A Correlational Study of Organizational Culture and Workforce Diversity & Competitiveness in a Challenging Global Educational Environment

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Abstract

This research explores the relationship between competitiveness, organizational culture, and workforce diversity among the faculty members working in universities and higher educational institutions in Saudi Arabia. Also, the study highlights the predictors of competitiveness within the various dimensions of organizational culture and workforce diversity. The sample consists of 117 faculty members working in different private and government universities and higher educational institutions in Saudi Arabia. Data collected through a Google survey with the help of the Organizational Culture Questionnaire, Workforce diversity Inventory, and Multidimensional Competitive Orientation Inventory. Stepwise Multiple Regression Analysis has been applied using SPSS for data analysis. The results concluded that overall organizational culture and its dimension found a significant positive correlation with competitiveness whereas age and work experience showed an inverse relationship. Transparency and trust emerged as the predictors of competitiveness among faculties of universities and colleges. The results also revealed significant positive relationships between competitiveness and factors of workforce diversity. Organizational justice one of the factors of workforce diversity appeared as the predictor of competitiveness.

Disciplinary: Management Sciences (HRM, Organization Management).

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1 Introduction

Over the few couples of decades, a significant evolution in competitiveness among professionals has been observed across all industries. In the pursuit of service excellence, improved efficiency, profitability, and competition between companies, significantly affects the members of

the organization to instill the feeling of competitiveness. It has also been observed that academia has aggressively appealed to compete, both internally and externally. Universities and higher educational institutions are putting more emphasis to enhance the competitiveness among students and faculty members.

Competition defined as an individual psychological trait of "enjoyment of interpersonal competition and the desire to win and be better than others" (Fletcher, Major, & Davis, 2008), Whereas, Mudrack, Bloodgood & Turnley, 2012) emphasized in social comparison of acquiring the value of rewards with the relative performance in the scarce resources. However, Triplett (1897) viewed competitiveness from the individual dispositions' perspective as an internal instinct, whereas, Deutsch (1949) emphasized the situational factors such as the value of rewards associated with the performance for competitiveness. Another comprehensive view to describe individual competitiveness can be classified into two different perspectives, one, the desire for better performance, and two, to enhance the individual performance (Schneider, 2016; Hibbard & Buhrmester, 2010; Menesini & Nocentini, 2018). The competitiveness of education is not measured by profit, but by the quality and performance of education, thus advantageous competitiveness of teachers can be defined as their ability to continue excellence at work, to create better quality and educational performance, and to outperform other teachers to become competitive. Over the past few years, the industry has focused on improving competitiveness, and academia has been a strong advocate for competitiveness. The individual competitiveness of teachers is the key element in determining the competitiveness of schools (Huang et al., 2008; Mayer et al., 2001). In this way, the analysis of the advantageous competitiveness of teachers is important for improving the competitiveness and quality of school/ university education.

Organizational culture is the shared perceptions of organizational practices. Martins and Terblanche (2003) defined "organizational culture as the set of subconscious values and beliefs deeply seated in the organizational structure and shared by its members", which highlights the basic assumptions of Schein (1985), "organizational culture also refers to a set of basic assumptions that worked well in the past and therefore they are accepted as valid assumptions that are maintained within an organization". Organizational culture holds the organization together and stimulates employees to think, behave and perform (Glunk & Maslowski, 2001; Wilderom & Van den Berg 2004). Organizational culture is viewed as a shared phenomenal concept, evolved in the form of the guiding principles, the pattern of belief, values, assumptions, symbols, and rituals (Pettigrew, 1979) for consensual approved behaviors in the organization (Schwartz & Davis, 1981). Organizational culture is a collective approach to develop the norms within the organization to regulate the functions and behaviors of the employees following the organizational goals. Researchers also identified organizational culture as an important tool for effective management practices and attaining its objectives successfully, especially in colleges and universities (Beytekin, et al., (2010). Academicians and researchers explored the concept of culture in numerous settings to develop uniformity and efficiency in the workplace (Kezar & Eckel, 2002; Fralinger & Olson,

2007). Organizational culture provides the controls over the decision-making of employees, increases the effectiveness, interprets the organization's environment, and provides a unified work setting for problem-solving. Higher Education institutions and Universities have witnessed the shift of culture of being treated as the descriptive device to the linkage with the performance and success (Zeqiri & Alija 2016). Administrators and leaders have a significant role in creating and developing a culture in universities. Whereas the evolution of global industrial competitiveness has also shaped the nature of higher education and competitiveness, internally and externally.

