a strong corporate identity, universities can enhance their excellence and competitiveness in the higher education market. Understanding practices related to the value dimension of corporate identity building can pave the way for better education, research and academic service delivery.

Research terms:

- Corporate identity: (defined by Melewar, 2003) as a concept that reflects what an organization is, expects to be, what it does and what it represents.
- Rashid (2003, p. 29) defined it as the component that refers to the collective behavior of the members of the institution and through which they express their relations with the institution and its characteristics and dimensions such as values and beliefs.
- It is defined procedurally as what distinguishes the institution from others in its mission, policies, main values and image among its employees and beneficiaries.
- The value dimension of corporate identity: expresses the positive values that are accepted and trusted by all members of the institution, including commitment, respect for rights, encouragement of initiative, innovation, equal opportunities and other values that prevail within the institution (Powell, Alex, 2014, 192) and current research adopts this concept.

Research methodology:

The descriptive survey approach was used as it is the most appropriate for this type of research, as it is based on studying, analyzing and interpreting the phenomenon by identifying its characteristics and dimensions, describing the relationship between them, analyzing and interpreting data and reaching an accurate description of the phenomenon (Hamed, 2007, p. 43) where it seeks to identify the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members, "through the application of a questionnaire directed to them .

Study population and sample:

Limited to 114 faculty members at King Khalid University, who held administrative positions.

Limitations of the study:

Objective limits: The current research is limited to a study of the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members.

Spatial boundaries: King Khalid University

Time limits for the second semester of 2024

Theoretical framework

A study (Katherine, Denise, 2010) indicates that the existence of procedures, systems, activities and events provided by the college contributes to strengthening its identity and that identification helps in bringing about positive change and institutional renewal.

Abdul Sattar (2014, p. 236) pointed out that the most important characteristic of institutional identity is the existence of central features shared by all institutions and other unique features that distinguish the institution without others with the continuity of those features.

The process of building an institutional identity is based on several elements that show the distinction of the institution from others, which are as follows:

Name and logo: includes the name of the institution and its logo that expresses its values and vision.

Mission and Vision: The mission expresses the primary purpose and future mission of the organization, while the vision expresses the desired image of the organization in the future. Values and Culture: Values include the principles and standards adopted by the organization that guide the behavior and decision-making. It also includes the internal culture of the organization and the way it deals with employees and customers. These values must be meaningful in society, well related to the nature of their anchors and what customers need from the organization. Continuous development of elements of recreation, marketing and advertising plans that must be based on the values and identity of the organization and predetermined

Ethics and behavior: Each institution has its own philosophy, ethical rules that govern its decisions and actions, ways of responding and dealing with surrounding situations and events, dealing with society and its institutions, and ways of performing its files such as social responsibility, volunteering, etc. (Melewar, Bassett, & Simoes, 2006).

The strength of the institution: represented in the potential of the institution, the size of its capital, property, structure, economic and political conditions (Melewar & Akel, 2005

Al-Bashabsheh (2008) refers to the importance of corporate identity as a value that generates a set of values for the organization, and the individual through commitment, motivation, performance and organizational citizenship, as well as reducing cases of friction and conflict, increasing the degree of loyalty and commitment, cooperation with the organization, improving the organization's position in society and raising its competitiveness through the individual's defense of his institution in front of society and other institutions, and doing his best to achieve his goals, and this contributes to making the organization's outputs characterized by quality and competitiveness.

Values determine the reality of the organization and the form of its performance, and they are the answer to why and how? The value dimension within the institution has a direct impact on the behavior of its employees, in addition to the fact that the values reflect the internal characteristics of the institution and express its philosophy (Ahmed, 2009, p. 20).

The values give the individual the possibility and motivation to perform what is required of him, and enable the individual to adapt and agree positively and achieve his satisfaction with himself for his response to the group in its principles and beliefs, as the values are considered a determinant of the goals and policies of the institution (Al-Gharyoush, 2000, p. 161)

Values contribute to giving the individual a sense of common orientation for all employees and are indicators of their behavior, and give strength to the institution so that employees feel the importance of the institution to which they belong (Hamadat, 2006, p. 36).

The above emphasizes the importance of values for the individual and the institution, as the individual's commitment to the values of the institution contributes to its development.

At the level of King Khalid University, the importance of the value dimension of the university identity can be determined through the following:

– **Setting Strategic Directions:** Values help define the University's strategic directions and make sustainable and appropriate decisions. These values reflect the University's future vision and direction in achieving its long-term corporate goals.

- **Building trust and credibility:** When a university is committed to values that promote integrity, ethics and quality, a positive reputation is built and respect and trust in the university and its products and services increase.
- **Strengthening university belonging and identity:** among members of the university community, including students, faculty, and staff. These values help build an enthusiastic and inspiring university environment that fosters collaboration and team spirit.
- **Achieving Excellence:** These values reflect a dedication to providing high-quality education and encouraging research and innovation, contributing to improving the university's reputation and attracting talented students and researchers.
- **Interaction with beneficiaries:** including students, parents, the local community and employers. These values reflect the University's commitment to meeting the needs of the community and promoting strategic cooperation to achieve sustainable development.
- **Directing institutional directions:** Contribute to guiding the university in determining its institutional directions. These values reflect the University's vision and goals and identify key areas that the University seeks to focus on. By promoting the University's idealistic values, its priorities are set and its strategy for excellence and success is guided.

The most prominent values of the institutional identity of the university:

The most prominent values of the institutional identity of the university are as follows:

1. **Integrity and Ethics:** Upholding integrity and ethical behavior is critical to maintaining a university's corporate identity. This value entails maintaining honesty, transparency and accountability in all aspects of the organization's operations, including teaching, research, management and community engagement.
2. **Diversity and inclusion:** It is essential to create a vibrant and enriching university community. This value includes embracing individuals from different backgrounds, cultures and perspectives and ensuring equal opportunities for all university members. Preserving corporate identity requires fostering an inclusive environment that celebrates diversity and fosters a sense of belonging.
3. **Community Engagement:** Universities often play a vital role in their local and global communities. Maintaining corporate identity involves actively engaging with the community, addressing societal challenges, and contributing to the public good through research, outreach programs, and partnerships. This value underscores the University's commitment to social responsibility and making a positive impact beyond campus.
4. **Academic Excellence:** Universities strive to maintain high levels of rigor and academic excellence. This value underscores the importance of quality education, research and scholarship. Preserving the University's corporate identity implies a commitment to providing an environment that fosters intellectual growth, critical thinking and innovation.
5. **Innovation and adaptability:** In a rapidly changing world, universities need to be innovative and adaptable to maintain their corporate identity. This value underscores the importance of embracing new methods and technologies and multidisciplinary collaboration to address emerging challenges and opportunities. Maintaining corporate identity involves fostering a culture of innovation, entrepreneurship and lifelong learning.
6. **Sustainability:** Many universities recognize the importance of environmental sustainability and social responsibility. Maintaining corporate identity involves integrating sustainable practices into various aspects of the organization, such as energy conservation, waste reduction, responsible procurement, and promoting sustainable development.

These values are not universal, as universities may prioritize additional values based on their institutional identities.

Effective ways to enhance corporate identity:

The university's strengthening of institutional identity includes many ways that can help improve the image of the institution and strengthen its relationship with the community and customers. Among the effective methods are the following:

1. Developing an attractive and modern website that reflects the identity of the institution , its products and services.
2. Create pages for the institution on social networking sites and start publishing appropriate content for the target group and maintain its interactions with customers.
3. Developing high-quality billboards with an attractive shape that reflects the identity of the organization and directly promoting products.
4. Promote the Foundation's role in the community by sponsoring charitable activities and participating in **community events**.
5. Ensure that the organization's products match its vision and values in dealing with customers and provide distinguished services that put the customer at the **center of attention**.
6. Develop the design of the organization's logo and identity standards and use them consistently in all tools, means and products.
7. Providing training for employees to support work to improve the quality of services provided and respond quickly to customers to increase the work culture and loyalty to the organization so that they reflect their performance on the level of overall performance of the organization in general.

The institutional identity of Saudi universities in light of Vision 2030 :

According to Saudi Arabia's Vision 2030, the Saudi government pays great attention to enhancing the quality of higher education and developing Saudi universities to meet the needs of society and achieve sustainable development. The Kingdom of Saudi Arabia is a pioneer in promoting academic excellence and scientific research. Saudi universities must be committed to providing high-quality and advanced educational programs, based on international standards and best practices, encouraging scientific research and innovation, and enhancing academic cooperation with international universities and institutions. Saudi universities should encourage students, faculty, and staff to continuously learn and develop their skills and knowledge. This can be achieved by providing training programs, workshops and online learning opportunities, and universities are committed to continuously improving education and training.

