

The Influence of Organisational Culture on Students' Satisfaction in Saudi Arabia

Saad Aziz Al-Otaibi

Azman Hashim International Business School, Universiti Teknologi Malaysia, Jalan Sultan
Yahya Petra (Jalan Semarak), 54100 Kuala Lumpur, Malaysia.
s.a.z.1433@gmail.com

Sha'ri Mohd Yusof

Razak Faculty of Technology and Informatics, Universiti Teknologi Malaysia, Jalan Sultan
Yahya Petra (Jalan Semarak), 54100 Kuala Lumpur, Malaysia
shari@utm.my

Wan Khairuzaman Wan Ismail

Sulaiman al Rajhi School of Business, Sulaiman al Rajhi Colleges, Alqassim 51941, Kingdom of
Saudi Arabia.
w.khairuzzaman@sr.edu.sa

Abstract

Organizational culture and students' satisfaction are among critical factors for any university. Although these concepts have attracted considerable interests from both academics and practitioners, there are few studies that examine the relationship between them in different culture like Saudi Arabia. Hence, the present study investigates influence of organisational culture on students' satisfaction in Saudi Arabia as well as to evaluate the impact of each sub-element of organizational culture on students' satisfaction. This is due to the belief that the unsatisfied student might choose to abandon their study. Therefore, the present study aims to explore the relationship between organisational culture dimensions and overall satisfaction. The present study was conducted on 1534 students randomly drawn using questionnaire method. The statistical tool used to test the hypothesized model is the structural equation modelling with AMOS version 24. The results obtained indicates significant positive impact between organisational culture dimensions and students' satisfaction. The finding showed that out of the four dimensions of organizational culture, four have influence on students' satisfaction. Based on these results it can be said that university administration should take into consideration students' organisational culture as well as their satisfaction in order to enhance their academic outcomes.

Keywords: Saudi Arabia, Organisational Culture, Students Satisfaction, Structural Equation Modelling

1. Introduction

For organisations to succeed in attracting customer attention, which in turn, will lead to their survival, they must have a supportive culture and set their organisational cultures to become customer-oriented. Therefore, studies have been undertaken on organisational culture and customer satisfaction. Some of the studies undertaken focused on the types and dimensions of organisational culture that result in customer satisfaction. This aspect was investigated by Givarianet *et al.*, (2013). Their study shows that of the four features of organisational culture identified by Schein, involvement (team work) has the highest influence on (28%) on customer satisfaction, followed by compatibility (27%), mission (23%) and adaptability (22%).

It has also been argued by Wadajo (2014) that there are certain forms of organisational culture that predict customer satisfaction as revealed by the study of the public health sector of Kersa Alligatored. It was found out that customer

satisfaction is predicted by higher levels of reliability, tangibility, team orientation, responsiveness, customer orientation and stability of organisation. On the other hand, employee satisfaction is predicted by higher levels of stability, outcome orientation, innovation and risk taking. The study concluded that 67% of the variability in customer satisfaction can be explained by the variables highlighted above in relation to customer satisfaction. However, in the case of employee satisfaction, only 58% of the variability can be explained by the variables highlighted above in relation to employee satisfaction.

Different dimensions as part of the four dimensions of the Denison Organisational Culture Survey (DOCS) have been also examined. The research studied Mellat Bank, in the banking sector and found that there is a significant correlation between organisational culture and customer satisfaction. In fact, 83.34% of bank customers were influenced by the organisational culture of the bank. Among the four dimensions of organisational culture measured, it is revealed that the cultural feature of consistency recorded the highest score (Beidokhti&Ghaderi, 2011).