Workplace diversity is increasingly important to organizational success (Mor Barak, 2005; Triandis, 2003). Now a day, organizations are having a more heterogeneous workforce consist of different age groups, gender equality, ethnicity, multi nationalities, and many more. Globalization makes organizations more complex and commonplace for the international workforce than before (Haq 2004). Although, workforce diversity may have a positive and negative impact on performance, where the role of effective management and leadership is more crucial to extract the benefits of diversity in the workforce. A diverse workforce in the organization increases the learning opportunities and growth of employees. Van Knippenberg & Schippers, (2007) highlights the benefits of an effectively managed workforce, such as greater inclusiveness, innovativeness, and creativity, better decision making, enhanced work performance, and competitiveness. Many researchers and academicians have discussed the concept of workforce diversity in various concerns, but there is no consensus on one consistent and operational definition. Such as Thomas (2005) defines it as "those individual differences that are socially and historically significant and which have resulted in differences in power and privilege inside as well as outside of organizations." Cox (1994) defined, "Cultural diversity means the representation, in one social system, for people with distinctly different group affiliations of cultural significance." Mor Barak (2011) classified the workforce diversity in two different perspectives as "Workforce diversity refers to the division of the workforce into distinction categories that (a) have a perceived commonality within a given cultural or national context and that (b) impact potentially harmful or beneficial employment outcomes such as job opportunities, treatment in the workplace, and promotion prospects—irrespective of job-related skills and qualifications".

2 Review of Literature

Many researchers and academicians highlight and explore the interrelationship of employee competitiveness, organizational culture, and workforce diversity. Along with the other industrial sectors, universities and higher education institutions also need an extensive study to explore the importance of these concepts. In this section of the study, an attempt has been made to explore and investigate the previous studies focused on these issues.

2.1 Organizational Culture in the Universities and Employees Competitiveness

The study of organizational culture at the university level attracts numerous researchers to find out its impact on various dimensions. Especially in the universities and higher educational

institutions, the overall culture can be observed at a different level in form of subcultures. Thus, "the overall culture of a university is influenced by administrative subculture, faculty subculture, and student subculture" (Adams, 2014). Universities and Higher educational institutions are social organizations having multiple cultures, to preserve academic freedom, autonomy, values, and updating the primary function along with the changing environment (Warter 2019). Higher educational institutions' culture can be classified into two different subcultures; one culture of teaching and curriculum, and the administration and operational culture (Paulson, 2016). Whereas, Herguner & Reeves (2000) classified the universities' culture at three distinctive levels i.e., academic enterprise culture, academic profession culture, and academic disciplines culture. Above all organizational culture of higher education institutions is dramatically affected by globalization, demand and supply patterns, and financial grants for higher education (Brennan et al., 2014).

Cameron and Freeman (1991) studied the cultures of 334 higher educational institutions, found a significant relationship between the culture and organizational attributes of effectiveness. Mujeeb et al (2011) examined that the organizational culture of the educational institute has a positive significant relationship with performance management practices. Bartell (2003) highlights the significant effect of the decision-making process at different universities on the employees' behaviors. Li (2015) organizational culture has a significant impact on employees' motivation, learning, decision making, organizational values, communication, and conflict resolving. Bendak et al. (2020) summarized that systematic changes in the organizational culture based on the described framework can enhance the innovativeness among the employees. Further research findings of Tedla (2016) projected that a well-defined mission and Core corporate value that attributes the development of a common understanding between employees, managers, and leadership ability to motivate employees, improve the quality of life of employees and the community. Above discussed research findings are centered on the comprehensive effect of organizational culture on the effectiveness of the firm performance, but employee's competitiveness orientation is never being or very less examined in the university or higher educational institution level. Even, the organizational culture, specifically in the university or higher educational institution level has been neglected to examine.

