Organizational integrity management and its relation to Saudi Arabia universities reputation in light of the kingdom's Vision 2030

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Abstract
The study aims to explore the correlation between organizational integrity management and the academic reputation of universities in Saudi Arabia. It also examines the perspectives of university leaders and community members regarding the presence of organizational integrity management practices within Saudi universities, as well as indicators reflecting the academic reputation of these institutions. Two lists were utilized for this purpose: one detailing organizational integrity and the other outlining the academic reputation of Saudi universities. Key findings highlighted a perceived high level of organizational integrity management practices and indicators of academic reputation within Saudi universities, particularly in the context of Vision 2030. The study identified a negative correlation between individual or collective dimensions of organizational integrity and university reputation under Vision 2030, with these dimensions explaining a significant portion of the variance. Recommendations were provided to enhance organizational integrity, bolster academic reputation, and sustain progress in alignment with the findings. These recommendations include proposing strategic plans and actionable programs to fortify organizational integrity and academic prestige while fostering continued growth and development.

Keywords: academic reputation, academic prestige, Kingdom's Vision 2030, organizational integrity. Saudi Arabia universities,

Public Interest Statement

This study underscores the importance of robust integrity management practices in fostering a positive institutional reputation, which in turn attracts high-caliber faculty and students, encourages international collaborations, and supports the creation of a knowledge-based economy. This research is particularly relevant for policymakers, educational administrators, and stakeholders committed to advancing the quality and global competitiveness of Saudi higher education in line with Vision 2030. The study revealed that Saudi universities are perceived to have strong organizational integrity management practices and indicators of academic reputation. It found a negative correlation between the individual or collective aspects of organizational integrity and university reputation, with these aspects accounting for a significant amount of the variance.

Introduction

Academic reputation stands as a paramount value, consistently enhancing the status and outcomes of a university, deemed one of its most cherished assets. It encompasses collective judgments and evaluations resulting from stakeholders' perceptions forged through communication and interaction with the institution (Rindova et al., 2005; Roberts & Dowling, 2002). A favorable reputation not only cultivates strong university relationships but also serves as a preventive measure against numerous crises (Altai et al., 2013). Moreover, it profoundly influences a university's competitiveness, sustainability, partnerships, evaluation processes, and ranking (Christensen & Gornitzka, 2017).

Against this backdrop, Saudi Arabia's Vision 2030, launched in 2016, set out to revamp the stereotypical image of higher education, promoting its internationalization, encouraging investments, fostering community-university partnerships, and propelling Saudi universities to higher echelons in global rankings. Consequently, this initiative spurred intensified competition among universities to fulfill the objectives outlined in Vision 2030. As a result, it became imperative for universities to proactively manage and fortify their academic reputation, relentlessly striving for excellence among their stakeholders (Lafuente et al., 2018).

The term "reputation" encompasses the positive or negative perceptions that others develop about something based on past events (Stevenson, 2010). According to Webster's Dictionary, reputation is defined as the public opinion about the merits acquired by someone through competence and excellence, and this can also apply to shortcomings (Webster, 2001). It serves as a descriptor for evaluating the stance of all stakeholders concerning the status of an entity or organization (Harahap et al., 2018). Alternatively, reputation is delineated as the collective assessment of the quality, merits, or shortcomings of a person, organization, product, or other entities (Reznik & Yudina, 2018). Furthermore, it denotes the prevailing opinion or perception held by key individuals, the public, stakeholders, individuals, or groups, about a given subject (Njoku & Nwachukwu, 2020). Reputation embodies the ability to attract and charm, fulfilling interests (Al-Salhi, 2020).

University reputation entails achieving clear objectives for internal and external performance evaluation of the university, leaving a positive impression and mental image internally and externally through distinguished performance and quality outputs (Elnaggar, 2019). Alternatively, as articulated by Grunig and Hung (2002), it encompasses the perceptions and impressions derived from the overall image of the university through a variety of communication channels and symbols such as logos and other features. Thus, a university's reputation is the impression formed by people based on information or data they obtain about the university through interaction and engagement with its elements or components (Chen & Esangbedo, 2018).

Reputation possesses distinctive characteristics and traits. It consists of evaluative judgments, which can be positive or negative (Delgado et al., 2013). Achieving perfection and comprehensiveness in a positive reputation is challenging (Usman, 2012). These opinions are collective rather than individual (Miotto et al., 2020). In this regard, Sharma (2019) highlights organizations relying on stakeholders' opinions to build and maintain their reputations. In contrast, university reputation is an ongoing evaluation process through communication and interaction between universities and their communities, influenced by initial impressions and distinguishing among competitors (Rindova et al., 2005). Furthermore, reputation is cumulative across past, present, and future periods (Miotto et al., 2020).

Varying opinions are based on each party's perception and the extent to which their expectations and specific needs are met (Aula & Tienari, 2011), as it depends on the availability of information about an entity (Loureiro et al., 2017). Reputation represents an asset acquired rather than purchased, a sentiment reiterated later on (Nkwocha, 2016). Universities' working conditions integrate reputation into strategic management, correlating positively with performance (Maduro et al., 2018). Stergiou & Tsikliras (2014) suggest a link between reputation and organizational quality, with organizations striving to enhance reputation through quality initiatives. Plewa et al. (2016) view university reputation as an alternative metric to its quality, evaluating performance and guiding decisions accordingly. Moreover, Nkwocha (2016) emphasizes the idea of a reputation as an acquired asset rather than something that can simply be bought. Suomi et al. (2014) further characterize reputation as an intangible and unique element within organizational dynamics.

Reputation has several dimensions, including customer orientation, product quality, vision and leadership presence, conducive work environment, financial strength, and social responsibility (Walsh et al., 2009). However, others narrow down reputation dimensions to three: visibility and prominence, specialization and depth, and distinction and innovation (Kaushal & Ali, 2020). Reputation encompasses the identity and image of the organization, representing the opinions of the organization's members (identity) the customers, and the public (image) (Maduro et al., 2018). Al-Thalami (2016) mentions that organizational reputation is formed from several dimensions, including the organization's social responsibility and its image among its audience, innovation, deviation from routine in its activities, performance, service quality, and attractiveness. Okeke et al. (2016) listed various components that affirm an organization's reputation, such as maintaining appearance, keeping promises, communication, adequate website presence, positive social media presence, avoiding personalization, soliciting and responding to feedback, addressing rumors, and monitoring reputation.