Other aspects of organisational culture given attention by researchers are the differences in perception among various groups of people. In relation to communication style, it was revealed that Asians prefer a high contextual communication style whereas Americans prefer a low-contextual form. Two more variables also show some variance between Americans and Asians. These are uncertainty avoidance and long/short-term orientation. In the former, Americans and Chinese have low uncertainty avoidance, but Japanese have high uncertainty avoidance. In the case of orientation, Americans are short-term oriented whereas the Asians are the opposite. Therefore, as much as there are differences in communication style and organisational culture, there are also differences in the perception of satisfaction of services between various groups of customers (Seo, 2013). All the highlighted studies of organisational culture conform to the fact that organisational culture varies from one organisation to another and it has significant influence on various other variables such as organisational structure, service quality and customer satisfaction.

2. Literature Review and Hypotheses Development

Organisational culture is reflected in the shared values and beliefs of its members and is manifested in the ends sought by an organisation and the means, such as a firm's structure, used to achieve them (Hofstede, 2013; Quinn, 1988; Zammuto& O'Connor, 1992). University culture has been defined as the collective personality of a university, college or other organisation. It has also been described as the atmosphere that is created by the social and professional interactions of the individuals within the university. Also, culture serves a crucial role in determining what the institutions are and what it might become (Norton, 2005). As reported in higher education literature, Cameron and Freeman (1991) surveyed and compared 334 higher education institutions, investigating the relationship between organisational culture and effectiveness. Organisational culture is also very much related to the internationalization of higher learning institutions. Various studies have found a strong link between the two variables, organisational culture and internationalization. In a review of available literature, Nussbaumer (2013) found that understanding the impact of organisational culture on institutional internationalization increases leadership effectiveness and offers a means of assessing institutional readiness for internationalization. For the leadership of an organisation to change its culture, attention should be given to some components identified as a change cycle, which include external enabling conditions, internal permitting conditions, precipitating pressures, triggering events, cultural visioning, culture change strategy, culture change action plans, and implementation of interventions and reformulation of culture (Lunenburg, 2011).

Often culture determines what to expect from an organisation. When an organisation values innovation, the organisational culture will be one which orients the staff of the organisation towards that. Values, behaviours and the organisational climate are people-oriented determinants that lead an organisation towards innovation. The problem an organisation faces in creating such a culture is the lack of a single universal model of organisational culture. However, despite the lack of such a model, there are some specific elements of organisational culture found frequently in successful organisations. These include a management style that emphasizes tasks and interpersonal relationship; a significant role played by those managing the organisation that helps to stimulate innovation and, by extension, triggers the innovation of employees; motivation of employees towards creativity; confidence and a low

level sense of danger from employees in relation to changes implemented by the organisation; conducive working environment and proper organisation of work planned to stimulate creative thinking in employees; support of the organisation for new concepts and ideas; freedom for employees to express their views related to proposing and supporting new ideas; as well as the cooperation of different units of the organisation (Woszczyna, 2014).

At a conceptual level, the study conducted by Maassen (1996) in which he reviewed earlier scholars' works on culture. From the literature, he argued that there are two types of cultures: college culture and disciplinary culture. Advocates of both groups disregarded other variables and assumed culture as both dependent and independent variables. He argued their studies can only be regarded as a first step in figuring out the complex influence of external sources on organisational culture. Maassen (1996) defines culture as a set of attitudes, beliefs and values that integrates a specific group of academics, with regard to external sources that steer academics. This led the organisational culture of academic environment being influenced by the following factors: the discipline, the employing university, the national context and the academic profession in general. Another conceptual study, albeit different from that of Maassen (1996) was developed by Ng'ang'a and Nyongesa (2012), in which what is entailed in institutional culture and its effects on institutional performance was explored. The study concluded that there are three factors that contribute to the building of a strong culture, namely, a founder or an influential leader who set clear values, a sincere desire to conduct the business of the organisation according to this set of values and genuine concern for the well-being of the stakeholders of the institution.

Despite its wide application in the context of higher education and higher learning institutions, there are not many extant works in the context of Saudi higher learning institutions. It is found that cultural factors such as individualism versus collectivism (which is the degree to which people in a country prefer to act as individuals rather than as members of a group) and uncertainty avoidance were found to have significant influence on a student's perception of education. The study found that Saudi culture has a high-power distance dimension, is a collectivist culture, is a masculine society and has high uncertainty avoidance. These cultural underpinnings of the Saudi society are significant in dealing with the culture in higher education within the context of Saudi Arabia (Alamri, Cristea & Al-Zaidi, 2014).