2.2 Workforce Diversity and Employee Competitiveness

Diversity in organizational members may lead to positive or negative outcomes, therefore it is important to manage it effectively. Studies focused on the employee's diversity mainly analyzed and characterized based on age, gender, race, nationality, education, experiences (Sujin, 2005), to explain the impressions on the employee's performance (Knippenberg & Schippers, 2007) and business success (Prieto, Phipps & Osiri, 2009). Researchers also highlighted the positive association of diversity of workgroups with the individual broader vision of opinions, greater response capacity, employee's participation, and actions (Pitcher & Smith, 2001).

Cox and Blake (1991) summarized that organizations capable to manage a diverse workforce may lead to competitive advantages over cost-effectiveness and able to maintain and retain the

efficient employees in the organization. Further, it may also provide the benefit in form of diversity in creativity and innovation, effective decision making, and flexibility in the change process. Udin et al. (2017) highlight the possible benefits of diversity on work and cost relationships, customer relationships, creativity, flexibility, and innovation, costs associated with turnover and lawsuits, and create a sustainable business. The most significant benefits of diversity may in form of employees' retentions, highly motivated employees, and a healthy workplace atmosphere (Urbancová et al 2020). Exploring the relationship between workforce diversity and performance, especially among the faculty members of universities or higher educational institutions attracts many researchers and academicians around the globe. Such as Qasim (2017) examined a positive effect of the workforce on the job performance of faculty members working in a higher educational institution in Afganistan. Khan et al (2019) reported that diversity in age, gender, education, and ethnic diversity resulted in improved performance in the educational instructions of Pakistan. Iqbal and Shah (2015) also supported the evidence of having a positive relationship between diversity and performances in higher educational institutions. Although, available literature provides evidences of positive relationship in between workforce diversity and performance, but there is need to identify the relationship with individual competencies also. Universities are the place of high diversity which may create a significant impression on the faculty members competitiveness.

2.3 Research Objectives and Hypothesis Formation

From the above discussion of the literature on competitive orientation, organizational culture, and workforce diversity, the research study exploring the relationship of the above-mentioned dimension is very less. Especially the impact of organizational culture and workforce diversity on individual perspective on the competitiveness is never explored. Some researcher has explored these relationships in the Universities or Higher educational institutions, but as the comprehensive impact of these dimensions on overall organization performance. Hence the main objective of the recent research is targeted to explore the relationship and impact of organizational culture and workforce diversity on competitive orientation. To achieving the above research objectives, the research hypotheses are formulated.

H1: There would be significant correlations between age, work experience, and dimensions of organizational culture with competitiveness among university/college teachers in Saudi Arabia.
H2: There would be predictor/s of competitiveness within the facets of organizational culture.
H3: There would be a significant relationship between age, work experience, and factors of workforce diversity with competitiveness among studies sample in Saudi Arabia.
H4: There would be predictor/s of competitiveness within age, workforce experience, and factors of workforce diversity.

3 Research Methodology

Data Collection: The sample consists of 117 faculty members working in various private and government universities and higher educational institutions in Saudi Arabia. Online questionnaires were distributed among the respondents through E-mails and other different social

media platforms, during August 2020. The confidentiality of each participant was on high priority and it was ensured that the collected information will be used for the academic purpose only.

Design of the research: Correlational and regression model research design has been used to investigate the relationships between organizational culture, workforce diversity, and employee competitiveness.