Vision 2030 emphasizes the importance of inclusiveness and diversity in Saudi society. Saudi universities should be open and inclusive institutions that welcome students and academic members from all backgrounds and cultures, and universities should foster a culture of tolerance and respect for diversity and provide a diverse and inclusive environment for all. Saudi universities should encourage sportsmanship and leadership among students, faculty and staff, and provide opportunities to participate in sports activities, competitions and leadership programs that help develop leadership, cooperation and communication skills. And to be universities Saudi Arabia is active in building strategic partnerships with the public and private sectors, and building cooperative relationships with industry and the local community. Communication with employers, institutions and other organizations should be strengthened to share knowledge and develop training programs and employment opportunities for students and university graduates. Saudi universities should be an active element in community service and sustainable development, and universities should encourage research and projects that address social and environmental challenges and contribute to improving the quality of life (Vision 2030)

In addition, Saudi universities must preserve the authentic Saudi cultural identity and values, and this can be achieved by promoting cultural studies, arts and heritage, and promoting awareness of national identity and Islamic values.

Previous studies:

The researchers reviewed the studies and research related to the current field of research, and a number of researches related to the subject of the research were reached;

Fahim and Rifai's study (2023) aimed to identify the impact of virtue on organizational identity, a field study on nursing faculty members in teaching university hospitals, and it relied on the descriptive approach and applied to a sample of (370) nursing staff members and found that there is a positive moral and direct impact of organizational virtue (optimism, trust, compassion, integrity and tolerance) on the organizational identity of nursing staff members.

Nathan (2023) conducted a study aimed at identifying the experience of Johannesburg, South Africa, in moving towards institutional identity renewal led by provincial education managers. The researcher used the descriptive approach and used the questionnaire tool. He applied his study to a sample of 64 school supervisors in Johannesburg, South Africa. It reached important results, the most important of which are: Promoting the renewal of corporate identity Links between the school, parents and the local community contribute to building strong partnerships to support education and achieve shared success. In order to achieve the renewal of the corporate identity in schools, a clear vision, strong leadership and active participation of all school members are required. The current state of the school must be analysed, the strengths and weaknesses identified, and then a strategic action plan should be developed that outlines the goals and steps needed to achieve change and improvement.

The study of Engelen et.al, (2023) aimed to identify strategies to strengthen the identity of higher education through the religious culture of UNISBA Blitar. This research uses a qualitative descriptive approach. Data were collected using targeted samples through interviews, observation and documentation. The results showed that the strategy to strengthen the identity of higher education at UNISBA Blitar is implemented by requiring all students to first take Islamic religious education courses and a certificate to instill Islamic values (dimensions of faith) in students. Second, the policy is to conduct the Quran reading test and Quran improvement guidelines to improve students' reading and understanding of the Qur'an. (Legal dimension). Third, the campus dress policy aims to promote student decency and hygiene (ethical dimension). The creation of student religious culture uses a structural (top-down) model. The foundations that must be adhered to in promoting religious culture in higher education are as follows: the congregational prayer movement, the Islamic dress movement, the phenomenon movement, the idealistic movement, the Islamic hospitality movement, and the quality-of-life movement.

Abdel Rahman (2022) aimed to identify the organizational identity in Egyptian universities and the determinants of activating it at the theoretical level and used the descriptive approach, the results of which resulted in the faculty members feeling the university's distinguished position, good reputation, sense of belonging to it, and keenness to convey a positive image of it to the beneficiary parties, which contributes to marketing it and strengthening its identity. On the other hand, the results indicated a weakness in the adoption of new and innovative ideas by university leaders and working to apply them, and the lack of an organizational culture that enables its leaders to Excellence

Ghamari and Mansour (2021) study aimed at studying the organizational identity and its relationship to the job performance of the university professor, a descriptive study among a sample of Bouira University professors, and relied on the descriptive analytical approach and used the questionnaire and applied it to 233 faculty members, and the results found that the degree of feeling of organizational identity is high among university professors and that there is a positive correlation between organizational identity and job performance in the three dimensions (task performance, citizenship behavior and deviant work behavior)

Rozati, Fatemeh (2017) study aimed to systematically examine the potential relationship between the professional and institutional identity of ESL teachers and their teaching effectiveness, 100 ESL teachers were selected within the age group of 30 to 50 years (median age = 40), teaching experience from 5 to 25 years, and teaching in private language institutes and public schools in Hamedan based on strategically

appropriate samples. They were asked to fill out three questionnaires, namely "Questionnaire Professional Identity" by Liu (2008), "Corporate Identity Questionnaire" by Azimi (2012), and "Teacher Competency Scale" by Chanin-Morin, Hui and Hui (1998). The results of the study showed a statistically significant positive relationship between the professional identity of teachers of English as a foreign language and their educational effectiveness. There is also a statistically significant positive relationship between the institutional identity of teachers of English as a foreign language and their educational effectiveness. In addition, professional identity was found to be a better indicator of the competence of teaching English as a foreign language teacher.

Study of Poole, Gregory S.(2016) This paper explores how bureaucracy impedes the implementation of higher education policy in Japanese universities. Administrative systems use rational legal bureaucratic practices that are fundamental to a university's institutional identity. Rather than being a means of internationalization and reform in general, these same systems become the end, and usually directly conflict not only with innovation and change, but with the university's own mission. Having first identified the processes and policies at the macro level of the internationalization of Japanese higher education, I follow a Ethnography to illustrate administrative practices and assumptions at the microlevel at the university, placing them within the framework of the social theory of bureaucracy to allow comparison with higher education. in other parts of East Asia and around the world. As a way forward, I propose that we borrow theories about social entrepreneurship to solve the challenge of established management practices and fixed corporate identities, bureaucratic "rules utopia" [Graeber, D. 2015. "Utopia of Rules: On Technology, Stupidity and the Joys of Secret Bureaucracy." New York: Melville House].

Dlnia, et, al, (2016) sought to examine the relationship between the professional and institutional identity of lecturers at EFL universities in Iran and their educational effectiveness. To this end, 100 ESL university lecturers from various branches of Azad Islamic universities participated in the study by completing the Professional Identity Questionnaire, the Institutional Identity Questionnaire, and the Teachers' Competency Scale. The results showed that there is a statistically significant positive relationship between the professors of the English Language University As a foreign language a) professional identity and teaching competence, and b) institutional identity and teaching competence. The economic level of the family in some areas, and that hierarchical organization does not differ in most other areas.

The study of Thomas, et, al (2012) examined the relationship between multiple dimensions of corporate identity and self-esteem among 411 black male college students. The results indicated a relationship between self-esteem and institutional identity, but this relationship varied according to the institutional type. Although a sense of belonging predicted self-esteem in all organizations, perceptions of others' evaluation (general respect) of their organization predicted self-esteem among HBCU participants., while the personal assessment (special respect) of their institution predicted self-esteem in PWI participants. The self-concept of new black students at PWI institutions seems to be explained by an internal assessment of their institution, while the opposite occurs in new black male students at black colleges. Further investigation may also indicate a difference in this relationship according to different HBCU units . Institutional Identity Scale Supplement.