Although there are a few studies that look at culture and organisational culture in the Saudi Arabian context of higher education, culture is found to significantly affect other factors in higher learning institutions of Saudi Arabia. For example, in relation to faculty perspectives of motivation in Saudi Arabian higher learning institutions, culture, along with a series of other factors, is found to significantly affect the perspective of faculty of higher institutions towards motivation (Abdulcalder, 2015).

Previous studies have examined the link between college culture and the satisfaction of students. With the urgent need for further investigation to better examine the role of organisational culture, a recent study was conducted in Malaysia to investigate the link between job satisfaction of academic staff of higher learning institutions and dimensions of organisational culture. The study used a questionnaire to obtain data from a total sample of 310 participants from four higher learning institutions that were randomly selected to take part in the study. The findings of the study revealed that organisational culture is a key element in determining the daily work of higher learning institutions. It is also observed that organisational culture has deep roots in the mind-set of people and it plays a helping role in ensuring job satisfaction within higher learning institutions. However, difficulties have been found in promoting mind-set change regarding organisational culture in some cases, though such changes have been affected in the past (Bashayreh, Assaf & Qudah, 2016).

The great deal of importance placed on the study of organisational culture has motivated researchers and scholars to enrich the scientific field and inform general discussion on organisational culture and particularly its link with customer satisfaction. However, attempts are still ongoing to accurately portray the relationship between organisational culture and customer satisfaction. To date, current studies have focused on employee behaviour and organisational culture. For instance, a study examined employee productivity and its connection with organisational culture. The study used Chi-Square test, ANOVA, Factor Analysis and Multiple Regression to analyse the data and to prove its hypotheses in order to answer the objectives of the study. The findings of the study show that organisational culture impacts on employee behaviour. On the other hand, it found that organisational performance to be influenced by organisational culture. It is, therefore, very clear that customer satisfaction has not been extensively studied (Deepa & Gowtham, 2016).

It must be emphasised that previous studies paid attention to organisational culture from different angles. For instance, it was observed that organisational culture is influenced by leadership styles in the implementation of e-services in the service industry of Saudi Arabia. The study surveyed employees and the data were analysed using War PPLS and SPSS. The findings of the study showed that organisational culture plays a positive role in the implementation of e-services. It also acted as a mediating variable on the relationship between leadership styles and e-services (Alomiri, 2016).

With the significance of organisational culture on the organisational level of any organisation in terms of customer satisfaction, the need for a measurement tool is a priority. For instance, a study examined the effects of organisational culture on customer satisfaction in Post Company. The researchers collected and analysed data from a total sample of 322 participants of Post Company after using/applying Simple Random Sampling. The study used binomial testing and the arrangement and classification of constructs was done using the Friedman test. The findings showed that customer satisfaction is influenced significantly by organisational culture (Givarian et al., 2013).

H1: There is a positive relationship between consistency of organizational culture and students' satisfaction.

H2: There is a positive relationship between participation of organizational culture and students' satisfaction.

H3: There is a positive relationship between adaptability of organizational culture and students' satisfaction.

H4: There is a positive relationship between mission of organizational culture and students' satisfaction.

