Organizational Culture's Involvement Dimension and Academic Staff Task Performance

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Abstract—The influence of empowerment, team orientation, and capability development dimensions of involvement on academic staff's task performance at Cihan University-Erbil is examined in this paper. By shedding light on the link between these involvement characteristics and academic staff task performance, this study adds to the body of knowledge in the field of organizational behavior and management. This research uses a quantitative methodology. Based on well-known theories and scales for task performance, empowerment, team orientation, and capability development, a questionnaire is created. Academic staff members from Cihan University-Erbil's various departments make up the sample. To guarantee representation and generalizability of the results, a random sampling approach is used. The study contributed to the body of knowledge on involvement performance in this setting by demonstrating how academic staff task performance was positively impacted by empowerment, team orientation, and capability development. Furthermore, the results offer significant perspectives for academic staff and university administrators on how to raise the degrees of empowerment, team orientation, and capability development to enhance academic staff task performance.

Keywords—Capability development, Empowerment, Organizational culture, Task performance, Team orientation.

I. INTRODUCTION

Organizational culture stands as an indispensable cornerstone of success for any institution (Ramísio et al., 2019). It encapsulates the collective values, beliefs, and behaviors that mold the attitudes and behaviors of employees within an organization (Coman and Bonciu, 2016). A positive organizational culture lays the foundation for elevated levels of job satisfaction (Belias and Koustelios, 2014), motivation (Panagiotis et al., 2014), and faculty commitment (Al-Sada et al., 2017; Denison et al., 2006). A robust organizational culture establishes ethical principles, shaping identity and mentality within both the public and private sectors (Shareef, 2023a; Shareef and Atan, 2019). Given the profound influence of organizational culture in academic settings, comprehending the impact of the involvement dimension of organizational culture on academic staff task performance assumes pivotal importance in the endeavor to enhance the quality of education and research outcomes at the university (Ghanad et al., 2020; Karam and Kitana, 2023). In the realm of higher education, the organizational culture of a university can significantly influence the performance of its academic staff.

This study sets out to scrutinize the effect of the involvement dimension of organizational culture on academic staff task performance at Cihan University-Erbil, situated in Iraq. Cihan University is a private institution of higher education in Erbil, Iraq, with a diverse academic staff originating from various countries, backgrounds, and cultures. Organizational culture encompasses four fundamental dimensions: involvement, consistency, adaptability, and mission (Denison et al., 2006). In particular, involvement plays a pivotal role in the achievement of organizational success. Involvement refers to the extent to which employees perceive themselves as integral to the organization and recognize the value of their contributions (Ginevičius and Vaitkūnaite, 2006). Augmenting involvement can be accomplished through various means, including empowerment, team orientation, and capability development (Denison et al., 2006). Empowerment entails bestowing on employees the authority and responsibility to make decisions and take initiative (Wahyuningsih et al., 2019). Team orientation revolves around the focus on collaborative teamwork to achieve shared objectives (Ghanad et al., 2020). Capability development refers to the systematic process of equipping employees with the essential skills and knowledge requisite for their success (Denison et al., 2006).

Although research exploring the impact of organizational culture on employee performance is extensive, the

understanding of involvement's influence on academic staff task performance in the Kurdistan region of Iraq remains limited. This study aims to investigate the impact of empowerment, team orientation, and capability development dimensions of involvement on academic staff's task performance at Cihan University-Erbil. Involvement is synonymous with the degree of employee participation in decision-making processes within an organization (Martins and Terblanche, 2003). In the realm of higher education, academic staff members wield significant influence over university governance and academic affairs, and their involvement in decision-making processes can markedly affect their performance (Ghanad et al., 2020; Pradhan and Jena, 2017). This study stands as an essential endeavor aimed at elevating the quality of education and research outcomes at Cihan University-Erbil. Grasping the sway of involvement in academic staff task performance can equip university management with valuable insights to enhance the institution's organizational culture.