Comment on previous studies: The current research agrees with previous studies in taking the issue of institutional identity as the focus of research and study, but these studies differed among themselves in the axes and variables of the study, some of which focused on the institutional identity in the teacher, such as the study of Nathan (2023), and some foreign studies focused on institutional identity in higher education and its relationship to some variables such as self-esteem in the study of Thomas, et,al (2012) and the study of Dlnia, et,al, (2016) sought to study the relationship between the professional and institutional identity of lecturers and their educational effectiveness The current research focused on studying the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members;

2- Method and procedures for field study:

Study Methodology: The current study relied on the descriptive analytical approach, as it is the most appropriate research approach to the nature of the current study, and the results of the field study are presented as follows:

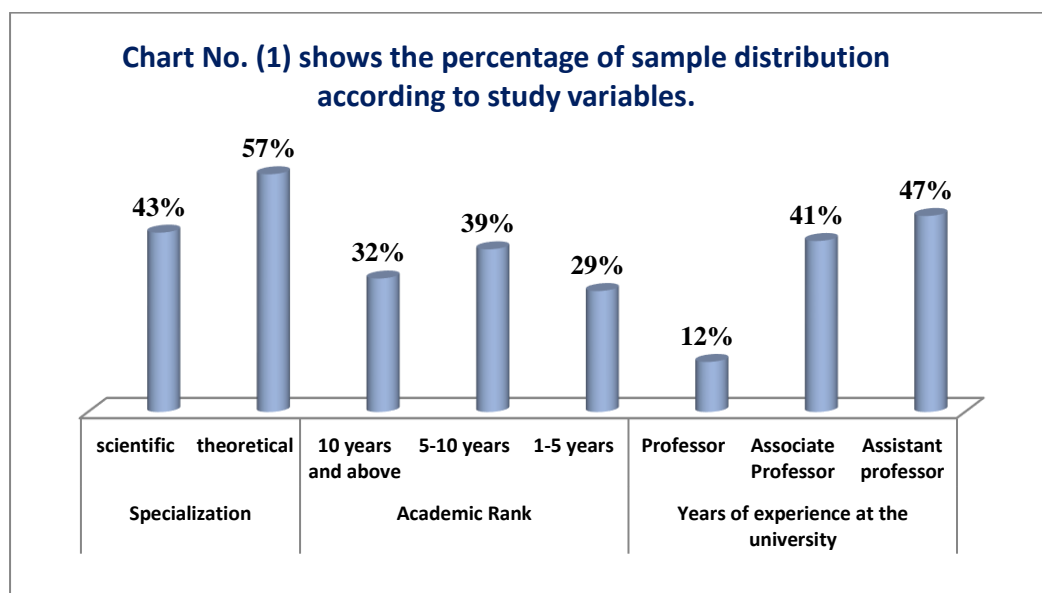
1- Presentation of the basic data of the study sample:

A- Specialization variable: This variable is represented in the following table (1):

Table (1) Sample Distribution by Variables

Statement	Academic Rank			Years of Experience at the University			Specialty	
	Assistant Professor	Associate Professor	professor	1-5 Years	5-10 years	10 years and above	theoretical	scientific
Number	54	46	14	33	44	37	65	49
Ratio	%47	41%	%12	%29	%39	%32	%57	%43
Total	114							

From Table (1), we find that: the percentage of assistant professor (47%), the percentage of associate professor (41%), professor (12%), years of experience from 1-5 years reached 29%, from 5 to less than 10 years (39%) and 10 years or more 32%. According to theoretical specialization (57%) and scientific (43%)



B- Study tool and its characteristics:

The questionnaire was used as a main tool to collect data from the study sample, and the validity of the questionnaire was verified by arbitration by a number of specialists from the faculty at King Khalid University, in order to study the accuracy of the formulation of the paragraphs of the questionnaire and their suitability to the objectives of the study, and to reconsider the observations submitted by them.

Part II: It includes (25) paragraphs distributed on the following axes:

Integrity and Ethics	For diversity and inclusion	Community Engagement	Academic Excellence	Innovation and adaptation	Sustainability
4 paragraphs	4 paragraphs	4 paragraphs	5 paragraphs	5 paragraphs	5 paragraphs

The questionnaire used the Likert quintuple scale to respond according to the following sequence: (very high score 5, high 4, medium score 3, low score 2, very low 1), where the length of the categories and the extension of values were calculated to interpret the results of the study as shown in Table (3):

Exploratory Study:

The researcher , after conducting arbitration for her tool and modifying it based on the recommendations of the arbitrators to amend, delete and add, conducted an exploratory study on it, which included (40) single, in order to ensure the honesty and stability of its tools statistically, and its statistical validity for the current study, and the result was:

First: Honesty

(a) Structural honesty (internal consistency):

It means that each item is linked to the total degree of the questionnaire, we note that all the links of the questionnaire items as a whole and its six axes: (integrity and ethics, diversity and inclusion, community participation, academic excellence, innovation and adaptability, sustainability): integrity and ethics (4) phrases, diversity and inclusion (4) phrases, community participation (5) phrases, academic excellence (5) phrases, innovation and adaptability (5) Phrases, sustainability (3) phrases, high acceptable degree as they were confined between (.281 - .942), which prompted the researcher to adopt all of them, and thus all the items of the questionnaire become approved (26) phrases, distributed as in the distribution mentioned. See Table 2, Table 3 and Table 4.

Table (2) shows the internal consistency of the Questionnaire as a whole

N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient
1	.281	8	.646	15	.703	22	.662
2	.350	9	.823	16	.706	23	.753
3	.697	10	.663	17	.697	24	.680
4	.422	11	.637	18	.793	25	.684
5	.358	12	.714	19	.621	26	.678
6	.590	13	.686	20	.711		
7	.620	14	.637	21	.747		

Table (3) shows the internal consistency of the dimensions of the Questionnaire

Integrity and Ethics		Diversity and inclusion		Community Engagement		Academic Excellence		Innovation and adaptation		Sustainability	
N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient
1	.653	1	.671	1	.808	1	.771	1	.791	1	.741
2	.653	2	.701	2	.768	2	.778	2	.879	2	.820
3	.800	3	.834	3	.755	3	.829	3	.942	3	.867
4	.513	4	.465	4	.796	4	.766	4	.775		
				5	.711	5	.829	5	.674		

(b) Self-honesty:

It means the product of the square root of the stability coefficient of Alfabronbach, and looking at the values of stability, we find that the honesty of the questionnaire as a whole and its six axes: (integrity and ethics, diversity and inclusion, community participation, academic excellence, innovation and adaptability, sustainability) we find that it has been limited between the values of (.905- .974), which are acceptable high values, which confirms the subjective honesty of the questionnaire and its axes and thus its suitability for use in the current study. See Table 4.

Table No. (4) shows the truthfulness and stability of the different types of the questionnaire as a whole and its sub-axes

Variable	Questionnaire as a whole and dimensions	Deleted items	Cronbach Alpha stability coefficient	Self-honesty	half division	
					Spearman-Brown	Getman
The value dimension in building institutional identity	The questionnaire as a whole	No deletion	.950	.974	.744	.717
	Integrity and Ethics	No deletion	.820	.905	.760	.747
	Diversity and inclusion	No deletion	.825	.908	.775	.776
	Community Engagement	No deletion	.905	.951	.880	.830
	Academic Excellence	No deletion	.918	.958	.899	.862
	Innovation and adaptation	No deletion	.928	.963	.890	.824
	Sustainability	No deletion	.902	.949	.744	.717

(c) Formative honesty:

The researcher extracted the formative honesty of the questionnaire as it consists of six axes in addition to the total degree, and formative honesty means the link between the six axes of the questionnaire and its degree of total questionnaire each other, and looking at Table No. (5) we note that all correlations are statistically significant under the level of significance 01., which indicates the sincerity of the formative questionnaire and therefore its validity to measure what was developed to measure.

Table No. (5) shows the matrix of links to confirm the formative validity of the questionnaire

Variable	Integrity and Ethics	Diversity and inclusion	Community Engagement	Academic Excellence	Innovation and adaptation	Sustainability
The questionnaire as a whole	.605(**)	.720(**)	.850(**)	.841(**)	.833(**)	.783(**)
Integrity and Ethics		.734(**)	.539(**)	.477(**)	.407(**)	.311(**)
Diversity and inclusion			.660(**)	.576(**)	.341(*)	.368(*)
Community Engagement				.687(**)	.571(**)	.546(**)
Academic Excellence					.651(**)	.485(**)
Innovation and adaptation						.819(**)

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

Second, the stability of the questionnaire:

(a) Cronbach's alpha stability:

The researcher extracted the value of Cronbach's alpha stability for the questionnaire as a whole and its six axes: (integrity and ethics, diversity and inclusion, community participation, academic excellence, innovation and adaptability, sustainability) we find that it has been limited between the two values (820. - 950.) , which is a high and therefore acceptable value, demonstrating its suitability for use in the present study. See Table 4.

Stability of half segmentation:

The researcher extracted the value of the stability of the questionnaire by the method of half segmentation in two ways, Spearman - Brown and the method of Getman, for the questionnaire as a whole and its six axes: (integrity and ethics, diversity and inclusion, community participation, academic excellence, innovation and adaptability, sustainability), where the values were limited between (.824 - .899), which are high values, and therefore acceptable, which indicates that the questionnaire and its axes are at a high level of stability see Table (4).