Reputation management involves building, enhancing, preserving, protecting, and mitigating risks associated with reputation, along with developing a team to oversee the organization's reputation (Nel et al., 2011). Reputation management revolves around ensuring and monitoring the organization's possession of the best possible reputation (Luthans, 2014). The reputation of higher education institutions is formed through several elements, including public relations, marketing communications, crisis management, and risk management (Munisamy et al., 2014).

The significance of organizational reputation lies in its role in establishing and sustaining the entity's presence and existence (Al-Tantawi, 2014). A university's reputation contributes to enhancing public satisfaction, building positive perceptions in society, directing the university's performance, and revealing its strengths and weaknesses (Reznik & Yudina, 2018). Furthermore, from the perspectives of several researchers, a university's reputation influences its official and societal image, competitive ability, sustainability, trust-building with its staff, customer behavior towards it, and establishment of strong partnerships with the community and organizations. Consequently, it impacts the evaluation and ranking processes of universities (Christensen & Gornitzka, 2017; Jung & Seock, 2016).

A good organizational reputation strengthens relationships with external stakeholders and creates a defensive line that helps the organization avoid many crises (Altai et al., 2013), guiding its activities and outcomes (Nel et al., 2011). It constitutes a component of the social capital of a university and can also be part of its economic capital (Stergiou & Tsikliras, 2014), being one of the most valuable assets possessed by a university (Maduro et al., 2018). Nkwocha (2016) underscores that reputation is a highly valuable asset that enhances the organization's standing in the eyes of its audience, while Suomi et al. (2014) assert that reputation can create real value for the organization. Thus, the opinion and trust of the customer have a direct impact on the organization, its operations, and its outcomes, highlighting the enduring effect of an organization's reputation (Njoku & Nwachukwu, 2020).

One of the most influential aspects of a university's reputation is the aspect of values, principles, and organizational integrity. Organizational integrity is considered the cornerstone of building the academic reputation of universities and many organizations. There has been an increasing focus on organizational integrity in recent times due to its relationship with the public good and combating corruption. Its effects, whether positive or negative, have grown in all aspects and elements of universities. Organizational integrity contributes to establishing positive, preventive, and corrective practices for negative aspects and works to improve the inputs, processes, and outputs of many university systems. Organizational integrity is a long-term, cumulative, and comprehensive process during which values based on adopted ethical standards are developed and improved. Universities are more responsible than other organizations in embedding organizational integrity (Petro M. Boychuk et al., 2021). Therefore, it must work to reinforce organizational integrity and empower its practices to enhance its reputation and image by strengthening positives, preventing negatives, and addressing them. This entails avoiding wrongdoing, dispelling doubts (Mostafa et al., 2004), and rising above and distancing oneself from all that is ugly and sinful (Al-Akili & Al-Bakri, 2016).

According to Cording (2004), it means acting in accordance with rules and ethics without coercion. It illustrates the consistency with the organization's adopted values and staying away from anything that harms the job, such as practices that violate the commitments and tasks specified by the organization, while working with seriousness, sincerity, responsibility, and trustworthiness according to the values of the organization (Al-Azmi, 2014).

Organizational integrity is characterized by specific features. One of its most important aspects is its distribution throughout the organizational structure. In this regard, senior management takes on the task of developing strategic values and structures that support them, empowering employees to make integrity-based decisions, supporting organizational integrity processes, and assuming responsibility for them (Fuerst & Schotter, 2013). Conversely, individuals are required to adhere to relevant laws and values, support integrity within and outside the organization, and confront any violations. Furthermore, organizations must work to enhance, assess, and monitor compliance, create a conducive climate for integrity, disseminate codes of conduct, monitor compliance reports, provide consultations, mitigate integrity risks, and receive and investigate integrity reports.

Integrity in universities is a comprehensive issue that requires full commitment both within and outside the institution because it affects everyone at all levels (Bretag, 2018). It holds immense importance in both public and private spheres, and it has become crucial at both individual and organizational levels (Altai & Hussein, 2021). It plays a role in success and performance excellence (Al-Taie et al., 2017). Literature indicates that it is among the fundamental elements that can enhance effectiveness and work quality by promoting performance and efficiently maintaining standards (Febrina & Syamsir, 2020). Besides, employees with high levels of integrity produce better work (Marcus Schuler, 2004). Al-Rajhi (2014) explains that organizational integrity supports organizational trust, enabling everyone in the

organization to perform confidently. Barnard (2011) describes organizational integrity as a psychological structure that influences the behavior of individuals working in the workplace and serves as the main determinant of trust within organizations. Bowie (2013) draws attention to the fact that focusing on integrity in an organization generates a competitive advantage that cannot be replicated or duplicated. The relationship between organizational integrity and reputation is evident in the works of Nel et al. (2011), who suggest that an organization's reputation is both influenced by and influences every action, decision, or measure it undertakes. Other researchers argue that most organizations strive for integrity to build their organizational reputation (Altai & Hussein, 2021). Acting with integrity allows an organization to reap the benefits of better relationships with its stakeholders (Molin, 2016). Similarly, ethical behavior impacts employees within the organization, thereby reflecting on the organization's reputation, as it is linked to the good practices of employees and their satisfaction (Camps, 2015).

Boardman and Klum (2001) underscore the pivotal role of organizational integrity in bolstering the reputation and competitive standing of an organization. Tang and Liu (2012) assert that organizational integrity constitutes a fundamental component of a leader's reputation. Fuerst and Schotter (2013) argue that fostering organizational integrity enhances both the current and future reputation and attractiveness of an organization. Al-Taie et al. (2017) posit that organizational integrity yields positive effects on employees, legitimizing their actions and garnering respect from the public and stakeholders. Molina (2016) suggests that integrity serves as a potent tool for fostering employee happiness, health, and heightened engagement. Usman (2012) regards organizational integrity as a cornerstone for establishing and cultivating an organization's reputation. Chandler (2014) warns that compromising integrity detrimentally impacts an organization's reputation, as breaches in integrity result in tarnishing its image.