3.1 Instruments

The organizational Culture Questionnaire modified by Reddy (2002) was used to collect the data from the respondents. The original questionnaire consists of 12 dimensions with fifty-nine items. This research consists of six dimensions as autonomy, trust, communication, transparency, interpersonal relations, and decision making comprised of 30 items used and each item responded on a 5-point Likert scale on a continuum of strongly agree to strongly disagree with a weighted score of 1 to 5, and in the case of negatively phrased question scoring was reversed. The reliability and validity were pretested by the questionnaire developer (Reddy, 2002). The respondent's total score on each dimension is considered as a single score and composite of all dimensions representing organizational culture.

The workforce diversity Inventory developed and standardized by Taylor (2011) was used to collect the data to measure the perception of employees towards workforce diversity in the organization. Workforce diversity factors such as diversity climate, identity value, and organizational justice were included in the set of questionnaires. Each factor consists of four items and each item rated on 5—point Likert scale with a response category of strongly disagree to strongly agree with a weighted score of 1 to 5 and in the case of negatively phrased question scoring was reversed. A higher score on each count of WDI reveals a high perception towards workforce diversity. The reliability and validity of the scale were determined.

Multidimensional Competitive Orientation Inventory developed and standardized by Orosz et al. (2018) is used to collect the data from respondents. This inventory consists of 12 items and each item rated on 5- point rating scale on a continuum of "Not true to me at all" to "completely true to me" with a weighted score of 1 to 5. The inventory is classified into four factors 1) Lack of interest in competition; 2) Hypercompetitive; 3) Anxiety-driven competition avoidant and 4) Self-developmental competitive. Each factor comprises three items and a composite score of all factors gives a score for competitive orientation. The reliability and validity of the measure were established.

Statistics To analyse the relative impact between the variable's descriptive statistics, mean, SD, correlation and further to determine the predictors' Stepwise Multiple Regression Analysis has been applied using SPSS.

4 Analytical Results

Table 1 shows the overall outcomes of variables studied on university/college faculties as mean, SD, and inter-correlation between demographic variables age, work experience, and facets of organizational culture like autonomy, trust, communication, transparency, interpersonal relation,

and decision making and competitive orientation. The results have shown an antithetical non-significant relationship between employees' age and competitive orientation (r = -0.105) while work experience and competitive orientation revealed inverse significant correlation (r = -0.224, p< 0.05) the employee experience serves as a stable setting for day to day operations of every organization that stimulates competitiveness to keep them loyal and engaged (Groysberg et al., 2018 and Treven et al., 2008). Work experience negatively influenced the competitiveness among faculty members. The result interpreted that increased experience develops confidence and enhances skills and minimizes competitiveness. Competitive orientation assesses intrinsic motivation and performance and outcome (Gill et al., 1991).

Table 1: Descriptive statistics for Total Sample organizational culture and competitive orientation (N=117)

Variables	Mean	SD	Correlation								
			Age	Experience	Autonomy Total	Trust Total	Communication	Transparency	Interpersonal Relationship	Decision Making	Overall Culture
Age	37.42	7.68	1								
Experience	10.68	7.30	.781**	1							
Autonomy	18.23	3.11	-.233*	-.255**	1						
Trust	18.81	3.29	-.121	-.074	.431**	1					
Communication	14.80	2.63	-.086	-.070	.574**	.347**	1				
Transparency	13.33	3.44	-.191*	-.181	.506**	.420**	.342**	1			
Interpersonal Relationship	12.87	1.66	-.259**	-.134	.119	.019	.124	-.012	1		
Decision Making	17.81	4.30	-.412**	-.325**	.594**	.394**	.379**	.716**	.076	1	
Overall Culture	95.87	13.10	-.321**	-.265**	.804**	.665**	.654**	.791**	.207*	.842**	1
Competitive Orientation	38.47	7.53	-.105	-.224*	.316**	.395**	.215*	.553**	.015	.404**	.497**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