Statistical treatments used:

The researcher used several statistical treatments to process her data, using the Statistical Package for Social Sciences (SPSS) program, and he chose from that:

- (1) **Arithmetic averages:** to extract percentages and estimates

(2) **Percentage equation from the mean:** in order to extract the percentage at the level of the single, and the equation is as follows: $(\text{average} - 1) \div 2 \times 100$

(3) **Schedule of Judging and Evaluation Criteria:** To make judgment and estimate percentages, which is as follows:

Table No. (6) shows the criteria for judging and evaluation of percentages

Ratio	%20 -%1	%40- %21	%60-%41	%80-%61	81%- 100%
Value	Very low	Low	medium	high	Very high

(4) **ANOVA test:** to detect differences between multi-stakeholder groups.

(5) **LSD Post-Test:** To find out the trends of differences between averages after performing the Innova test.

(6) **Two-sided T.test:** to detect differences between the averages of bilateral groups

View results:

The first question: What is the reality of the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (integrity and ethics)?

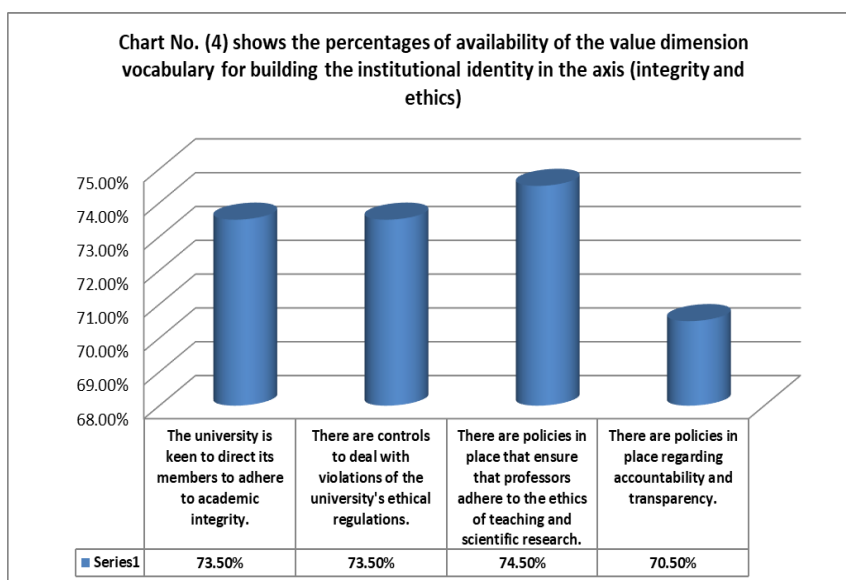
To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Looking at the table above and the graphic below which shows Percentages and estimates for items Axis (Integrity and Ethics) and its total grade, we note that All the items of this axis came in the range of a high appreciation rate, meaning that it was limited to two percentages (60%- 80%), and it is noted that all the percentages of items came above the 70%, where the lowest percentage came for item number (4(70.5% and an arithmetic mean (3.82), and its content was (There are accountability and transparency policies in place), while the highest percentage came for item number (3) by (74.5% and an arithmetic mean (3.98), and its content (There are policies in place to ensure that faculty members adhere to the ethics of teaching and scientific research.), and since all items in the range of estimation are high, and above 70%, and looking at the total percentage of the axis, we find that it reached (73% with an arithmetic mean (3.92), which is a ratio in the range of appreciation is high. Perhaps this result is consistent with the study of Fahim and Rifai (2023), which showed that there is a direct positive impact of organizational virtue (optimism, trust, compassion, integrity and tolerance) on organizational identity. For Nursing Staff Members, It is worth noting that the university obtained institutional accreditation in 2017 and that it is interested in this aspect as one of the basics on which the university's governance is based, and the university has an ethical framework published on the university's website that includes ethics that leaders, faculty members, students and employees must adhere to. (Controversial Framework: King Khalid University).

Table (6) shows the percentages and appreciation of the items of the integrity and ethics axis and the total score

N	Theme: Integrity and Ethics	Rank	Average Arithmetic	Standard deviation	Percent age	Value

1	The university is keen to guide its employees to adhere to academic integrity	(2)	3.94	.37	73.5%	high
2	There are controls for dealing with violating the university's ethical regulations	(2)	3.94	.37	73.5%	high
3	There are policies in place to ensure the commitment of faculty members to the ethics of teaching and scientific research	(1)	3.98	.47	74.5%	high
4	There are accountability and transparency policies in place	(3)	3.82	.48	70.5%	high
Percentage and overall appreciation of the integrity and ethics pillar			3.92	.42	73%	high



The second question: What is the reality of the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (diversity and inclusion)?

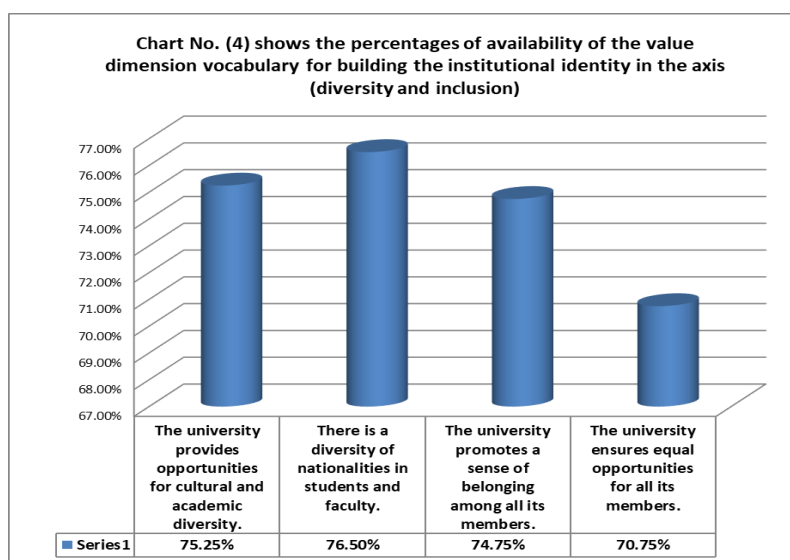
To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (7) shows the percentages and appreciation of the items of the diversity and inclusion axis and the total score

N	The second axis: diversity and inclusion	Rank	Average Arithmetic	Standard deviation	Ratio	Value
---	--	------	--------------------	--------------------	-------	-------

1	The university offers opportunities for cultural and academic diversity	(2)	4.01	.35	%75.25	high
2	There is a diversity in the nationalities of students and faculty members	(1)	4.06	.40	%76.5	high
3	The university promotes a sense of belonging among all its employees	(3)	3.99	.31	%74.75	high
4	The university guarantees equal opportunities for all its employees	(4)	3.83	.41	%70.75	high
Percentage and overall estimation of the diversity and inclusion pillar			3.97	.36	%74.25	high

Looking at the above table and the drawing below, which shows the percentages and estimates of the items of the axis (diversity and inclusion) and its total degree, we note that all the items of this axis came in the range of a high appreciation rate, meaning that it was limited between (60% - 80%), and it is noted that all the percentages of items came above 70%, where the lowest percentage came for item No. (4) amounted to (70.75%) and an arithmetic average of (3.83), and its content was (the university guarantees equal opportunities for all its employees), while the highest percentage came for the item No. (2) by (76.5%) and an arithmetic average (4.06), and its content included (there is a diversity in the nationalities of students and faculty members), and since all items in the range of appreciation are high, and above 70%, and looking at the total percentage of the axis, we find that it reached the axis, we find that it reached (74.25%) with an arithmetic average of (3.97), which is a percentage in the range of high appreciation. So the result: The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members in the axis of (diversity and inclusion) to a high degree, and this is explained by the fact that the university seeks to achieve competitiveness and access to universality, and there is a good number of international students who reached 170 students in different disciplines, and the university also includes a large number of faculty members in different disciplines and of different Arab and foreign nationalities.



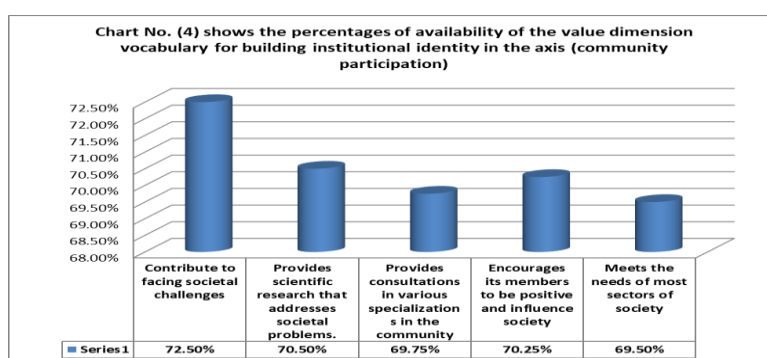
The third question: What is the reality of the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (community participation)?