El-Sharbini (2023) conducted a study emphasizing the significance of digital public relations in managing the reputation of Egyptian universities, particularly highlighting the pivotal role of websites in this context. Similarly, Saeedan (2022) observed that universities are actively seeking to enhance their academic reputation both locally and internationally, with a particular focus on electronic reputation, utilizing awards and support for scientific research as crucial indicators for improving university reputation. In another perspective, Njoku and Nwachukwu (2020) underscored the importance of reputation and integrity as essential components for the success of organizations, advocating for enhanced performance to meet expectations, thereby fostering a positive organizational perception, sustainability, and risk mitigation. Moreover, Shin and Shin (2020) elucidated that universities equipped with decision-making units tend to exhibit a stronger brand image, consequently enhancing their reputation and attracting high-caliber students. Additionally, university rankings were identified as valuable indicators for assessing both university growth and reputation.

Al-Ziadi (2021) concluded that ethical dimensions play a significant role in reputation building. Conversely, Al-Shakatreh and Al-Tarawneh (2019) found that the measures undertaken by universities to enhance their reputation ranged from moderate to low. Additionally, Al-Obaidi (2019) revealed a positive and significant relationship between organizational integrity and humble leadership, indicating the beneficial impact of organizational integrity on humble leadership. Elnaggar (2019) justified the negative impact of international publications on a university's reputation and ranking in global classifications, attributing it to factors such as insufficient publications on university websites, failure to optimize the university website as a search engine, lack of electronic files and published data, and inadequate emphasis on disseminating electronic research and studies. He stressed the importance of reputation as a criterion for international university rankings according to globally recognized standards. Similarly, El-Sharbini and Hassanein (2019) demonstrated variations in the assessment of academic and

professional integrity values by faculty members based on university and academic degree variables, underscoring the necessity to activate ethical frameworks and prioritize integrity and transparency in educational values.

Amin (2014) demonstrated a significant positive relationship between entrepreneurial quality components and the university's reputation, highlighting the substantial moral impact of entrepreneurial quality components in enhancing the university's reputation. In contrast, Altai et al. (2013) did not find a significant impact of post-compassion management on ethical intelligence dimensions in reputation, although it did affect other dimensions such as conscience and self-control. This suggests a lack of specific goals for new ideas and a failure to adequately study the university's internal environment and its developmental capabilities. Continuous improvements in management and interaction methods are deemed necessary to achieve a favorable reputation. Awad's study (2012) on Jordanian universities revealed a good reputation overall, despite students' dissatisfaction with electronic services. The quality of electronic websites was identified as a significant factor influencing university reputations.

Al-Aqeelat (2019) demonstrated the impact of strategic agility on a university's reputation, highlighting its importance in navigating dynamic environments effectively. In a similar vein, Reznik and Yudina (2018) underscored the necessity of university reputation management, emphasizing the need for the development and implementation of strategic plans to maintain and enhance reputation. Al-Qublan (2017) evaluated the academic department's reputation, finding it to be highly reputable. Naghipour et al. (2016) discovered a positive relationship between all components of organizational integrity and organizational affiliation, with the former serving as indicators of the latter, except for distributive integrity. Wong et al. (2016) investigated students' perceptions of university integrity, which extended beyond academic and professional conduct to encompass honesty, responsibility, loyalty, and professionalism. Al-Azzi and Al-Dulaimi (2016) identified moderate levels of integrity and emotional balance among preparatory-stage teachers, noting a significant negative relationship between integrity and balance variables, along with discrepancies in opinions.

The absence of integrity within organizations has emerged as a significant aspect of organizational dysfunction, impacting various internal and external elements. Baggio & Beldarrain (2011) illustrate the growing attention to integrity in higher education, emphasizing its importance in organizational settings. Bretag et al. (2011) confirm the trend of implementing integrity measures in the academic environment, with many Australian universities initiating projects to strengthen integrity through policy alignment and practices. Sefcik et al. (2019) highlight the increasing importance of integrity in higher education institutions, urging intensified efforts to address integrity issues and embed integrity principles within their systems. Similarly, Simon et al. (2018) emphasize the significance of integrity issues across the educational landscape, while Malik (2014) identifies various forms of integrity violations within universities. Gallant's (2008) findings suggest weaknesses in integrity systems and procedures within universities, indicating that weak integrity can disrupt all aspects and stages of university operations, leading to tarnished relationships and reputations both internally and externally.

In light of the observed impact of integrity issues on university reputation, Sefcik et al. (2019) stress the imperative to intensify efforts in preventing and addressing such problems. Similarly, Bretag et al. (2014) highlight the need to transition from theoretical knowledge to practical application in addressing integrity concerns within academic settings. This aligns with the goals outlined in Saudi Arabia's Vision 2030, which emphasizes the enhancement of state organizations' image through transparency and the encouragement of investment and privatization in the education sector.

Drawing from the researcher's university experience, the significance of university integrity and its direct correlation with reputation have been noted. These factors play pivotal roles in attracting

distinguished faculty members and students, fostering trust within the job market, and encouraging community contributions and partnerships, among other benefits. However, despite these recognized benefits, several studies indicate a lack of comprehensive research in this area. East (2009) underscores the urgent need for enhancing integrity within universities. Zhang et al. (2014) argue that the current focus on integrity within academic institutions remains insufficient. Furthermore, Al-Harbi (2016) highlights the comprehensive neglect of integrity concepts within universities, while Löfström et al. (2015) critique the superficial nature of many integrity studies, advocating for a more holistic understanding of integrity and its influencing factors.

In contrast to the noted challenges and gaps in managing a university's reputation, various studies emphasize the importance and benefits of actively managing reputation. Mekhlouf (2015) highlighted a consensus on the necessity of reputation management for universities, while Saeedan (2022) stressed the need for continuous enhancement of academic reputation. Shin and Shin (2020) demonstrated that improving a university's reputation attracts distinguished individuals. Reznik and Yudina (2018) underscored reputation management's essential role in facilitating strategic planning. However, Mahnabi (2015) found a lack of interest from universities in effective reputation management, and Al-Shakhatreh and Al-Tarawneh (2019) concluded that practices aimed at enhancing university reputations are deficient. These discrepancies reveal varied perspectives and practices regarding reputation management in academia.