A. Literature Review

Organizational culture and employee performance

Organizational culture encompasses the combined principles, convictions, attitudes, and actions that shape the distinct personality and essence of a given organization (Ravasi and Schultz, 2006). It consists of four dimensions such as involvement, consistency, adaptability, and mission (Denison and Spreitzer, 1991). Each dimension of organizational culture contributes to the overall health and effectiveness of an organization. When these dimensions work synergistically, they create a positive organizational culture that supports employee well-being and engagement and ultimately drives organizational success (Wahyuningsih et al., 2019). Organizational culture is a system of widely shared assumptions, principles, and convictions that steer individuals in determining acceptable and unacceptable behavior (Asatiani et al., 2021). These values significantly impact both employee behavior and organizational effectiveness (Zeb et al., 2021). A robust and favorable organizational culture can cultivate active employee involvement, cooperation, and inventive thinking, whereas an unfavorable culture can obstruct productivity, generate conflicts, and obstruct progress (Lee and Choi, 2023). Therefore, businesses are confronted with the necessity of overseeing the variety of their workforce to deliver satisfactory services to customers, ultimately improving their overall business operations. (Shareef, 2023b). Consequently, organizational culture acts as the foundation upon which an organization operates and influences employee behavior, decision-making processes, and overall performance (Paais and Pattiruhu, 2020).

Employee performance is the achievement of assigned duties in accordance with set benchmarks for precision, thoroughness, expense, and efficiency (Pradhan and Jena, 2017). It is a measure of how well an employee fulfills the goals of the organization. Various researchers have interpreted employee performance differently, but many associate it with the efficient and effective accomplishment of organizational objectives (Massoudi and Fatah, 2021). Performance is often linked to the measurement of input and output efficiency, which contributes to a productive working relationship (Diamantidis and Chatzoglou, 2019). Organizational strategies are developed based on the performance of employees, which is evaluated against predetermined standards (Kaliannan et al., 2023). A high level of performance indicates how well an employee has executed their assigned tasks. When employees are recognized and rewarded for their efforts, they experience job satisfaction, leading to increased commitment and a positive impact on overall organizational performance (Ndungu, 2017).

The relationship between organizational culture and performance is intertwined, with culture being influenced by the complexity of business processes. Various studies have focused on enhancing employee performance, and they have identified organizational culture as a significant factor influencing organizational effectiveness and employee performance (Awadh and Saad, 2013; Ozcan and Ozturk, 2020; Paschal and Nizam, 2016). A strong organizational culture promotes participation and improvement among all members, making it a crucial asset to achieving a firm's goals (Ozcan and Ozturk, 2020). While culture is often invisible to individuals, it profoundly impacts their behaviors, thoughts, and behavioral patterns (Awadh and Saad, 2013). Organizational culture, or shared values, is associated with improved employee performance (Aftab et al., 2012). An inappropriate culture can lead to performance challenges, organizational failure, and resistance to change and risk-taking (Shahriari et al., 2023).

Research hypotheses

Involvement and employee task performance

Involvement is a vital dimension of organizational culture that empowers employees, enhances engagement, and fosters a positive work environment (Hamidi et al., 2017). Organizations that prioritize involvement create a culture where employees feel valued, respected, and motivated to contribute their best (Imran et al., 2022). This culture shift toward involvement is not only beneficial to employees, but it is also a cornerstone for cooperation (Tuffaha, 2020) and an organization's long-term success and growth (Srimulyani and Hermanto, 2022). A culture of involvement serves as a catalyst, allowing employees to openly exchange ideas, resulting in an increase in creativity, innovation, and the emergence of unique solutions (Pandey and Sharma, 2009). Diversity of viewpoints is essential for effective problem-solving, and involvement ensures a thorough approach (Ainscow and Sandill, 2010; Spreitzer et al., 2012).

Involvement serves as a bridge, connecting employees to the organization, fostering a sense of belonging, and significantly enhancing overall well-being (Kalia and Verma, 2017). Involvement inspires employees and instills a sense of collaboration based on worth and respect (Kontoghiorghes, 2016). This collaborative spirit extends beyond individuals, promoting teamwork and stronger relationships, leading to superior collective outcomes (Shahriari et al., 2023). By encouraging active participation, organizations can

revolutionize decision-making, innovation, and elevate overall performance (Ababneh, 2021). Therefore, this article will explore involvement, which encompasses key elements such as empowerment, team orientation, and capability development for creating positive and high-performing employee task performance.

Empowerment and task performance

Empowerment emerges as a cornerstone within the involvement dimension. It transcends mere autonomy; it equips staff with the means to make choices and take ownership, fostering motivation, engagement, and job satisfaction (Sigler and Pearson, 2000). Empowered employees demonstrate initiative, contribute innovative ideas, and exhibit heightened commitment to organizational goals (Hamidi et al., 2017). This newfound confidence and open communication result in staff feeling valued and supported in decision-making processes (Jose and Mampilly, 2014).