To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (8) shows the percentages and appreciation of the items of the community participation axis and the total score

N	Third Theme: Community Participation	Rank	Average Arithmetic	Standard deviation	Ratio	Value
1	The university contributes to facing societal challenges	(1)	3.90	.39	72.5%	high
2	Provides scientific research that addresses the problems of society	(2)	3.82	.51	70.5%	high
3	The university provides consultations in various disciplines in the community	(4)	3.79	.48	69.75%	high
4	Encourages its employees to be positive and influence the community	(3)	3.81	.43	70.25%	high
5	The university meets the needs of most sectors of society	(5)	3.78	.45	69.5%	high
Percentage and overall estimate of the community participation pillar			3.82	.45	70.5%	high

1. Looking at the above table and the drawing below, which shows the percentages and estimates of the items of the (community participation) axis and its total degree, we note that all the items of this axis came in the range of a high appreciation rate, meaning that it was limited between (60% - 80%), and it is noted that all the percentages of items came above 69%, where the lowest percentage for item No. (4) amounted to (69.5%) and an arithmetic average (3).78), and its content was (the university meets the needs of most sectors of society), while the highest percentage came for item No. (1) by (72.5%) and an arithmetic average (3.90), and its content included (the university contributes to facing societal challenges), and since all items in the range of appreciation are high, and above 69%, and looking at the total percentage of the axis, we find that it reached (70.5%) with an arithmetic average of (3.82), which is a percentage in the range of appreciation is high. So the result: The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members in the axis of (community participation) to a high degree, and the explanation for this is that the university has the General Administration for Volunteering and Community Partnership, which falls under the University Agency for Business and Community Partnership, and it is an entity that has its own executive plan that seeks through to achieve two of the university's strategic objectives related to this aspect, which reads: ■ 1 Promote research and innovation to meet societal and economic needs.2■ Promote social responsibility and volunteerism



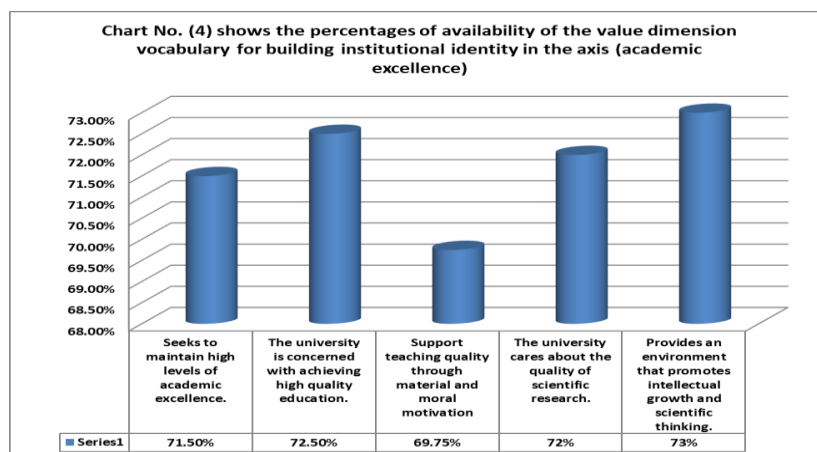
Fourth question: What is the reality of the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (academic excellence)?

To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (9) shows the percentages and appreciation of the items of the axis of academic excellence and the total degree

N	Third Theme: Academic Excellence	Rank	Average Arithmetic	Standard deviation	Ratio	Value
1	Universities strive to maintain high levels of academic excellence	(4)	3.86	.38	71.5%	high
2	The university is interested in achieving a high quality of education	(2)	3.90	.39	72.5%	high
3	Supports good practices in teaching through physical and moral motivation	(5)	3.79	.51	69.75%	high
4	The university is interested in the quality of scientific research	(3)	3.88	.41	72%	high
5	Provide an environment that promotes intellectual growth and scientific thinking	(1)	3.92	.41	73%	high
Percentage and overall appreciation of the axis of academic excellence			3.87	.42	71.75%	high

Looking at the above table and the graph below, which shows the percentages and estimates of the items of the (Academic Excellence) axis and its total degree, we note that all the items of this axis came in the range of a high appreciation rate, meaning that it was limited between (60% - 80%), and it is noted that all the percentages of items came above 69%, where the lowest percentage came for item No. (3) amounted to (69.75%) and an arithmetic average (3).79), and its content was (supports good practices in teaching through material and moral motivation), while the highest percentage came for item No. (1) by (73%) and an arithmetic average (3.92), and its content included (provides an environment that promotes intellectual growth and scientific thinking), and since all items in the range of appreciation are high, and above 69%, and looking at the total percentage of the axis, we find that it reached (71.75%) with an arithmetic average of (3.87).), which is a ratio in the range of appreciation is high. So the result: The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members in the axis of (academic excellence) to a high degree, and this result is consistent with the results of Abdul Rahman's study (2022), which confirmed in its theoretical aspect that the organizational identity of the university develops creativity and innovation and achieves excellence, which is the basis of development. Ghamari's study (2021), which found that there is a positive correlation between organizational identity and job performance in the three dimensions (task performance, citizenship behavior and deviant work behavior), and perhaps what supports the high result of this axis is that approximately 70% of the university's programs obtain programmatic accreditation from the National Center for Evaluation and Accreditation, in addition to engineering programs and business administration programs obtaining accreditation from ABET This indicates the continuous development and improvement of the university's academic programs, which culminated in the programs obtaining program accreditation.



Fifth question: What is the reality of the practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (innovation and adaptability)?

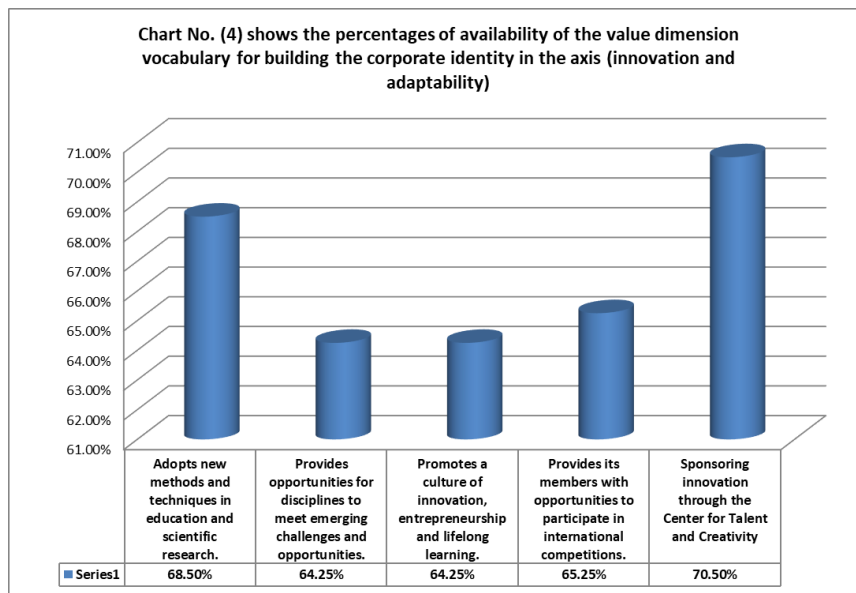
To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (10) shows the percentages and appreciation of the items of the innovation and adaptability axis and the overall score

N	Third Theme: Innovation and Adaptability	Rank	Average Arithmetic	Standard deviation	Ratio	Value
1	The university adopts new methods and technologies in education and research	(2)	3.74	.59	68.5%	high
2	The university provides opportunities for different disciplines to face emerging challenges and opportunities	(4)	3.57	.62	64.25%	high
3	The University fosters a culture of innovation, entrepreneurship and lifelong learning	(4)	3.57	.66	64.25%	high
4	Provide its employees with opportunities to participate in international competitions	(3)	3.61	.63	65.25%	high
5	Fosters innovation through the Center for Giftedness and Creativity	(1)	3.82	.55	70.5%	high
Percentage and overall rating of the innovation and adaptability pillar			3.66	.61	66.5%	high

Looking at the above table and the graph below, which shows the percentages and estimates of the items of the axis (innovation and adaptability) and its total degree, we note that all the items of this axis came in the range of a high estimate rate, meaning that it was limited between the percentages of (60% - 80%), and it is noted that all the percentages of items came above 64%, where the lowest percentage came for the two items (2 and 3), where the percentage for both was (64.25%) and an arithmetic average of (3.57). Their content was (The University provides opportunities for different disciplines to face emerging challenges and opportunities), (The University Fosters a Culture of Innovation, Entrepreneurship and

Lifelong Learning.), while the highest percentage came for item No. (5) by (73%) and an arithmetic average (3.92), and its content included (nurturing innovation through the Center for Giftedness and Creativity), and since all items in the range of appreciation are high, and above 64%, and looking at the total percentage of the axis, we find that it reached (66.5%) with an arithmetic average of (3.66), which is a percentage in the range of appreciation is high. Therefore, the result: The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members in the axis of (innovation and adaptability) to a high degree. The explanation for this is the existence of one of the university's strategic objectives that focuses on research and innovation, in addition to the presence of a talent and creativity center at the university, which provides the opportunity for university employees to refine their talents and stimulate and support creativity through programs prepared for this purpose.