Ethics and integrity are crucial in shaping organizational reputation, as highlighted by various studies (Al-Zaidi, 2021; Balunova & Fobelova, 2018; Jehn & Scott, 2015; Mella & Gazzola, 2015; Leiva et al., 2014; Altai et al., 2013). These studies emphasize the detrimental effects of integrity absence on reputation. Despite increasing attention to reputation and its influencing factors, challenges persist in researching this area. Vlaicu (2015) indicated difficulties and sensitivities in addressing reputation-related topics, suggesting the field remains relatively new in research. This aligns with a survey among academic leaders emphasizing the importance of studying the relationship between organizational integrity, marketing, media, and their impacts on universities.

This research explores organizational integrity management and its impact on the reputation of Saudi universities within the framework of Vision 2030. Challenges arise in formulating research questions, yet this study stands out as the first to investigate the correlation between organizational integrity and academic reputation using a specialized scale. It aims to pinpoint crucial organizational integrity practices and academic reputation indicators in Saudi universities, evaluating their presence and examining the relationship between organizational integrity dimensions and academic reputation. The research questions guiding this study are as follows:

1. To what extent are organizational integrity management practices available in Saudi Arabian universities in the context of Vision 2030?
2. To what extent are the key indicators of academic reputation available for Saudi universities in the context of Vision 2030?
3. Is there a statistically significant relationship at a significance level of ($0.05 \geq \alpha$) between the availability of organizational integrity management practices and the availability of key indicators of academic reputation for Saudi universities in the context of Vision 2030?
4. Which dimension of organizational integrity management practices explains the most variance in the availability of key indicators of academic reputation for Saudi universities in the context of Vision 2030?

Methods

Research Design

To answer the study questions, the current study utilized the descriptive (survey) research methodology as it is deemed suitable for such studies.

Sample and Data Collection Tools

The present study employed two questionnaires developed through an extensive review and analysis of theoretical literature and prior research in the field. These instruments were administered to a purposive random sample of leaders and members within governmental universities in the Kingdom of Saudi Arabia, encompassing a total of four universities. A total of 759 questionnaires were distributed, yielding 300 acceptable responses and resulting in a response rate of 39.5%. This sample size was deemed adequate to meet the objectives of the study and align with the chosen data collection tools.

To ensure the face validity of both questionnaires, they underwent scrutiny by seven experts in the fields of educational administration and psychology. The organizational integrity questionnaire consisted of 29 items, while the academic reputation questionnaire comprised 35 items. Content validity was established by calculating correlation coefficients between each item and the total score of the respective tool, using an external sample of 23 faculty members. Correlation coefficients ranged between 0.38 and 0.84 for the organizational integrity tool and between 0.41 and 0.85 for the academic reputation tool. As all correlation coefficients were statistically significant and deemed acceptable, no items were removed from either questionnaire.

The reliability of both questionnaires was confirmed through the test-retest method, with Pearson correlation coefficients calculated between participants' ratings on two separate occasions. The retest reliability coefficients were 0.84 for the organizational integrity questionnaire and 0.83 for the academic reputation questionnaire. Additionally, internal consistency reliability was assessed using Cronbach's alpha coefficient, yielding values of 0.83 for the organizational integrity questionnaire and 0.86 for the academic reputation questionnaire. Results were interpreted using the following grading scale: low (1 to less than 2.33), moderate (2.33 to less than 3.67), and high (3.67 to 5.00).

Results and Discussion

Results of the first question 'To what extent are organizational integrity management practices available in Saudi Arabian universities in the context of Vision 2030?'

To address this question, we calculated the arithmetic mean and standardized deviations. Table 1 presents the level of availability of organizational integrity management practices in Saudi Arabian universities in the context of Vision 2030, focusing on the dimension of system practices.

Table 1: Degree of Availability of Organizational Integrity Management Practices in Saudi Arabian Universities in Light of Vision 2030 (System Practices Dimension)

Rank	N.	Organizational integrity management practices are available in Saudi Arabian universities in light of Vision 2030, according to the following (system practices)	Mean	SD	Agreement Rating
1	3	Regulating organizational integrity activities with clear regulations.	4.35	0.942	High
2	2	University policies emphasize the principles of organizational integrity.	4.27	0.834	High
3	1	Organizational integrity activities are based on established foundations.	4.18	0.795	High

4	5	Balancing the responsibilities of organizational integrity officers with their authorities.	4.13	1.028	High
5	6	Consistently and continuously emphasizing the values of organizational integrity.	3.99	0.966	High
6	12	Criminalizing violations of organizational integrity.	3.96	0.939	High
7	13	Linking assessment criteria to organizational integrity outcomes.	3.91	0.935	High
8	4	Regulating organizational integrity procedures within an approved structure.	3.88	0.996	High
9	15	Organizational integrity outcomes inform plans.	3.84	1.0.5	High
10	7	Disseminating preventive and corrective guidelines to enhance organizational integrity.	3.75	0.942	High
11	8	Regular and continuous evaluation of organizational integrity activities.	3.66	0.974	Moderate
12	14	Precisely controlling the flow of organizational integrity.	3.65	0.979	Moderate
13	9	Governing relationships with the values and ethics of organizational integrity.	3.63	1.146	Moderate
14	11	Empowering organizational integrity teams to keep up with developments.	3.32	0.952	Moderate
15	10	Linking recruitment benefits to organizational integrity assessment results.	3.30	0.767	Moderate
Mean			3.85	0.651	High

Table 1 presents the overall average for the dimension of "system practices" as 3.85, with a standard deviation of 0.561, indicating a high level of availability. Among the 15 statements related to system practices, 8 statements scored above the overall average, accounting for 53% of the total, with their averages ranging between 4.35 and 3.88. Conversely, 7 statements fell below the overall average, constituting 47% of the total, with their averages ranging between 3.84 and 3.30.

Furthermore, 10 statements regarding system practices were rated as high availability, representing 66%, with their averages ranging between 4.35 and 3.75, whereas 5 statements were rated as moderate availability, accounting for 34%, with averages ranging between 3.66 and 3.30. Statement number 3, "Regulate organizational integrity activities with clear regulations," ranked first with an arithmetic mean of 4.35, a standard deviation of 0.942, and a rating of high availability. Conversely, statement number 10, "Link employment benefits to organizational integrity assessment outcomes," ranked last with an arithmetic mean of 3.30, a standard deviation of 0.767, and a rating of moderate availability.