This research intended to assess the relationships between various dimensions of organizational culture and competitive orientation among faculties of colleges/universities. The results suggested that facets of organizational culture and competitiveness revealed significant positive relationships. Autonomy is one of the dimensions of organizational culture that revealed a significant positive relationship (r = .317, p< .01) with competitive orientation. The organizations provided the freedom, opportunity to think and express freely new ideas, work independently inspired them and leading to increase the motivation level and regulate the behavior to perform and serves customers to achieve the goals (Jambulingam et al., 2005; Treven et al. 2008; Groysberg et al 2018). Trust is another factor of organizational culture that influenced competitiveness and revealed a significant positive correlation (r = .452, p<.01) between competitive orientation. Transparency and competitive orientation are highly correlated and showed a significant positive correlation (r = .553, p< .01). Transparency leading competitiveness among employees to achieve the stated outcomes. Communication and competitive orientation showed a significant correlation (r = .215, p< .05) since, competitiveness is the outcome of organization instructions when pertinent information is easily available, employees get suggestions freely and communicated frankly in the organization with genuine concern for effective work performance. Transparency is the most

important dimension of organizational culture that influenced competitive orientation and revealed a significant relationship (r = .553, P< .01). 1. In the educational organization faculties receive regular feedback about their performance and they know clearly who will assess their performance. Indeed, employees perceived transparency influenced competitiveness. It was stated that there is a significant positive relationship between decision making and competitive orientation (r =.404, P<.01). 4. Interpersonal relation and competitiveness did not show significant relations (r= .015) Employees are confident that decisions affecting their future will not be taken in their absence. While management taking decisions maintain the cordial relationship, stimulate employee's competitiveness. Perceived overall organizational culture and competitive orientation among faculty members revealed a significant positive correlation (r= .404, P< 01). Hence, the overall analysis of the results accepts the proposed hypothesis *H1.*

Table 2: Summary of stepwise multiple regression analysis to find out the predictor of competitive orientation.

Model	R	R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
Transparency	.553[a]	.305	.305	50.586	.000
Transparency, Trust	.587[b]	.344	.039	6.782	.010

a. Predictors: (Constant), Transparency
b. Predictors: (Constant), Transparency, Trust

Results of multiple regression analysis shown in Table 2 highlights the predictors of competitive orientation within the dimensions of organizational culture among faculties of the university. Transparency emerged as the most important predictor of competitive orientation for the university faculties in Saudi Arabia. The coefficient of correlation between transparency and competitive orientation (R = .553) revealed a linear relationship. Indeed, R^2 = .305, the coefficient of determination accounted for 30.5% variation in competitive orientation and F change (F = 50.586, P<.001) found statistically significant. Transparency significantly influenced the competitiveness of employees. Employees' competitiveness is influenced by types of organizations and styles of handling conflict (Okoro et al. 2018) related to transparency. Transparency is characterized by visibility, clarity, availability; disclosure, and flow of information as well as completeness and accuracy of information (Stiglitz, 2000; Khubiiev, 2009). In the second step, trust one of the dimensions of culture appeared as a predictor of competitiveness along with transparency among employees. Trust is considered a valuable asset that stimulates colleagues to get a competitive advantage over competitors. The calculated value of R = .587 showed the coefficient of correlation between competitiveness and trust along with transparency, revealed the linear relationship. The coefficient of determination R squire (R^2 = .344) between competitiveness and trust along with transparency accounted for 34.4% variations independent variable. While R squire change for trust = .039 that alone explained 3.9% variation in the competitive orientation of university faculties. The observed value of F change in competitiveness (F = 6.782, P<.01) was found statistically significant, Hence, the proposed *H2* hypothesis is accepted.