3. Methods

3.1. Sample

The sample in this study consisted of students studying at Om Alqura Universities in Makkah, Saudi Arabia. A majority of the sample were female (66.8%); quite more than half of them 53.8% aged between 21 to 23 years. Fourth year students made up the biggest group who took part in this study with (30.9%), while those in the first year were the smallest group with only (19.1%). Most of the students with two third of those who took part in this study are at the main campus with (74.4%) the rest are from the other campuses. Purposive sampling was utilised due to several reasons. On the top of that is related to the complexity of the population which makes it difficult for the researcher to randomise the sample. At the initial step of the present study a pre-test analysis was computed. This is conducted in order to ensure that the respondents really understood the questions highlighted in the questionnaire as well as finding any errors in the wordings of the questionnaire. Distributed questionnaire to the students were initially written in Arabic Language. This is due to the fact that Saudi Universities' students are not proficient in English. Due to this, pilot study was conducted in order to ensure that the data is reliable and valid. This pilot test was carried out with sample size of only 200 students (Sekaran, 2003). The outcome of the Cronbach alpha analysis for each dimension of organizational culture at (participation .953, consistency .906, adaptability .907 and mission .879) while it was 0.963 for students' satisfaction. The figures from the outcomes indicated that, they are considered valid and acceptable and can be used for further analysis.

3.2. Construct Measures

3.2.1. Organizational Culture

The instrument on the organizational culture includes 22 items adapted from the Denison Organisational Culture Survey (DOCS) (Denison, 1990; Denison et al., 2003; Denison et al., 2006; Ambroz&Paraprotnik, 2008). This model uses a combination of qualitative and quantitative investigations to measure organisational culture in which the four dimensions of involvement, consistency, adaptability and mission were identified as being related to organisational effectiveness. A 5-point Likert scales was used to measure the construct of perceived quality which range between (5 = strongly agreed to 1 = strongly disagreed).

3.2.2. Overall satisfaction

On the aspect of the overall satisfaction instrument it comprises 13 questions which were adapted from past studies with little modifications. This scale was adopted from Hasan et al. (2009), and Douglas et al. (2006). A 5 point likert scale was also used to measure this construct. Which range from 1 = strongly dissatisfied to 5 = strongly satisfied.

3.3 Data Analysis

The study conducted a three-stage Structural Equation Modeling using the AMOS (version 24) model-fitting program was applied to validate the measurement of organizational culture and test its influence on students'

satisfaction. The study ran a measurement model analysis and a full-fledged structural model to examine the adequacy of the hypothesized psychometric properties of the model as well as to the hypotheses of the study. The procedures employed satisfied the underlying statistical distribution theory, hence yielding estimates of defensible properties.

4. Analysis, Results and Discussion.

4.1. Adequacy of Measurement Model

The measurement model of the study was conducted to examine the validity the model constructs. Confirmatory factor analysis (CFA) provided an acceptable fit with chi-square (X^2) = 1397.245, degree of freedom (df) = 287, RMSEA = 0.050, comparative fit indicator (CFI) = 0.959. However, six items (seven items from satisfaction and four from organizational culture) were deleted for not meeting the specification mentioned.