The high level of integrity practices within the organization can be attributed to the effective control of academic operations by university leadership, the efficacy of the prevailing organizational culture, and the successful implementation of communication and educational programs to achieve objectives effectively.

As depicted in Table 2, outlines the availability level of organizational integrity management practices in Saudi Arabian universities concerning Vision 2030, focusing on the dimension of "individual practices".

Table 2: The Availability Degree of Organizational Integrity Management Practices in Saudi Arabian Universities in Light of Vision 2030, Dimension (Individual Practices)

Rank	N.	Organizational integrity management practices are available in Saudi Arabian universities in light of Vision 2030, according to the following (Individual practices)	Mean	SD	Agreement Rating
1	1	University leaders support organizational integrity goals.	4.13	1.139	High
2	8	Decisions regarding organizational integrity are made objectively.	4.09	1.052	High
3	13	Neutrality is ensured in dealing with violations of organizational integrity.	4.07	1.141	High
4	2	Effective communication among organizational integrity elements is maintained.	9.97	1.093	High
5	7	Organizational integrity activities are continuously monitored.	3.93	1.203	High
6	3	Organizational integrity operations are executed with high transparency.	3.89	1.119	High
7	4	Coordination is facilitated to achieve organizational integrity work objectives.	3.79	1.071	High
8	12	Issues and solutions regarding organizational integrity are studied.	3.74	1.060	High
9	6	Sufficient information exchange for organizational integrity procedures is conducted.	3.72	1.174	High
10	5	Everyone's opinions are considered in making organizational integrity decisions.	3.66	1.152	Moderate
11	9	Adequate response to internal and external organizational integrity events is ensured.	3.64	0.992	Moderate
12	14	Returns from organizational integrity are invested comprehensively.	3.51	1.097	Moderate
13	10	Care is provided to those working in the field of organizational integrity.	3.44	1.128	Moderate
14	11	Whistleblowers of organizational integrity violations are protected.	3.36	1.081	Moderate
Mean			3.78	0.865	High

Table 2 indicates that the overall average for the dimension of "individual practices" was 3.78, with a standard deviation of 0.865, indicating a high level of availability. Among the 14 statements related to individual practices, 7 statements scored above the overall average, constituting 50% of the total, with their averages ranging between 4.13 and 3.79. Conversely, 7 statements fell below the overall average for the dimension of individual practices, also accounting for 50% of the total, with their averages ranging between 3.74 and 3.36. Furthermore, 9 statements regarding the dimension of individual practices were rated as high availability, representing 64%, with their averages ranging between 4.13 and 3.72, whereas 5 statements were rated as moderate availability, accounting for 36%, with their averages ranging between 3.66 and 3.36. Statement number 1, "University leaders support organizational integrity goals," ranked first with an arithmetic mean of 4.13, a standard deviation of 1.139, and a rating of high availability. Conversely, statement number 11, "Whistleblowers of organizational integrity violations are protected," ranked last with an arithmetic mean of 3.36, a standard deviation of 1.081, and a rating of moderate availability.

Personal values, self-regulation, intensive awareness, and reward and punishment programs can

play a significant role in shaping individuals' behaviors and practices toward organizational integrity, justifying such results.

Therefore, the overall availability degree of organizational integrity management practices in Saudi Arabian universities in light of Vision 2030 is depicted in the following Table 3.

Table 3: The Overall Level of Availability of Organizational Integrity Management Practices in Saudi Universities in Light of Vision 2030

Rank	N.	The availability of organizational integrity management practices in Saudi universities in light of Vision 2030, overall, is as follows:	Mean	SD	Agreement Rating
1	2	The dimension of individuals' practices.	3.78	0.865	High
2	1	The dimension of system practices.	3.85	0.561	High
All dimensions of organizational integrity practices.			3.81	0.713	High

This level of organizational integrity can be attributed to several factors contributing to increased awareness within the academic community regarding its importance and positive impact. Firstly, the presence of laws and regulations emphasizing the necessity of organizational integrity and promoting social responsibility likely plays a significant role. Additionally, the influence of the new work culture inspired by Vision 2030, coupled with advancements in communication technology within the workplace, may have contributed to this heightened level of integrity. Moreover, the academic caliber of the university community and the emphasis placed on organizational integrity by universities, their staff, and stakeholders are also likely contributing factors.

This finding resonates with previous studies. For instance, Njoku & Nwachukwu (2020) emphasize integrity as a key component of successful organizations. Similarly, Al-Ziadi's (2021) findings underscore the significant importance of ethical dimensions. Additionally, Wong et al. (2016) highlight that university integrity in students' perceptions encompasses not only academic and professional integrity but also honesty, responsibility, loyalty, and professionalism.

However, this finding contrasts with the results of Al-Azzi and Al-Dulaimi (2016), which suggest that the level of integrity among middle school teachers was moderate. Despite this contrast, the collective body of research underscores the critical role of integrity in organizational success and highlights its multifaceted nature across different contexts.

Results of the second question 'To what extent are the key indicators of academic reputation available for Saudi universities in the context of Vision 2030?'

Regarding the extent of the availability of indicators of academic reputation at universities in the Kingdom of Saudi Arabia in light of Vision 2030, the researcher extracted the arithmetic means and standard deviations, as presented in Table 4, to address this inquiry.

Table 4: The Degree of Availability of Indicators of Academic Reputation at Universities in the Kingdom of Saudi Arabia in Light of Vision 2030

Rank	N.	Academic reputation indicators are available in the Saudi Arabia universities in light of Vision 2030, as follows	Mean	SD	Agreement Rating
1	7	Human resources are distinguished at all levels.	4.22	0.778	High
2	2	It possesses a robust infrastructure.	4.18	0.779	High