Table 3: Coefficient of regression on competitive orientation within the dimensions of organizational culture among university faculties (N = 117).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.338	2.343		9.533	<.001
	Transparency	1.211	.170	.553	7.112	<.001
2	(Constant)	15.559	3.465		4.491	<.001
	Transparency	.954	.193	.436	4.941	<.001
	Trust	.540	.207	.230	2.604	0.010

Dependent Variable: Competitive Orientation

Table 3 gives the summary of the coefficient of regression analysis on competitiveness for university teachers. The results revealed that transparency emerged as the most dominant predictor of competitive orientation. In the regression equation, observed unstandardized coefficient B = 22.338 made constant with observed standard error 2.343 for competitive orientation among employees, describes the variations in sample scores on competitiveness. Unstandardized coefficient B = 1.211 and a standard error .170 for transparency and observed coefficient of Beta = .553 that explained all factors in the z-score form with t = 7.112 appeared statistically significant at .01 level of significance. In the second step, trust was found predictor along with transparency which influenced the competitiveness of faculties. The unstandardized coefficient B = 15.559 for trust made constant with standard error 3.465 that describe the variance in sample scores. The unstandardized coefficient B= .540 and standard error .207 and standardized coefficient Beta =.230 alone for trust, explains the variable scores in standardized score form with t = 2.604, P<.01 levels of significance accept the proposed *H2* hypothesis. Transparency and trust influenced the competitiveness of faculty/employees in the university.

Table 4: Descriptive statistics for workforce diversity and competitive orientation (N=117).

Variables studied	Mean	SD	Correlation					
			Age	Experience	Diversity Climate	Organizational Justice	Identity	Value
Age	37.42	7.682	1					
Experience	10.68	7.308	.781**	1				
Diversity Climate	14.49	3.816	-.246**	-.169	1			
Organizational Justice	14.33	4.183	-.305**	-.245**	.772**	1		
Identity	16.41	2.948	-.118	-.082	.579**	.667**	1	
Value	16.24	2.212	-.141	-.094	.441**	.493**	.456**	1
Competitive Orientation	38.47	7.537	-.105	-.224*	.331**	.339**	.222*	.192*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4, the results describe the mean, SD, and inter variable correlations between competitiveness and age, experience, and facets of workforce diversity as diversity climate, organizational justice, identity, and value. The mean score of age and experience was observed at 37.24 and 10.68 with SD of 7.682 and 7.308 respectively. The correlation between age and competitiveness showed an insignificant inverse relationship while work experience revealed a

significant but inverse correlation competitive orientation. The result may be interpreted that increased experience develops self-confidence and decreases the tendency of competition. Diversification in the workforce plays a significant role to influence competitiveness. Diversity climate is one of the dimensions of workforce diversity that revealed a significant positive correlation (r = .331, P< .01) between competitiveness among faculties of universities in Saudi Arabia. The employees perceived that the organization takes steps to increase diversity and leaders of the organization connect diversity to the mission and vision of the organization. It has been implemented in a broader context of the organization (Kossek and Zonia, 1993; Rynes & Rosen, 1995) leading to competitiveness among members of different groups. Perceived share of organizational norms & aspirations established the relationships between competitiveness and diversity climate (Cropanzano, Li & James, 2007; Rotundo, Nguyen, & Sackett, 2001) that removing the discrimination in the organization. Hence diversity climate influenced competitiveness among employees. There is a significant positive correlation between organizational justice and competitive orientation (r = .339, P< .01) among the college/university teachers. Faculty members of the university perceived that organizations make justice with competent and skilled faculties, they are treated fairly without any discrimination. Beechler and Woodward (2009) and Cooke et al. (2014) exposed the fact that the increasing workforce diversity leads to a war of talent that makes a competitive working environment. In a study on the management of workforce diversity based on interest, knowledge, skills, and performance from the Chines perspective, overall results revealed positive relationships between workforce diversity and employees' job match, job satisfaction, job performance, and outcomes (Li et al. 2020). Workforce diversity produces competitiveness and develops interpersonal skills among employees (Luu et al. 2019). Identity one of the factors of workforce diversity exposed a significant positive relationship (r = .222, P<.05) with competitive orientation. The Value one of the dimensions of workforce diversity revealed significant correlation (r = .192, P<.05) with competitive orientation among university/college faculties (Mudrack et al., 2012) emphasized on social comparison of acquiring the value of rewards with the relative performance in the scarce resources. Hence, the proposed *H3* hypothesis is accepted, as overall results revealed significant relationships.