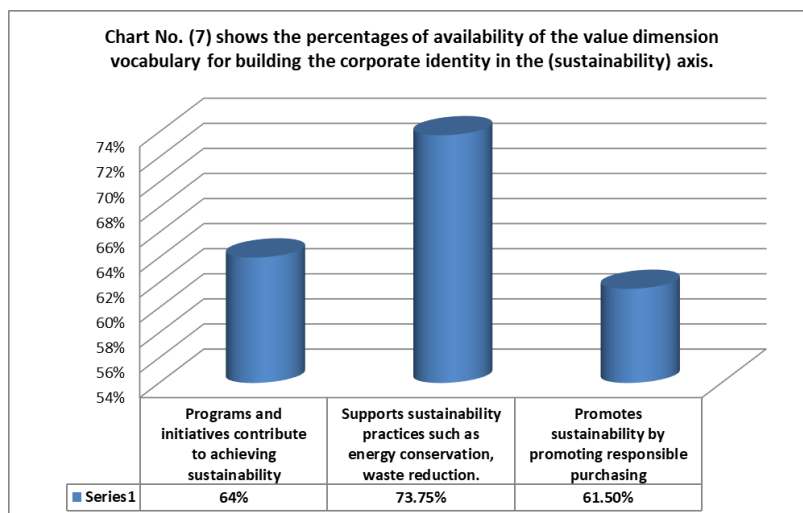
Fifth question: What is the reality of the practices related to the value dimension in building the institutional identity of King Khalid University from the point of view of faculty members in the axis of (sustainability)?

To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (11) shows the percentages and estimation of the items of the sustainability axis and the total score

N	Third Theme: Sustainability	Rank	Average Arithmetic	Standard deviation	Ratio	Value
1	The university contributes to programs and initiatives to achieve sustainability	(2)	3.56	.56	64%	high
2	Supports sustainability practices such as energy conservation and waste reduction	(1)	3.55	.63	73.75%	high
3	Promote sustainability by deepening the idea of responsible procurement	(3)	3.46	.56	61.5%	high
Percentage and overall estimation of the sustainability pillar			3.52	.58	63%	high

Looking at the above table and the graph below, which shows the percentages and estimates of the items of the (sustainability) axis and its total degree, we note that all the items of this axis came in the range of a high estimate rate, meaning that it was limited between (60% - 80%), and it is noted that all the percentages of items came above the percentage of 61%, where the lowest percentage came for item number (3)(61.5%) and arithmetic mean (3.46), and its content was (promoting sustainability by deepening the idea of responsible procurement), while the highest percentage came for item number (2) by (73.75% and an arithmetic mean (3.55), and included its content (supports sustainability practices such as energy conservation, waste reduction), and since all items in the range of the rating are high, and above the 61% Looking at the total percentage of the axis, we find that it reached (63% with an arithmetic mean (3.52), which is a ratio in the range of appreciation is high. So the result: The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members in the axis of (Sustainability) Highly high. The explanation for this is due to the existence of a unit for the efficiency of expenditures that follows the financial department, as well as the facilities department, which works to provide all operation and maintenance services in all university facilities with high efficiency and quality and educates the university employees of the importance of promoting the concept of sustainability by emphasizing the importance of adhering to supportive practices.



Seventh question: What is the overall degree of practices related to the value dimension of building the institutional identity of King Khalid University from the point of view of faculty members ?

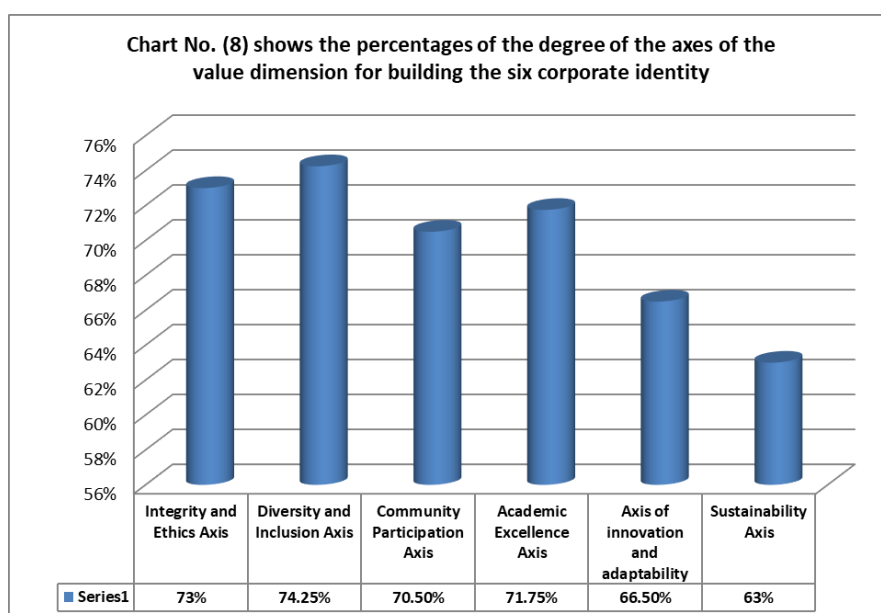
To answer this question, the researcher extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this axis and for the total degree, where they were as follows:

Table (12) shows the percentages and estimation for all axes of the value dimension and the total degree

N	Third Theme: Values	Rank	Average Arithmetic	Standard deviation	Ratio	Value
1	Percentage and Appreciation of the Integrity and Ethics Pillar	(2)	3.92	.42	73%	high
2	Percentage and Recognition of the Diversity and Inclusion Pillar	(1)	3.97	.36	%74.25	high

3	Percentage and Appreciation of Community Participation Pillar	(4)	3.82	.45	70.5%	high
4	Percentage and Appreciation of the Academic Excellence Pillar	(3)	3.87	.42	71.75%	high
5	Percentage and Appreciation of the Innovation and Adaptation Pillar	(5)	3.66	.61	66.5%	high
6	Percentage and Estimation of the Sustainability Pillar	(6)	3.52	.58	63%	high
Percentage and overall assessment of practices related to the value dimension of identity building			3.79	.47	69.75%	high

Looking at the above table and the graph below, which shows the percentages and estimates for all axes (integrity and ethics, diversity and inclusion, community participation, academic excellence, innovation and adaptability, sustainability) and the overall score, we note that the percentages of all axes came in the range of a high appreciation rate, meaning that it was limited between (60% - 80%), and it is noted that all the percentages of items came above 63%, where the lowest percentage came for the sixth axis, where it reached (63%) and an arithmetic average (3)..52), which is the axis of (sustainability), while the highest percentage came for the second axis, which reached (74.25%) and an arithmetic average (3.97), which is the axis of diversity and inclusion, and since all axes in the range of the appreciation percentage are high, and looking at the total percentage, we find that it reached (69.75%) with an arithmetic average of (3.79), which is a percentage in the range of appreciation is high. So the result: ((The value dimension of building the institutional identity of King Khalid University is available from the point of view of faculty members to a high degree.



Question Eight: Are there statistically significant differences in the view of faculty members at King Khalid University in the degree of the value dimension of building institutional identity attributable to the variable of specialization?

To answer this question, the researcher used a two-sided T test, where the result was as follows:

Table (13) shows the result of the two-sided (T) test for the differences attributed to the type variable.