2 11 It offers high-quality academic programs.			4.18	1.032	High
3	15	It is known for highly qualified graduates.	4.16	0.877	High
3	1	It has promising future-oriented plans.	4.16	0.919	High
4	13	Its students participate in effective academic activities.	4.13	1.148	High
5	5	The university is managed with high-performance standards.	4.12	0.946	High
6	3	It fosters an attractive and motivating environment for performance.	4.10	0.708	High
7	20	Its publications receive significant acceptance.	4.07	1.030	High
8	24	It bears responsibilities towards its community.	4.02	1.254	High
9	27	Its technologies facilitate effective governance.	3.99	1.024	High
10	31	It consistently meets academic accreditation criteria.	3.98	0.975	High
11	21	It provides enhanced knowledge for development.	3.95	1.051	High
12	12	It delivers innovative academic services.	3.93	1.093	High
13	14	Its graduates easily integrate into the job market.	3.92	0.938	High
14	9	It prioritizes the safety of its staff.	3.88	0.930	High
15	23	Everyone contributes to its activities.	3.87	0.776	High
16	28	It has notable achievements.	3.83	1.077	High
17	32	It holds a prestigious position among universities.	3.80	1.080	High
18	33	The majority of reviews about it are positive.	3.76	1.198	High
19	4	It cares about the sustainability of its environment.	3.75	0.983	High
20	6	Its staff has a positive perception of it.	3.73	1.102	High
21	8	It invests in attracting talent.	3.72	1.119	High
22	10	I would recommend working there.	3.67	0.948	High
22	16	Joining the university is a distinguished achievement.	3.67	1.132	High
23	22	I always trust what comes from it.	3.66	1.279	Moderate
24	25	It influences its surrounding communities.	3.50	1.241	Moderate
25	29	I always benefit from its website.	3.48	1.065	Moderate
25	30	It consistently makes progress in global rankings.	3.48	1.207	Moderate
26	34	Media of all forms interact with its events.	3.46	1.023	Moderate
27	17	I am proud of graduating from it.	3.43	1.138	Moderate
28	26	It interacts with other cultural systems.	3.31	1.109	Moderate
29	18	I am pleased to have relatives studying there.	3.15	1.277	Moderate
30	19	I can continue or resume learning there.	3.02	1.209	Moderate
31	35	It has a deep historical foundation.	2.98	1.190	Moderate
Mean			3.78	0.484	High

Table (4) illustrates that the overall average of the academic reputation indicators axis in Saudi universities, in light of Vision 2030, reached 3.78, with a standard deviation of 0.484, indicating a high level of availability. Nineteen (19) indicators of academic reputation in Saudi universities exceeded the overall average, accounting for 54% of the total, with averages ranging between 4.22 and 3.80. Conversely, sixteen (16) expressions of academic reputation indicators in Saudi universities fell below

the overall average for the dimension, constituting 46% of the total, with averages ranging between 3.76 and 2.98. Moreover, twenty-five (25) expressions of academic reputation indicators in Saudi universities were rated as high availability, representing 71% of the total, with averages ranging between 4.22 and 3.67, while ten (10) expressions were rated as average availability, accounting for 29% of the total, with averages ranging between 3.66 and 2.98. Phrase number 7, "its human resources excel on all levels," ranked first with an arithmetic mean of 4.22, a standard deviation of 0.778, and a rating of high availability. Conversely, phrase number 35, "it has deep historical roots," ranked last with an arithmetic mean of 2.98, a standard deviation of 1.190, and a rating of average availability.

This result can be justified by the concerted efforts of universities to align with the targets of Vision 2030, which emphasize the attainment of quality in education and research, enhancing the student experience, fostering engagement with society, and advancing quality rankings and accreditation. Additionally, the experiences of students and their communities in scholarship programs may influence comparisons of Saudi universities with others, particularly concerning infrastructure and tuition fees. This finding aligns with previous research. Saeedan (2022) underscores the importance of enhancing the academic reputation of universities, particularly in the realm of online reputation. Similarly, Njoku & Nwachukwu (2020) highlight reputation as a crucial component of organizational success. Furthermore, Elnaggar (2019) emphasizes reputation as a significant criterion in international university rankings, while Reznik & Yudina (2018) stress the necessity of managing a university's reputation. Additionally, Al-Qublan (2017) found that academic department reputation is generally positive, and Mekhlouf (2015) underscores the importance of university reputation management.

However, this result contradicts findings from studies such as Al-Shakhatreh & Al-Tarawneh (2019), which indicated moderate to low ratings for university reputation procedures and practices. It also differs from Elnaggar's (2019) findings, which suggested a negative impact of international publications on the university's reputation and ranking in international classifications. Additionally, it contrasts with Odaa's (2012) study, which found that although Jordanian universities have a good reputation, their electronic services did not meet students' satisfaction.

Results of the third question 'Is there a statistically significant relationship at a significance level of (0.05 ≥ **α**) between the availability of organizational integrity management practices and the availability of key indicators of academic reputation for Saudi universities in the context of Vision 2030?'To address this question, Spearman correlation coefficients were calculated, and Table 5 presents this relationship.

Table 5: The Spearman correlation coefficients between organizational integrity management practices and academic reputation indicators for Saudi universities in light of Vision 2030

The dimensions of organizational integrity practices	Indicators of Academic Reputation for Saudi Universities
System Practices Dimension	0.899**
Individual Practices Dimension	0.847**
All dimensions of organizational integrity practices.	0.873**

Significant at level (α** = 0.01)

From Table 5, it is evident that there exists a strong positive correlation between each dimension of organizational integrity practices in Saudi universities, as per Vision 2030, and the indicators of academic reputation for Saudi universities under the same vision, at a significance level (**α** = 0.01). The Spearman correlation coefficient for each dimension of organizational integrity practices individually, as well as for organizational integrity as a whole, with the indicators of academic reputation for Saudi

universities, was high. This indicates reciprocal relationships between all dimensions and indicators of academic reputation for universities, which are inseparable. Therefore, the relationship between them is reciprocal; as organizational integrity practices in Saudi universities increase, the academic reputation of Saudi universities also increases, and vice versa.

This result can be attributed to the recognition of organizational integrity as a crucial factor in attracting distinguished and talented individuals to the university, fostering an environment conducive to innovation and academic excellence, and establishing positive relationships with the community. This, in turn, cultivates trust and respect between the university and its community, thereby enhancing its academic reputation.

Consistent with these findings, several studies support the observed relationship. Firstly, Al-Obaidi (2019) identified a significant and positive relationship between organizational integrity and humble leadership. Secondly, Naghipour et al. (2016) found a positive relationship between all components of organizational integrity and organizational commitment. Thirdly, Al-Azzi and Al-Dulaimi (2016) established a significant and negative relationship between integrity and balance. Additionally, Leiva et al. (2014) concluded that business ethics impact reputation, while Altai et al. (2013) found that compassionate management dimensions affect reputation. Lastly, Jehn and Scott (2015) demonstrated that lack of integrity has a negative impact on reputation.