Table 5: Summary of multiple regression analysis to find out the predictor of competitive orientation within the dimensions of organizational culture (N = 117).

Model	R	R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
Organizational Justice	.339[a]	.115	.115	14.968	.000

a. Predictors: (Constant), Organizational Justice

Model 1 revealed the results of stepwise multiple regression analysis presented in Table 5 highlights the predictor of competitive orientation within the dimensions of workforce diversity among faculties of universities/colleges. Workforce diversity classification consists of many dimensions like identity, values, communication, organizational justice, diversity climate, and

leadership (Taylor,2011). Organizational justice emerged as the predictor of competitiveness among university teachers. The coefficient of correlation between organizational justice and competitiveness (R = .339) produced a linear relationship. The coefficient of determination R^2 =.115 accounted for 11.5% variation in competitive orientation. As organizational justice refers to perceived employee's ethical decorum regarding the distribution of resources and interfaces in the organizations, which significantly influenced competitiveness.

Organizational justice put a significant and positive impact on employees sharing knowledge and innovative behavior (Akram, 2020) leading to competitiveness. Indeed, knowledge sharing is a vital component in organizational competitiveness (Lin, 2007 and Yesil & Dereli, 2013). Organizational justice appeared as the dominant factor, influencing the competitive behavior of employees, might gain a competitive advantage based on the expertise, skills, and combined knowledge of their employees (Hu et al., 2009). F change (F=14.968, P< .001) found significant.

Table 6: Coefficient of regression on competitive orientation among university faculties (N = 117).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	29.714	2.359		12.595	.000
Organizational Justice	.611	.158	.339	3.869	.000

Dependent Variable: Competitive Orientation

Table 6 revealed the observed coefficient of regression on competitiveness among university teachers, explained the impact of organizational justice. In the regression equation, unstandardized coefficient B=29.714 made constant with standard error 2.359 for the variable studied among respondents that explained the variations in the sample scores on competitiveness. Standardized coefficient Betta .339 explained all variables in standard score (z- score) form with at =3.369, which is statistically significant at .01 levels of significance showing linear relationships. Organizational justice is confirmed as a predictor of competitiveness within the dimensions of workforce diversity, hence; the proposed null hypothesis *H4* is accepted.

5 Conclusion

In the pursuit of service excellence, increased productivity, profitability, and rivalry among businesses have a major impact on employees, instilling a competitive spirit. Universities and higher educational institutions are putting more emphasis to enhance the competitiveness among students and faculty members. Competition is described as an individual's psychological state of "enjoyment of interpersonal competition and the desire to win and be better than others" (Fletcher et al., 2008), The competitiveness of education is not measured by profit, but by the quality and performance of education. (Wu, 2002). Organizational culture is the shared perceptions of organizational practices. Organizational culture is the set of subconscious values and beliefs deeply seated in the organizational structure and shared by its members. Academicians and researchers explored the concept of culture in numerous settings to develop uniformity and efficiency in the workplace (Kezar & Eckel, 2002; Fralinger & Olson, 2007). Organizational culture provides the

controls over the decision-making of employees, increases the effectiveness, interprets the organization's environment, and provides a unified work setting for problem-solving. Workplace diversity is increasingly important to organizational success (Mor Barak, 2005; Triandis, 2003). Nowadays, organizations are having a more heterogeneous workforce consist of different age groups, gender equality, ethnicity, multi nationalities, and many more. Results concluded that overall organizational culture and its dimension found a significant positive correlation with competitiveness whereas age and work experience showed an inverse relationship. Transparency and trust emerged as the predictors of competitiveness among faculties of universities and colleges. The results also revealed significant positive relationships between competitiveness and factors of workforce diversity. Organizational justice one of the factors of workforce diversity appeared as the predictor of competitiveness for selected respondents. Overall results suggest that transparency, trust, and organizational justice are important factors to enhance efficiency and achieve the goals of the organization.

6 Availability of Data and Material

Data can be made available by contacting the corresponding author.

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