Empowerment, which is expected to increase job satisfaction (Marta et al., 2021), promotes a culture of satisfaction in which individuals feel valued, respected, and engaged in their work (Miao, 2011). Furthermore, empowerment has the potential to improve workplace engagement by providing employees with a sense of psychological ownership and dedication to activities (Jose and Mampilly, 2014). In addition, empowerment promotes a feeling of purpose, alignment with company objectives, and belonging. Enhancing job engagement and eventually leading to greater task performance generates a profound sense of belonging, purpose, and alignment with company goals (Shantz et al., 2013). Furthermore, empowerment is thought to improve worker performance by giving access to resources, knowledge, and chances for growth in abilities (Yukl and Becker, 2006). It enhances their ability to perform tasks effectively and efficiently, leading to improved job performance. Employees who feel empowered are likely to exhibit higher levels of task proficiency, creativity, problem-solving, and overall performance outcomes. Accordingly, the hypothesis formulated for the aforementioned relationship is as follows:

Hypothesis 1: Empowerment positively influences academic staff's task performance.

Team orientation and task performance

Team orientation, another integral dimension, highlights the importance of collaboration, cooperation, and teamwork within organizational culture (Rahman et al., 2017). In a team-oriented culture, employees are not merely encouraged but are expected to work collaboratively, share information, and transcend departmental boundaries (McNeese and Reddy, 2017). This cultural shift promotes unity, trust, and collective responsibility among team members, fostering enhanced problem-solving, creativity, and innovation (Audenaert and Decramer, 2018).

The team orientation dimension is anticipated to foster collaboration as individuals prioritize teamwork and cooperation, engaging in collaborative efforts, exchanging ideas, and pooling skills and resources (Davis and Wilson, 2000). Improved collaboration enables employees to leverage diverse perspectives, tapping into collective intelligence to collectively solve complex tasks (Audenaert and Decramer, 2018). This elevated collaboration contributes to higher levels of task performance as employees synergistically work together to achieve shared goals (Bartram et al., 2021).

Moreover, team orientation is expected to positively impact communication within the team (Özaralli, 2003). Encouraging efficient and transparent communication among team members, a collaborative mindset promotes the exchange of information, concepts, and input (Akinnubi et al., 2012). This improved communication ensures well-coordinated tasks, clear expectations, and the timely addressing of challenges (Jeffery et al., 2005). Enhanced communication within the team contributes to improved task performance, aligning efforts, minimizing misunderstandings, and efficiently overcoming obstacles (Warkentin and Beranek, 1999). Additionally, team orientation is believed to influence employee job satisfaction, fostering a sense of belonging, camaraderie, and support within the team (Tsai and Bagozzi, 2014). This sense of cohesion and collaboration leads to increased job contentment, motivates employees, and ultimately results in improved task performance (Kirkman and Shapiro, 2001). Overall, the hypothesis suggests that the team orientation dimension of involvement positively influences employee task performance.

Hypothesis 2: Team orientation positively influences academic staff's task performance.

Capability development and task performance

Capability development, the third dimension, centers on providing employees with opportunities to enhance skills, knowledge, and capabilities (Chaskin, 2001). Organizations valuing capability development invest in training programs, workshops, mentoring relationships, and continuous learning initiatives (Mulà et al., 2017). By providing resources and support for capability development, organizations empower employees to perform tasks more effectively and contribute to organizational growth and success (Sims and Falkenberg, 2013). Capability development initiatives foster a culture of learning, adaptability, and innovation, encouraging employees to acquire new skills and stay abreast of industry trends (Sims and Falkenberg, 2013; Wu and Shen, 2016).

The capability development dimension is expected to enhance skill development among employees. Access to training programs, workshops, and learning opportunities equips individuals with new knowledge, techniques, and competencies relevant to their tasks (Mulà et al., 2017). Enhanced skill development not only empowers employees to execute tasks more effectively, efficiently, and with heightened quality (Karam, 2019; Tilbury, 2011), but it also infuses a fresh vibrancy into their abilities, enabling them to attain desired outcomes. As capabilities are honed, employees transcend mere task proficiency, delving deeper into their roles, tasks, and the organizational tapestry (Cebrián and Junyent, 2015). This cultivated proficiency not only fosters informed decision-making and adaptability to changing circumstances but also elevates task performance to a realm of expertise (Clarke, 2018). The augmentation of

job knowledge, a byproduct of refined capabilities, bestows upon employees a comprehensive grasp of task intricacies, thereby elevating overall task performance. Moreover, capability development is believed to influence employee task proficiency. Access to capability development initiatives enables employees to refine skills, learn new techniques, and acquire specialized knowledge relevant to their tasks (Jackson, 2019; Laufer et al., 2021).