Together, these studies underscore the importance of organizational integrity in shaping the reputation of universities, highlighting its multifaceted impact on leadership, commitment, ethics, and management practices.

Results of the fourth question 'Which dimension of organizational integrity management practices explains the most variance in the availability of key indicators of academic reputation for Saudi universities in the context of Vision 2030?'

To answer this question and elucidate the statistical significance of differences between the means of study participants' responses regarding the dimensions of organizational integrity practices in Saudi universities, to explain the degree of availability of indicators of the academic reputation of Saudi universities, stepwise multiple regression analysis was employed for each dimension of organizational integrity practices in Saudi universities to elucidate the degree of availability of indicators of the academic reputation of Saudi universities. Below are the results of this analysis.

Table 6: Results of Stepwise Multiple Regression to Explain Variations in the Degree of Availability of Indicators of Academic Reputation of Saudi Universities and Dimensions of Organizational Integrity Practices in Saudi Universities in Light of the Vision 2030

Variables		R	B	Beta	t-value	Sig. Level
Academic Reputation	System Practices Dimension	0.344	4.035	0.012	11.799	**0.000
	(Individual Practices Dimension	0.248	5.295	0.894	3.133	0.019**
	All dimensions of organizational integrity practices."	0.310	15.739	0.596	6.588	0.000**

**Significant at level (α = 0.01).

Table 6 presents that the dimensions of organizational integrity practices in Saudi universities collectively explain a substantial amount of variation, with their explanatory proportion of the degree of availability of indicators of the academic reputation of Saudi universities reaching 0.310 of the variation. The associated t-value is 6.588, which is statistically significant at the α = 0.01 level. Therefore, it can be concluded that the relationship between the dimensions of organizational integrity and the academic reputation of Saudi universities is positive. This suggests that as the practice of organizational integrity dimensions collectively increases, so does the academic reputation of Saudi universities.

The following Figure (1) depicts the regression curve between all dimensions of organizational integrity practices and indicators of the academic reputation of Saudi universities in light of Vision 2030. It is evident that the representation of all dimensions of organizational integrity practices was approximately normally distributed, indicating a positive relationship. This suggests that all dimensions of organizational integrity practices have an impact on the academic reputation of Saudi universities in light of the Kingdom's Vision 2030. This may be attributed to the organization's commitment to building trust and credibility, affirming responsibility and transparency, fostering positive interaction with the community, and building sustainable relationships with them.
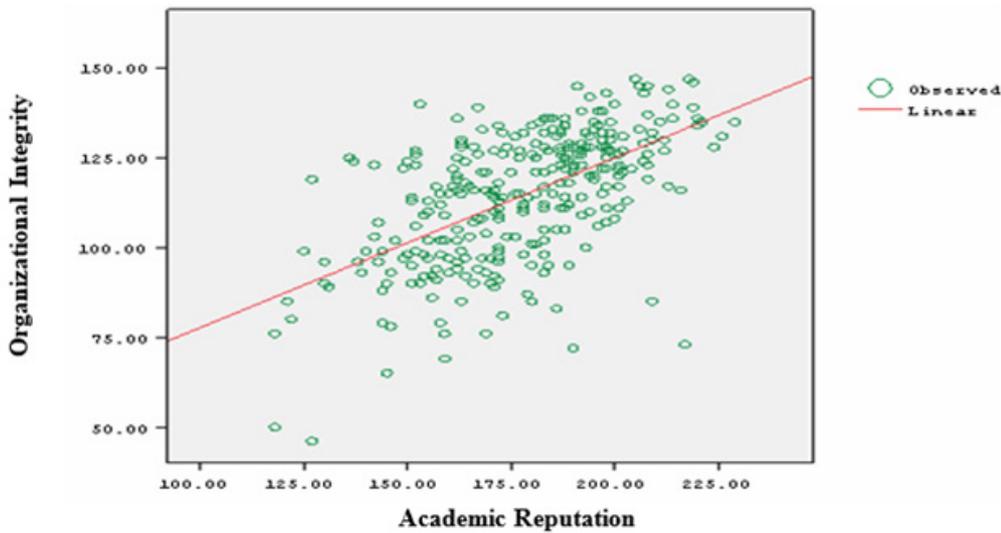
Figure (1): Regression Curve between Collective Dimensions of Organizational Integrity and the Degree of Academic Reputation of Saudi Universities in Light of Vision 2030

Table 6 indicates that the dimension of "system practices" among the dimensions of organizational integrity practices in Saudi universities explains a significant amount of variation, with its explanatory proportion of the degree of availability of indicators of the academic reputation of Saudi universities reaching 0.344 of the variation. The associated t-value is 11.799, which is statistically significant at the $\alpha = 0.01$ level. Therefore, the relationship between the dimension of "system practices" and the academic reputation of Saudi universities is positive. This means that as the dimension of "system practices" increases, so does the degree of academic reputation of Saudi universities.

The following Figure (2) illustrates the regression curve between the dimension of "system practices" from the dimensions of organizational integrity practices and indicators of the academic reputation of Saudi universities in light of Vision 2030. It is evident that the representation of this dimension was approximately normally distributed, indicating a positive relationship. This suggests that this dimension has an impact on the academic reputation of Saudi universities in light of the Kingdom's Vision 2030. This may be attributed to the system's commitment to attracting and retaining talents, enhancing credibility, motivating employees, building a positive work environment, and ensuring compliance with legislation and legal standards.
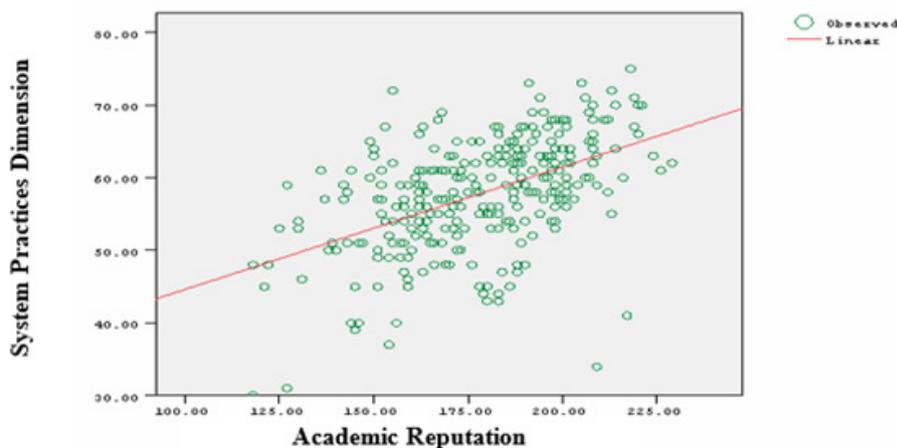
Figure (2): Regression Curve between the Dimension of "System Practices" and the Degree of Academic Reputation of Saudi Universities in Light of Vision 2030

