Article

The Influence Study Between Organizational Culture and Organizational Performance in Henan Higher Education

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Abstract: The critical role of organizational culture in business development has been widely validated in the global business arena. However, the core issue that the theoretical and business communities are now focusing on is how to accurately assess the organizational culture of an enterprise and deeply integrate it with the actual operation of the enterprise to make it a powerful tool for improving organizational performance and competitiveness. This study turns the perspective to the field of higher education in China to explore in depth the interrelationship between organizational culture and organizational performance. Research has found that a positive organizational culture is a powerful engine for performance. Negative organizational culture, on the other hand, acts as a heavy shackle that hinders performance. In addition, organizational performance feeds and shapes organizational culture. Based on the above findings, this study further proposes strategies for integrating organizational culture and performance. First, clarify the cultural vision and anchor the value coordinates. Second, focus on cross-cultural integration and expand diversified horizons. Third, deepen the role of leadership and lead the cultural construction. The results of this research are expected to provide ideas and methods with reference value for human resource management in Chinese higher education and help universities optimize their management mode, improve overall performance, and achieve sustainable development.

Keywords: Higher Education, Organizational Culture, Organizational Performance

1. Introduction

At the end of the 20th century, academics and the business world were keenly aware of a powerful and unavoidable force, namely organizational culture, that profoundly influenced corporations' rise and fall [1]. Then, organizational culture has become a popular area of academic research, with dozens of related definitions emerging. Though expressed differently, the core of organizational culture always revolves around the values, beliefs and behaviors employees share. Many well-known enterprises worldwide have deeply recognized the key role of organizational culture in organizational growth and sustainable development. Organizational culture, as the soul of corporations, permeates all aspects of their operations. Organizational culture is not only an abstract idea but also a guide for concrete behavior. From the formulation of corporations' strategies to the execution of daily business, from the recruitment and training of employees to teamwork, organizational culture plays a subtle but crucial role. For example, Apple, which is known for its innovative culture, has deeply integrated its persistent pursuit of product innovation into the values of every employee, prompting

them to constantly break through technological bottlenecks and launch a series of industry-leading products [2].

Under the guidance of socialism with Chinese characteristics in the new era, higher education institutions in Henan Province have opened profound changes in education evaluation and quality assurance. The core of this change lies in the holistic development of student's character and abilities and the promotion of their all-around development, emphasizing academic performance, moral integrity, and social responsibility [3]. This philosophy is highly compatible with the core elements of the organizational culture that emphasize the development of values and beliefs. Henan universities actively explore combining traditional Chinese values with modern educational strategies in their reforms. For example, in the curriculum, traditional cultural classics are integrated to cultivate students' cultural confidence and moral literacy, and in practical teaching, students are guided to participate in social welfare activities to enhance their sense of social responsibility [4]. In addition, more longitudinal studies that track the evolution of organizational culture over time and its long-term impact on institutional performance and sustainability will also provide new perspectives and ideas for research on organizational culture in higher education. This study guides schools to form a positive organizational culture through the formulation of scientific development strategies and the creation of a good academic climate and management environment. This organizational culture, in turn, influences the decisions and behaviors of educational leaders, creating a positive interaction. The practice of educational change in Henan universities provides valuable experience for applying organizational culture in education. This demonstrates how educational entities can drive organizational culture through values leadership, cultural transmission and leadership style shaping, influencing the wider social fabric.