Overall, capability development positively influences employee task performance through increased skill development, enhanced job knowledge, and improved task proficiency (Cebrián and Junyent, 2015; Clarke, 2018; Jackson, 2019; Laufer et al., 2021). Employees who have opportunities for capability development are expected to experience improved skill sets, deeper job knowledge, and higher levels of task proficiency, all of which contribute to enhanced task performance. Therefore, the hypothesis formulated for the relationship between the capability development dimension of involvement and employee task performance is as follows:

Hypothesis 3: The capability's development positively influences academic staff's task performance.

Fig. 1 illustrates the suggested study framework, which suggests that involvement dimensions such as empowerment, team orientation, and capability development will significantly affect task performance.
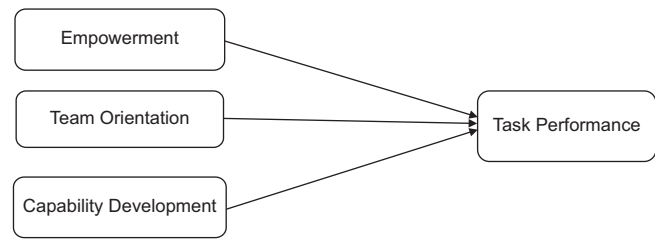
II. Methodology

In this study, a quantitative research approach was employed as the analysis technique. Surveys were handed out to the faculty members at Cihan University. Task performance was evaluated using a six-question adapted from Pradhan and Jena (2017). The instrument utilized for measuring involvement, consisting of empowerment, team orientation, and capability development, was adapted from Denison et al., (2006) and comprised fifteen items. Respondents indicated their agreement on a Likert scale with five answer choices, ranging from strongly disagree (scored 1) to strongly agree (scored 5). The data were processed and evaluated using SmartPLS version 4.0.

A. Population and Sample Information

The population for this survey included academic staff members from Cihan University-Erbil, a private university founded in 2007. The university is situated in Erbil. Simple random sampling was employed to distribute questionnaires to 160 university personnel. The final sample consisted of 134 valid questionnaire responses, accounting for 83.75% of the total. Detailed demographic data can be found in Table I.

III. Results

A. Validity and Reliability

The estimated results from the PLS model in Fig. 2 indicate that all indicators have loading factors exceeding

Fig. 1: Research model.

TABLE I
Participants descriptive data

Criteria	Total	%
Gender		
Male	88	65.7
Female	46	34.3
Age		
≤29 years	29	21.6
From 30 to 39 years	52	38.8
From 40 to 49 years	30	22.4
≥50 years	23	17.2
Education degree		
Master	81	60.4
PhD	53	39.6
Academic rank		
Assistant lecturer	52	38.8
Lecturer	44	32.8
Assistant professor	26	19.4
Professor	12	9.0

0.5, satisfying the criterion for convergent validity. In this study, the AVE scores for each study construct are >0.5, demonstrating that the model meets the criteria for convergent validity. In addition, to evaluate the reliability of the constructs, it is advisable to ensure that both Cronbach's alpha and composite reliability values for each construct exceed 0.7, as suggested by Ghozali (2014). In this study, all constructs confirm that Cronbach's alpha values surpass the threshold of 0.7 (>0.7) as presented in Table II.

B. Hypothesis Test

The Smart PLS 4.0 software was employed to conduct a direct effect analysis using the PLS (partial least squares) analysis model. This analysis aimed to assess the influence of empowerment, team orientation, and capability development on task performance. Table III presents the results. The R-squared value of 0.375 for academics' task performance indicates that 37.5% of the variance in task performance can be explained by the variables of empowerment, team orientation, and capability development. The remaining 62.5% is ascribed to additional factors that were not investigated in this study.