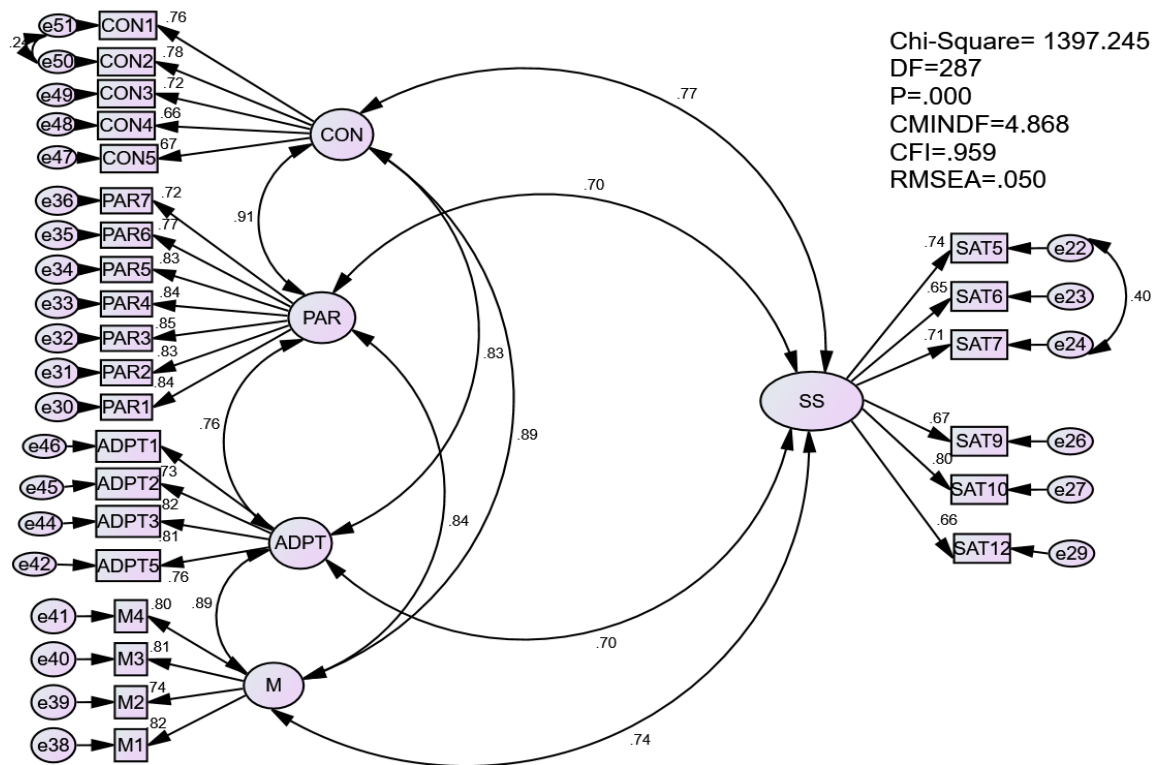


Figure 1. CFA Results of Study Model

In the same vein, further evidence concerning the construct validity of the study model as well as the adequacy of the measurement model for organizational culture and students' satisfaction model in terms of its two types of construct validity, namely, convergent construct validity and divergent construct validity is shown. Figure 3.1 above illustrates that all items have loadings of more than 0.60 and ranged from 0.65 to 0.84. In this case, the factor loadings for the items are acceptable with adequate sample size of participants (Hair et al., 2010). Thus, all indicators in this research are associated to their dimensions and thus there is enough proof of convergent construct validity of the measurement model. With regards to the divergent construct validity as shown, the squared correlations are less than the average variance explained values for every dimension of the. Furthermore, the square root of the AVE for a given construct was greater than the absolute value of the correlation square of the given construct with any another factor ($AVE > \text{correlation square}$). The results also show that average variance extracted is more than maximum shared squared variance (MSV). Regarding the average variance explained, Table 1 shows that its results for all the model constructs were either close to or above the recommended value of .50. Hence, the discriminant validity was supported and thus, all constructs for this study supported discriminant validity.

Table 1 Discriminant Validity of the Study Model

Constructs	CR	AVE	SS	CON	PAR	ADPT	M
SS	0.857	0.501	0.708				
CON	0.844	0.521	0.769	0.722			
PAR	0.931	0.660	0.697	0.910	0.813		
ADPT	0.861	0.609	0.701	0.830	0.756	0.780	
M	0.871	0.628	0.744	0.894	0.841	0.888	0.793

In general, the findings indicate that the construct validity for this study, is reliable and the model has psychometrically sound properties.

4.2 Adequacy of the Hypothesized Structural Model

After checking the psychometric properties of the measurement model in terms of the convergent validity discriminant validity and the reliability, the structural model was conducted to examine the influence of the dimensions of organizational culture (consistency, participation, adaptability and mission) on students' satisfaction which addressed the four hypothesized relationships of the model i.e. H1, H2, H3 and H4 respectively. The hypothesized structural model showed consistency of the hypotheses with the data (normed Chi-square = 4.994; RMSEA = .051; CFI = .955). All these fit indices for the organizational culture and students' satisfaction model met the statistical recommended values which indicated a fitting structural hypothesized model.