Variable	Samples	Sample size	Arithmetic mean	Standard deviation	Going to	Calculated value (T)	P-value	Significance
Integrity and Ethics	theoretical	65	15.60	1.28	112	-.87	.38	Non-Significance differences
	Application	49	15.83	1.53				
Diversity and inclusion	theoretical	65	16.47	2.18		-.48	.63	Non-Significance differences
	Application	49	16.67	2.14				
Community Engagement	theoretical	65	18.96	3.33		-.97	.33	Non-Significance differences
	Application	49	19.61	3.62				
Academic Excellence	theoretical	65	19.00	2.59		-1.84	.06	Non-Significance differences
	Application	49	19.89	2.55				
Innovation and adaptation	theoretical	65	17.81	2.89		-2.09	.03	Significance differences
	Application	49	19.02	3.13				
Sustainability	theoretical	65	10.38	1.57		-1.01	.31	Non-Significance differences
	Application	49	10.69	1.62				
Total Grade	theoretical	65	98.46	9.91		-1.57	.11	Non-Significance differences
	Application	49	101.46	10.27				

Looking at the table above, we note that the differences between the groups in all axes and the total degree are statistically significant at the lowest significance level 05., where all the probability values were greater than the value of the significance level, except in the innovation and adaptability axis, the differences in it are statistically significant, where the calculated value of (T) reached (-2.09), which is a Significance value at the significance level of 05., and looking at the averages, we find that the differences are in favor of the theoretical category. So the result: ((There are no statistically significant differences in the view of faculty members at King Khalid University in the degree of the value dimension of building institutional identity attributed to the variable of specialization in all axes and the total degree except for the axis of innovation and adaptability in the differences are statistically significant in favor of applied disciplines)) Perhaps this result is due to the fact that applied disciplines have more opportunities for innovation than theoretical disciplines.

inth question: Are there statistically significant differences in the view of faculty members at King Khalid University on practices related to the value dimension of building institutional identity attributed to the academic rank variable?

To answer this question, the researcher used the ANOVA test, where the result was as follows:

Table (14) shows the result of the (ANOVA) test for the differences attributed to the academic rank variable

Axis	Statement	Sum of squares	Going to	Average squares	Calculated value (F)	p	Significance
and Integrity Ethics	Between groups	2.138	2	1.069	.54	.58	Non-Significance differences
	Inside groups	217.722	111	1.961			
	Total	219.860	113				
Diversity inclusion	Between groups	5.884	2	2.942	2.09	.12	Non-Significance differences
	Inside groups	156.055	111	1.406			
	Total	161.939	113				
Community Engagement	Between groups	.260	2	.130	.03	.96	Non-Significance differences
	Inside groups	434.021	111	3.910			
	Total	434.281	113				
Academic Excellence	Between groups	15.839	2	7.920	2.33	.10	Non-Significance differences
	Inside groups	377.179	111	3.398			
	Total	393.018	113				
Innovation and adaptability	Between groups	25.681	2	12.841	1.83	.16	Non-Significance differences

	Inside groups	777.976	111	7.009			
	Total	803.658	113				
Sustainability	Between groups	4.313	2	2.157	.84	.43	Non-Significance differences
	Inside groups	284.152	111	2.560			
	Total	288.465	113				
Total Grade	Between groups	117.949	2	58.974	.84	.43	Non-Significance differences
	Inside groups	7742.972	111	69.757			
	Total	7860.921	113				

Looking at the table above, we notice that the differences between the groups are not statistically significant at the level of all axes and the total score, where all the probability values (F) were greater than the value of the lowest significance level 05. So the differences are not statistically significant. So the result: ((There are no statistically significant differences in the view of faculty members at the University of King Khalid in the degree of the value dimension of building the institutional identity attributed to the variable of academic rank)).

Question Nine: Are there statistically significant differences in the view of faculty members at King Khalid University on the practices related to the value dimension of building institutional identity due to the variable of years of experience?

To answer this question, the researcher used the ANOVA test, where the result was as follows:

Table (15) shows the result of the (ANOVA) test for the differences attributed to the variable of years of experience at the university

Axis	Statement	Sum of squares	Going to	Average squares	Calculated value (F)	P	Significance
Integrity and Ethics	Between groups	2.292	2	1.146	.58	.55	Non-Significance differences
	Inside groups	217.568	111	1.960			
	Total	219.860	113				
Diversity and inclusion	Between groups	93.479	2	46.740	11.99	.00	Significance differences
	Inside groups	432.591	111	3.897			
	Total	526.070	113				
Community Engagement	Between groups	278.703	2	139.352	14.39	.00	Significance differences
	Inside groups	1074.420	111	9.679			
	Total	1353.123	113				
Academic Excellence	Between groups	119.713	2	59.857	11.12	.00	Significance differences

	Inside groups	597.304	111	5.381			
	Total	717.018	113				
Innovation and adaptation	Between groups	21.139	2	10.570	1.21	.30	Non-Significance differences
	Inside groups	968.518	111	8.725			
	Total	989.658	113				
Sustainability	Between groups	5.229	2	2.615	1.02	.36	Non-Significance differences
	Inside groups	283.236	111	2.552			
	Total	288.465	113				
Total Grade	Between groups	1420.849	2	710.424	7.73	.00	Significance differences
	Inside groups	10192.274	111	91.822			
	Total	11613.123	113				

Looking at the table above, we notice that the differences between the groups in the axes of ((integrity and ethics, innovation and adaptability, sustainability) are statistically significant at the lowest significance level 05., where all the probability values were greater than the value of the significance level, either in the axes of (diversity and inclusion, community participation, academic excellence,) and the total score, the differences in them are statistically significant, where the p-value values of (F) calculated is smaller than the value of the level of significance 01., and to find out the direction of differences in these axes, the researcher used the (LSD) dimensional test, and its result was as follows:

Table No. (16) shows the result of the (LSD) post-test

Axis	Comparison category	Comparison Category	Categories Description			Average difference	P-value	Significance
			nun	M	on			
Diversity and inclusion		1-5 years	33	1.57	15.2			
	1-5 years	5-10 years	44	2.37	17.07	-1.78(*)	.000	Significance in favor of category (2)
		10 and more	37	1.85	17.33	-2.04(*)	.000	Significance in favor of category (3)
	10-5 years	10 and more				-.25	.000	Non-Significance differences
Community		1-5 years	33	1.35	17.05			

	1-5 years	5-10 years	44	3.82	20.57	-3.52(*)	.000	Significance in favor of category (2)
		10 and more	37	3.53	20.08	-3.03(*)	.000	Significance in favor of category (3)
	10-5 years	10 and more				.49	.000	Non-Significance differences
Academic Excellence		1-5 years	33	2.16	17.97			
	1-5 years	5-10 years	44	2.47	19.82	-1.85(*)	.001	Differences in favor of category (2)
		10 and more	37	2.29	20.38	-2.41(*)	.000	Differences in favor of category (3)
	10-5 years	10 and more				-.56	.001	Non-Significance differences
Total Grade		1-5 years	33	8.82	94.76			
	1-5 years	5-10 years	44	11.35	102.15	-7.38(*)	.001	Significance in favor of category (2)
		10 and more	37	8.06	102.36	-7.59(*)	.001	Significance in favor of category (3)
	10-5 years	10 and more				-.211	.001	Non-Significance differences

* The mean difference is significant at the .05 level.

Looking at the table above, which includes the result of the (LSD) post-test, for the axes of (diversity and inclusion, community participation, academic excellence) and the total score, we note that the differences between the average scores of the largest experience category (10 or more) and the average average score (1-5 years) are not statistically significant at the lowest significance level 05. While their differences separately on the one hand and the category (1-10) years on the other hand are statistically significant at the level of significance 01. And that in all the axes mentioned And the total degree, so the result: ((There are no statistically significant differences in the point of view of faculty members at King Khalid University in the degree of the value dimension of building institutional identity attributed to the variable of years of experience attributed to the variable of years of experience in the axes of (integrity and ethics, innovation and adaptability, sustainability), while the differences are statistically significant in the axes of (diversity and inclusion, community participation, academic excellence) in favor of the categories (5-10 years) and the category (10 years and more) as opposed to the category (1-5 years), while the differences between them are not significant.)).