The findings of the research validate the hypotheses about how the involvement dimensions and task performance relate to one another. With a weighted beta value of 0.163 at a $P < 0.01$, it was discovered that there was a positive and significant link between task performance and empowerment. Likewise, a weighted beta value of 0.372 at a $P < 0.01$ indicates a substantial and significant positive association
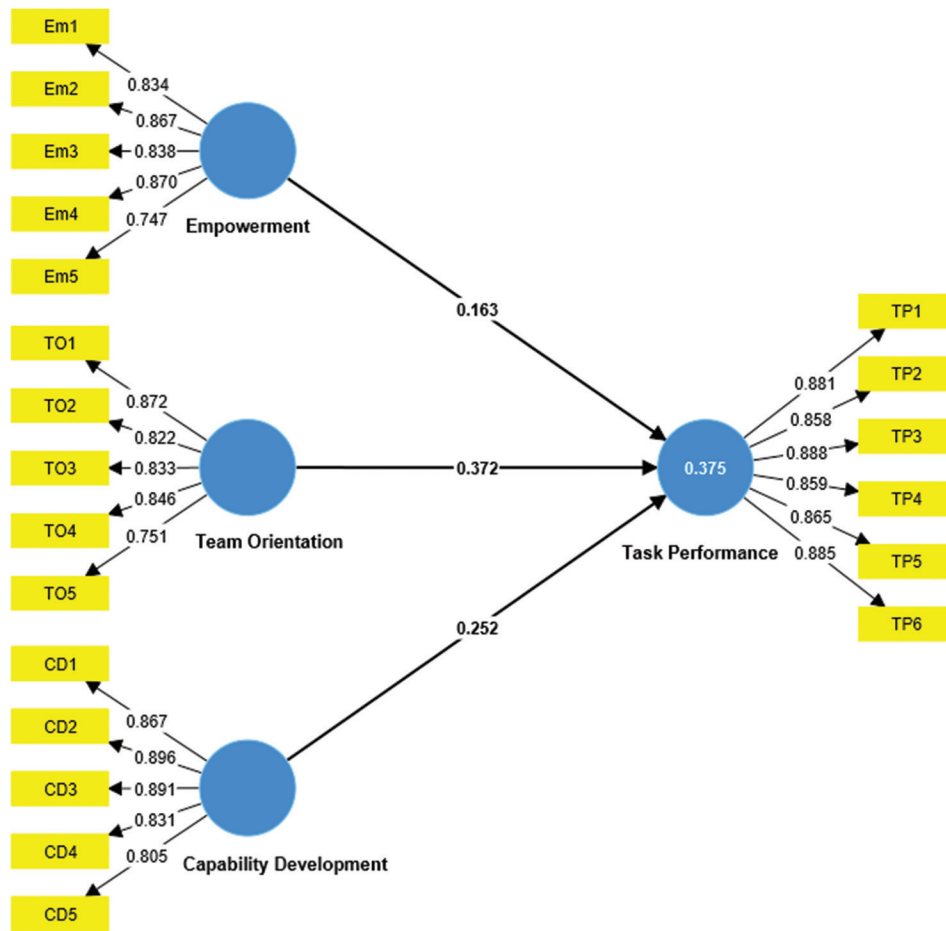
Fig. 2: Prediction model.

TABLE II
VALIDITY AND RELIABILITY

Variables	Items	Loadings	Cronbach's alpha	Composite reliability	AVE
Empowerment (Em)	Em1	0.834	0.889	0.893	0.693
	Em2	0.867			
	Em3	0.838			
	Em4	0.87			
	Em5	0.747			
Team orientation (TO)	TO1	0.872	0.883	0.887	0.682
	TO2	0.822			
	TO3	0.833			
	TO4	0.846			
	TO5	0.751			
Capability development (CD)	CD1	0.867	0.911	0.916	0.737
	CD2	0.896			
	CD3	0.891			
	CD4	0.831			
	CD5	0.805			
Task performance (TP)	TP1	0.881	0.937	0.938	0.762
	TP2	0.858			
	TP3	0.888			
	TP4	0.859			
	TP5	0.865			
	TP6	0.885			

TABLE III
VALUE OF R SQUARE

Variable	R square	R square adjusted
Task performance	0.375	0.37

a $P < 0.01$ indicated a positive and significant association between task performance and capability growth. As a result, the investigation supported the suggested claims by validating all three hypotheses. The link between the study variables is shown in Table IV.

IV. DISCUSSION

The main objective of this study was to examine the relationship between involvement dimensions and academic staff task performance at Cihan University-Erbil. The findings of the study confirmed the researchers' predictions and revealed several significant and positive relationships between the different dimensions of involvement and task performance among academic staff.