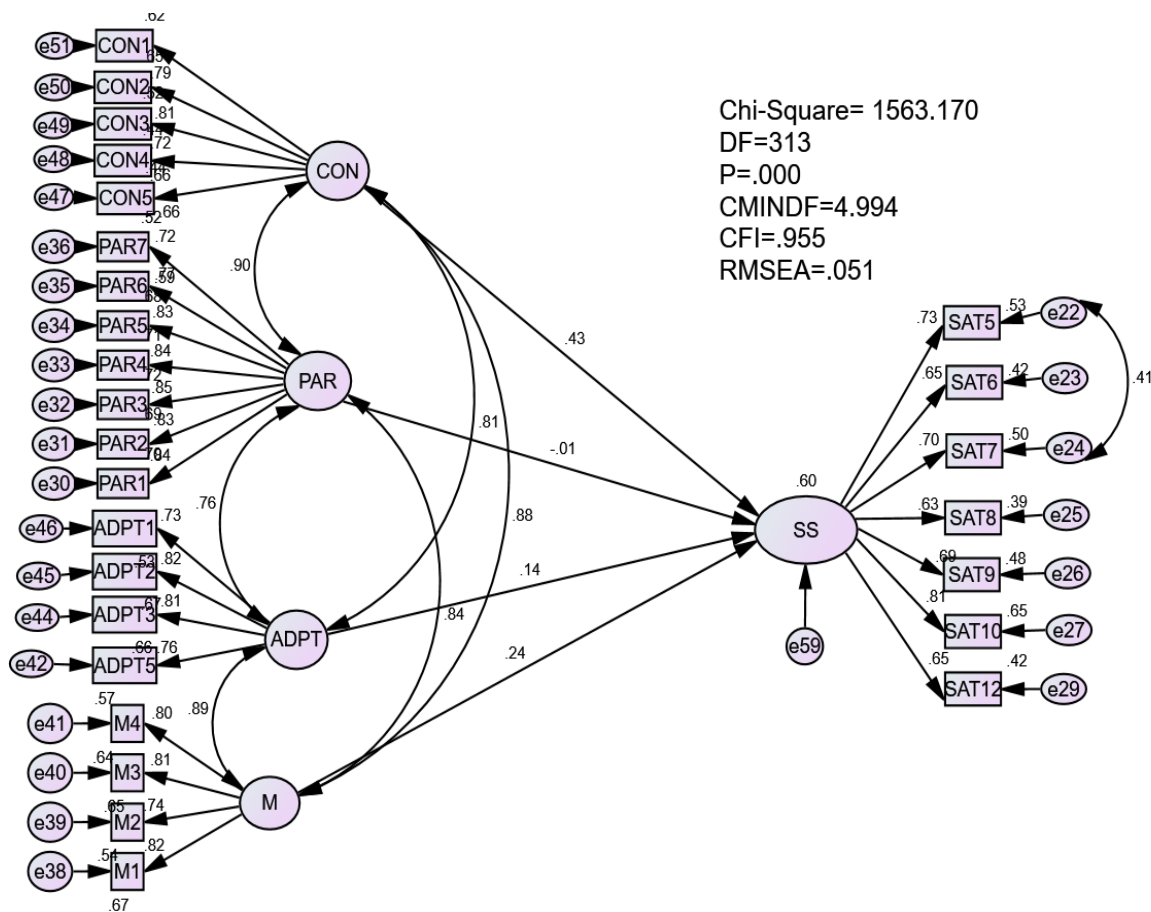







Figure 2 the Hypothesized Model of the Study

Additionally, the analysis revealed that the four hypothesized relationships for the four exogenous variables (consistency, participation, adaptability and mission) explained 60% of the variance of the organizational culture

among the Saudi students who took part in this study. Furthermore, the structural model assessment as shown in Table 2 provides the indication of the hypotheses test, namely estimates, t-values and p-values. According to these results, among the four hypotheses in the model, one relationship has turned out to be statistically insignificant. This relationship between participation and students' satisfaction ($\beta = -0.006$, $t = -0.097$, $p > 0.05$). The other three direct hypotheses were all statistically significant at the level less than 0.001. These are relationships between consistency and students' satisfaction ($\beta = 0.519$, $t = 5.004$, $p < 0.05$), between adaptability and students' satisfaction ($\beta = 0.151$, $t = 2.173$, $p < 0.05$), and mission and students' satisfaction ($\beta = 0.239$, $t = 2.835$, $p < 0.05$).