Table 6 indicates that the dimension of "individual practices" among the dimensions of organizational integrity practices in Saudi universities explains a significant amount of variation, with its explanatory proportion of the degree of availability of indicators of the academic reputation of Saudi universities reaching 0.248 of the variation. The associated t-value is 3.133, which is statistically significant at the **α** = 0.01 level. Therefore, the relationship between the dimension of "individual practices" and the academic reputation of Saudi universities is positive. This means that as the dimension of "individual practices" increases, so does the academic reputation of Saudi universities.

The following Figure (3) illustrates the regression curve between the dimension of "individual practices" from the dimensions of organizational integrity practices and indicators of the academic reputation of Saudi universities in light of Vision 2030. It is evident that the representation of this dimension was approximately normally distributed, indicating a positive relationship. This suggests that this dimension has an impact on the academic reputation of Saudi universities in light of the Kingdom's Vision 2030. This may be attributed to the commitment of organization members to building trust with their organization's community, ensuring a positive impression, protecting their personal and professional reputation, and maintaining their social and professional relationships.
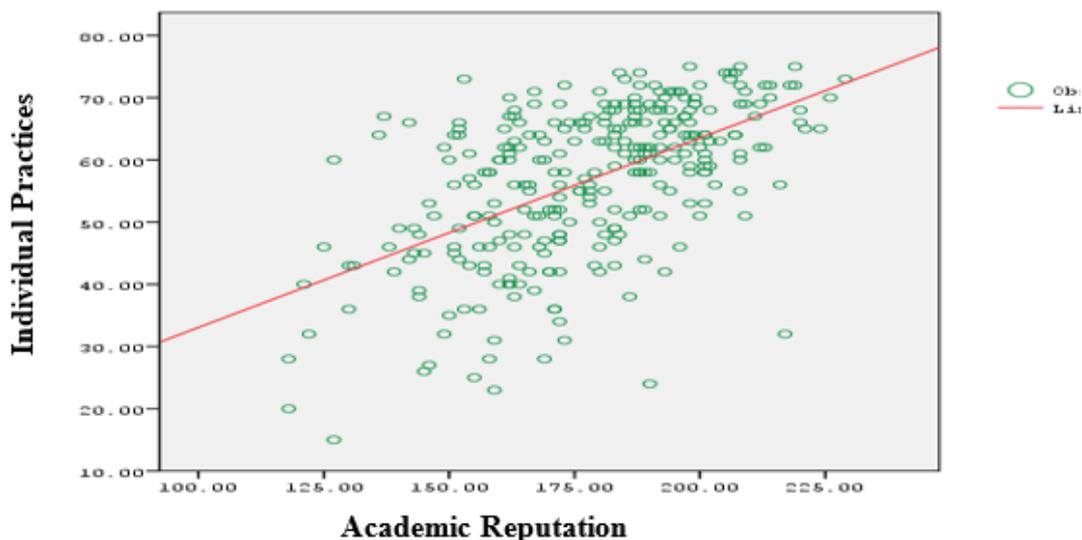

Figure 3: Regression Curve between the Dimension of "Individual Practices" and the Degree of Academic Reputation of Saudi Universities in Light of Vision 2030

Conclusion

In light of Vision 2030, this study has compiled a comprehensive list of the most significant organizational integrity practices in Saudi Arabian universities, encompassing both individual and systemic dimensions. Correspondingly, a list of the most significant indicators of academic reputation for these universities has been developed. Notably, the study estimates a high level of availability for both organizational integrity practices (3.81) and indicators of academic reputation (3.78) within the Vision 2030 framework. Furthermore, statistical analysis reveals a significant positive relationship between the overall availability of organizational integrity practices and indicators of academic reputation, indicating that as integrity practices increase, so does academic reputation. This positive relationship holds true for both the "individual practices" dimension and the "system practices" dimension of organizational integrity practices, each explaining a significant amount of variation in academic reputation indicators under Vision 2030. These findings collectively underscore the crucial role of organizational integrity practices in enhancing the academic reputation of Saudi Arabian universities in alignment with Vision 2030 objectives. Such practices contribute to building trust, fostering positive impressions, protecting reputations, and maintaining social and professional relationships within and outside the university community.

Recommendations

Based on the study's findings regarding the correlation between organizational integrity and academic reputation in Saudi universities, it becomes evident that nurturing an environment conducive to organizational integrity is paramount for elevating a university's academic standing. To this end, the following recommendations are proposed:

1. Utilize the findings from this study, along with relevant metrics, for continuous evaluation of organizational integrity and academic reputation in Saudi universities. Regularly monitor changes and conduct comprehensive assessments of policies, procedures, and their effectiveness in achieving desired objectives.

2. Develop an action plan based on assessment findings to maintain and enhance organizational integrity levels. This may involve initiatives such as strengthening key integrity components like governance, transparency, fairness, and communication effectiveness. Prioritize awareness and human development in integrity-related areas, while improving monitoring, reporting, and investigation mechanisms for optimized outcomes.

3. Establish a program dedicated to safeguarding and improving the academic reputation of Saudi universities. This could include fostering collaboration with internal and external stakeholders to uphold elements crucial to academic reputation, such as responsiveness, excellence, innovation, ethical commitment, and stakeholder support. Enhance communication channels with stakeholders to stay informed about their needs, feedback, and suggestions. Explore partnerships with complementary institutions to strengthen academic reputation.

4. Recognize this study as a pioneering effort in its field and use its results as a basis for further research into the effects of organizational integrity and other factors on a university's academic reputation. Future plans, programs, and studies hold significant potential for advancing organizational integrity within universities, thereby enhancing their academic reputation and standing within the academic and scientific community.

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