Empowerment emerged as a potent catalyst, intricately linked to the effectiveness of task execution. The revelation underscores the transformative impact of empowering academic staff – granting them autonomy, authority, and decision-making process – on their task performance.

between task performance and team orientation in the study. Last but not least, a weighted beta value of 0.252 at

TABLE IV
EXPERIMENT OF HYPOTHESES

Hypotheses	Relationships	Beta	SE	T statistics	P-values
H1	Empowerment -> Task performance	0.163	0.053	3.06	0.002
H2	Team Orientation -> Task performance	0.372	0.043	8.6	0.000
H3	Capability development -> Task performance	0.252	0.052	4.824	0.000

* $P<0.05$; ** $P<0.01$

Autonomy fuels task proficiency, emphasizing the pivotal role empowerment plays in enhancing overall performance.

Second, the study uncovered a symbiotic relationship between team orientation and task performance. Effective collaboration, teamwork, and an emphasis on cooperation among academic staff emerged as key drivers of improved task performance. This finding accentuates the indispensability of fostering teamwork and collaboration within academic settings, as they directly contribute to elevated task performance.

Finally, the investigation spotlighted the positive association between capability development and task performance. The findings underscore the imperative of providing academic staff opportunities for professional growth, skill enhancement, and continuous development. Such initiatives proved instrumental in shaping heightened task performance among academic staff.

In the broader context of organizational culture, the study aligns with established dimensions like involvement, consistency, adaptability, and mission (Denison et al., 2006; Massoudi et al., 2020). Drawing from a wealth of research, organizational culture's affirmative impact on the banking sector (Aftab et al., 2012) and other models like Hofstede's (Awadh and Saad, 2013; Paschal and Nizam, 2016) and the Competing Values Model were corroborated, demonstrating their influence on employee performance (Ozcan and Ozturk, 2020). However, this study differentiates itself by adopting the Denison model, with a specific focus on the involvement dimension. This dimension, encapsulating empowerment, teamwork, and capability development, emerged as a driving force with a positive impact on task performance. The unique context of academic staff within an educational setting adds a distinctive layer to existing literature, enriching our understanding of how organizational culture influences task performance in this specialized domain.

V. CONCLUSION

The outcomes of this study demonstrate that empowerment, team orientation, and capability development are favorably and significantly connected to task performance among Cihan University-Erbil academic staff. These findings highlight the importance of empowering academic staff members, promoting a collaborative work environment, and investing in their professional growth. Academic institutions can potentially improve the overall task performance of their staff members by integrating these tactics.

A. Implications

The findings of this study on the impact of involvement on academic staff task performance at Cihan University-Erbil have important management implications. Recognizing and capitalizing on the following implications can help to improve academic staff performance and overall organizational effectiveness:

First, management should actively cultivate a culture that fosters and promotes employee participation in decision-making processes, goal-setting, and problem-solving. Academic staff motivation and performance can be improved by giving them a sense of empowerment and autonomy in their employment. Managers should delegate responsibility and provide employees with the opportunity to take ownership of their jobs, encouraging them to make autonomous decisions and take initiative.

Second, providing an environment that encourages cooperation and teamwork can boost participation. Managers should encourage information sharing and build methods for successful cooperation, such as frequent team meetings, joint projects, and cross-functional training programs, to enhance interdepartmental collaborations.

Finally, providing professional development and training programs may improve academic staff skills and capacities, allowing them to flourish in their responsibilities. Managers should engage in continuous learning programs and give employees tools to update their expertise with the most recent research and teaching methods.

B. Limitations and Future Research

This study gives vital insights into the influence of academic staff task performance; nevertheless, its limitations must be acknowledged and explored for future research.

First, the scope of this study was confined to academic personnel at Cihan University-Erbil, which limits the findings' application to other universities or academic institutions. A future study should include a broad spectrum of public and private universities.

Second, the current study adopts a cross-sectional approach, which provides a snapshot of the link between participation and task performance. A longitudinal design might be used in future studies to investigate the causal link and how changes in the participation component affect task performance over time.

Finally, the data acquired in this study were based on measurements supplied by the participants. Further research might use a variety of data sources, such as objective measurements of performance or supervisor ratings, in

the future to gain a more full and powerful evaluation of academic staff task performance.

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