Table 2. Direct Hypotheses Testing Result of structural Model

Hypo	Exog.		Endo.	β	T-Value	P-Value	Status	Result
H1	CON		SS	.519	5.004	.000	Sig	Supported
H2	PAR		SS	-.006	-.097	.923	N.S	Not Supported
H3	ADPT		SS	.151	2.173	.030	Sig	Supported
H4	M		SS	.239	2.835	.005	Sig	Supported

5. Conclusion

The results of this study confirmed that organisational culture is positively related to students satisfaction which is not surprising as some studies have found the same in different settings as seen in (Saleem et al., 2017; Trivellas&Dargenidou, 2009; McClelland et al., 2008). However, what makes this study different is conducting it in other context with a different culture in Saudi Arabia. Also, this study focused on investigating the effect of organizational culture dimensions (participation, consistency, adaptability and mission) on students' satisfaction. To this effect, SEM analysis was employed in the present for the analysis of the related variables and this paper provides similar outcomes in which organisational culture significantly and positively predicts student's satisfaction students in their academic context. Hence the outcome of this study supported that better organisational culture environment will equally improve the level of satisfaction among Saudi university students. The results showed that three organizational culture dimensions (consistency, adaptability and mission) have a significant influence on students' satisfaction. Hence hypotheses 1, 3 and 4 are supported while the second hypothesis regarding the participation turned up insignificant effect on students' satisfaction. The study results provided evidence that organizational culture has a strong influence over students' satisfaction. While organizational culture has so far been highly studied in the realm of various other field and subjects, particularly in corporate management, universities are yet to embrace it. This study suggests that universities administrators must now pay attention to organizational culture as it is reminiscent of their students' satisfaction and overall institutions performance. On the basis of findings of this study this research recommends that university administration should create supportive organizational culture in their institutions in order to raise the students' satisfaction which in turn will influence their academic performance and loyalty to the university.

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Biographies

Saad Aziz Al-Otaibi is a PhD researcher in Azman Hashim International Business School at University Technology Malaysia UTM. He employed different positions in different universities in Saudi Arabia such as Training and Scholarship Officer- Taiba University and Manager of Quality Department - UM Al-Qura University. He served as member of the committee of spreading a quality culture at UM Al-Qura University. He is member of the committee of training requirements of the employees of UM Al-Qura University. Mr. Saad is a good team worker, with a good communication skills. He has got the ability to meet the deadlines under pressure. Mr. Saad has published many journals and conference papers. His research interests include Service Quality and Student Satisfaction at Saudi universities.

Sha'ri Mohd Yusof

Dr Sha'ri is a Professor of Quality Engineering and Management in UTM. Prior to becoming an academic, he worked as an Industrial Engineer in an automotive company. He has completed numerous research projects in topics relating to Quality Management, Quality Engineering, Sustainability, and Lean Manufacturing, especially relating to Malaysia and ASEAN automotive industry. He has published papers in international journals and conferences and provided training to organizations in Quality Management and Industrial Engineering.

Wan Khairuzaman Wan Ismail is a Professor of Management at Sulaiman Rajhi School of Business, Saudi Arabia and was the former Dean of Azman Hashim International Business School. He also serves as the adjunct Professor at Institut Teknologi Bandung, Indonesia. Having written over 100 articles in various reputable journals including International Journal of Human Resource Management, The TQM Journal, and Journal of Business Research to name a few, and more than 60 papers in local and international conferences, Prof. Wan was among the pioneers involved in the establishment of executive programs for working adults at the university level. He teaches Strategic Management, Technology Management and Innovation, Research Methodology and Organizational Behavior for DBA, MBA and Undergraduate programs with keen research interest in technology and innovation management.