First: The results of the study The results of the study are determined as follows:

1. The university promotes the value of excellence in all aspects of its work, whether in education, research, innovation, or community service. The University's outstanding value reflects its commitment to providing the best quality of education and services, and reinforces its reputation as a leader in its field.
2. The university focuses on achieving academic excellence and excellent education, and strives for quality and innovation in its academic programs.
3. The university believes in the importance of community service and enhances the social value of the university and its commitment to providing educational and research services and solutions that meet the needs and aspirations of the community.
4. The university promotes the value of diversity and inclusion in its learning environment. The university strives to be an equal and diverse place that embraces students and staff from different backgrounds and cultures, and promotes the values of tolerance and respect for pluralism.
5. The University encourages innovation and leadership in all aspects of its work, and contributes to promoting sustainable development and positively impacting society.
6. Supportive values act as a driver of research and innovation and contribute to the development of knowledge and the progress of society. Supportive values contribute to building a strong community culture within the university. Ethical values, transparency, respect, cooperation and diversity promote a positive and healthy culture in the university community. This culture contributes to the promotion of cultural interaction, mutual respect and learning of the university community through communication and cooperation between members.
7. Supportive values are the foundation of the University's corporate identity and significantly impact all aspects of university life. These values guide individual behavior, build trust and reputation, attract and retain talent, foster research and innovation, and build a strong community culture.
8. By maintaining and continuously applying supportive values, the University can achieve its vision and goals and contribute to the development of society and the world at large.

Recommendations The research recommends the need to pay attention to the following recommendations:

- The need to pay attention to institutional values that are known and understood to all members of the university community, including students, academic members and administrators, through the launch of awareness campaigns and periodic trainings to enhance understanding and commitment to those values.
- Provide an environment that fosters specific institutional values, by encouraging interaction and collaboration between students, faculty, and staff, and providing opportunities for experiential learning, innovation, and participation in projects that promote those values.
- Include institutional values that reflect the sustainability and conservation of university resources.
- The University should promote its corporate values through strategic partnerships with other institutions that share similar values and goals, and these partnerships can contribute to the exchange of knowledge and experiences and promote continuous learning and innovation.
- Develop mechanisms to measure and evaluate the achievement of institutional values, and use key performance indicators, opinion polls and quality assessments to assess the extent to which the university achieves those values and identify areas that need improvement.

The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University for funding this work through Large Group Project under grant number (RGP.2/321/45)

References :

1. (Controversial Framework: King Khalid University) <https://www.kku.edu.sa/ar/portfolio/5264>
2. Abdel Rahman, Fatima Mohamed (2022) Organizational identity in Egyptian universities and the determinants of its activation: a theoretical study, Journal of Educational Administration, Q9, p. 33, 159-214

3. Abdel Sattar, Magda Abdel Ilah (2014) Organizational strength and its relationship to organizational identity among middle school principals, Journal of the Faculty of Kindergarten Education, 26(58)
4. Abu Libdeh, Abdullah Ali. (2017). Schools of Tomorrow: Foundations of Professional Development School Design. Riyadh: Dar Al-Qalam Library.
5. Ahmed, Abdullah (2009) A proposed model for compatibility between personal and organizational values, um Al-Qura University.
6. Al-Bashabsheh, Samer Abdul Majeed (2008) The Impact of Organizational Justice on Crystallizing Organizational Uniformity in Jordanian Public Institutions, A Field Study, Jordanian Journal of Business Administration, 4(4), pp. 427-461
7. Al-Faouri, Refaat Abdel Halim (2010) Creativity and Enterprise Culture, Arab Journal of Management , 30(2), i-K
8. Al-Gharyoush, Mohammad Qasim (2000) Organizational Behavior, Dar Al-Sharq, Jordan
9. Al-Makinzi, Adel (d.t .), Corporate identity is not just a slogan, the university's message newspaper, <https://rs.ksu.edu.sa/issue-1252/525>
10. Al-Qasim, Jamal Mithqal. (2019). Professional Development of Basic Education Teachers: Applied Models. Amman: Dar Wael for Printing, Publishing and Distribution.
11. Aust,P.T.(2004) Communicated Valueas in dictators of organiza identity
12. Communication studies.p515
13. Dar Al-Hamid for Publishing and Distribution, Jordan
14. Dlnia Esmaili,Adel Dastgoshadeh(2016)The Relationship among University Lecturers' Institutional identity, Professional Identity, and Teaching Efficacy Journal of Applied Linguistics, Vol 9, Iss 19, Pp 1-20
15. Engelien Yusniar Permanasari,Soebiantoro Soebiantoro,Nik Haryanti(2023) OptimizingInstitutional Identity: A Strategic Approach through Religious Culture in Higher Education,Al-Tanzim: Journal of Islamic Education Management, Vol 7, Iss 4, Pp 1290-1303 (2023)
16. Fahim, Mohy Ahmed Mohamed and Rifai, Mamdouh Abdel Aziz (2023) The effect of virtue on organizational identity: A field study on nursing faculty members in teaching university hospitals, Scientific Journal of Economics and Commerce, vol. 4, 47-80
17. Foreman,p.&D.A.Whetten. (2002). Members Identification With Multiple-
18. Gelay, P.(2019). Supportive values among primary school students - Levelian School students as an example. Department of Modern teaching methods. Vol. 2. No. 5. from <http://usinfo.state.gov/journals>.
19. Ghamari, Fateh (2021) Organizational identity and its relationship to the job performance of the university professor: A descriptive study among a sample of Bouira University professors, unpublished doctoral thesis), Kassada Merbah University - Ouargla, Ouargla.
20. Gwanmeh, Fadi Fouad. (2018). The degree of application of electronic management in the schools of the Directorate of Education of the Northern Mazar and suggestions for development. Journal of Al-Quds Open University for Educational and Psychological Research and Studies, Al-Quds Open University, Palestine, 8(23), 1-16.
21. Hamadat, Nahand Hassan Mohammed (2006) Work values and job commitment among principals and teachers in schools,
22. Hamed, Khaled (2007) Research Methodology in Social Sciences and Humanities, Dar Josoor for Publishing and Distribution, Algeria.
23. Hejan, Abdul Rahman Ahmed. (2022). Educational Administration: Fundamentals and Modern Trends. Riyadh: Dar Al-Qalam Library.

24. Hunt, B (2017). The impact of using the online cognitive journey strategy on improving supportive values among students at Porthmouth School in San Francisco, California.. Eric Digest. (96) . Ed:748555.
25. Identity Organizations. *Organization Science*,13(6),pp,618-635
26. Issues in Educational Research. 2017 27(4):859-873.
27. Katherine,Denice,(2010) The Sweet Briar Way: The Search For Organizational identity in higher education, Adissertation to the graduate faculty in PARTIAL Fulfillment of the requirments for the degree of doctor of philosophy,lowa state university Ames Iowa
28. Makroum, Amira Khairy (2017). A study of some of the problems that hinder the value Significance supporting the secondary school. *Journal of Studies in University Education: Scientific Publishing Council*. 13(35), 98-161.
29. Melewar & Akel,(2005). The role of corporate identity in the higher education sector . *Corporate Communications*,41-57
30. Melewar,T.,Bassett,K.&Simoies, C(2006). The role of communication and visual identity in modern organisations. *Corporate communications an international Journal*,138-146
31. Murtaja , Marzouq Hammoud (2020). The extent to which secondary school students practice supportive moral values from the point of view of their teachers in Gaza Governorate. (Master's thesis). Department of Fundamentals of Education, Faculty of Education, Islamic University of Gaza, Gaza
32. Nathan, A (2023). Johannesburg schools are finding their way towards a strategic identity renewal led by district education directors. *Eric Digest*. (284). Ed:536981 .
33. Poole, Gregory S.(2016)Administrative Practices as **Institutional Identity**: Bureaucratic Impediments to HE 'Internationalisation' Policy in Japan *Comparative Education*. 2016 52(1):62-77.
34. powell. Alex,(2014): Organizational Identity in the Hostory of the longy school of music , Submitted in partial fulfillment of the requirements for the degree of doctor of musical Arts, College of Fine Arts ,Boston University p 192)
35. Rashid, Mazen Fares (2003) Organizational Identity and Organizational Symmetry, King Fahd National Library for Publishing and Distribution, Saudi Arabia
36. Rozati, Fatemeh(2017) Relating EFL Teachers' Professional and Institutional Identity to Their Teaching Efficacy
37. Thomas, Dominique L. Smith, Chauncey D. Marks, Bryant T. Crosby, Brandon(2012)Institutional Identityand Self-Esteem among African American Males in College *Online Submission*. As 2012 3(1):1-11.