2. Materials and Methods

2.1 Definition of Terms and Rationale

2.1.1 Organizational Culture in Higher Education Institutions

This demonstrates how educational entities can drive organizational culture through values leadership, cultural transmission and leadership style shaping, influencing the wider social fabric. Compared to corporate environments, organizational culture in higher education institutions exhibits significant diversity and complexity. It is a product of the intersection of academic tradition and administrative practice and a profound reflection of the diverse background characteristics of the faculty and student body. This unique cultural system encompasses shared beliefs, values, behavioral norms, and ways of doing things and permeates all aspects of the university's day-to-day operations, serving as an important guideline to guide the institution's response to internal and external challenges. Dirwa et al.'s exploratory findings suggest that a positive organizational culture significantly increases teachers' job satisfaction and reduces teacher turnover while effectively improving students' learning experience [5]. The mapping of organizational culture in higher education constructed by Gassanova et al.. further reveals that organizational culture has a profound impact on the choice of teaching methods, the conduct of research practices, and the development of administrative decisions [6]. Universities that embrace innovation and continuous improvement tend to have greater adaptability and potential for growth in a changing educational environment.

In organizational culture research in higher education, emphasizing the balance between tradition and modernity has become a prominent trend in recent years. This trend is particularly pronounced in non-Western contexts. In these regions, colleges and universities must pass on and promote local cultural values, actively engage with global academic standards, and seek an organic integration of the two. For example, "campus culture" reflects a deep integration of traditional academic values with contemporary

educational concepts in China. This integration enriches the connotation of campus culture and provides solid cultural support for the sustainable development of colleges and universities. However, Anggoro's study points out that despite the commitment of many colleges and universities to creating a collaborative and inclusive organizational culture, they still face some challenges in advancing it in practice [7]. For example, hierarchical decision-making patterns limit the effective flow of information and participation, resistance to change hinders innovation and development, and conflicts between different subcultures and lack of interdepartmental cooperation make building a unified organizational culture difficult [8].

2.1.2 Organizational Performance in Higher Education Institutions

The conceptual scope of organizational performance in higher education institutions goes far beyond financial indicators and encompasses key dimensions such as academic achievement, research output, student satisfaction, and overall institutional sustainability. Against the backdrop of the diversification of educational institutions, the current research literature on performance assessment in higher education balances qualitative and quantitative indicators and seeks to reflect the complex characteristics of higher education institutions comprehensively and objectively. Burgos' latest study points out that as the field of higher education continues to evolve, institutions are increasingly favoring comprehensive evaluation systems [9]. This system integrates teaching effectiveness, research outputs, and stakeholder engagement to capture performance outcomes accurately. In this trend, quality assurance and performance measurement frameworks are receiving increased attention and are actively aligned with international standards. This not only helps to enhance the institutions' competitiveness but also lays the foundation for international academic exchanges and cooperation. Siram's study further emphasizes that the ability of higher education institutions to sustain competitive performance is strongly influenced by internal factors such as leadership and organizational culture [10]. Institutions with exceptional leadership and positive organizational cultures tend to be able to capture changes in the external environment more acutely and make rapid strategic adjustments to stand out in the face of fierce competition.Innovations in educational technology, shifts in funding models, and adjustments in the regulatory environment have posed new challenges to the development of higher education institutions. How to maintain good performance in the midst of these changes has become an important topic of research in the field of higher education.

From existing research, it is clear that large and well-funded public institutions usually have richer resources to implement a wide range of performance improvement initiatives, while smaller or private institutions often face more difficulties in improving performance due to limited resources. This performance gap due to resource disparity reveals a significant research gap in exploring innovative performance improvement strategies applicable to resource-limited institutions. The role and contribution of interdisciplinary collaboration between organizational culture and employee performance in sustained performance improvement in higher education institutions must also be further explored in depth. The interdisciplinary cooperation of different influencing factors can integrate the resources and advantages of various disciplines and provide new ideas and methods for solving complex education and research problems. An in-depth study of these factors will open new paths for developing higher education institutions.

2.1.3 Performance Theory

Originally proposed by Campbell, performance theory was born to break through traditional cognitive limitations and delve deeper into the multifaceted nature of employee performance and its complex impact on overall organizational performance [11]. In conventional wisdom, performance is often attributed simply to the result of skill or effort, a narrow perception that fails to explain the mechanisms that shape performance fully. Campbell et al. innovatively proposed that performance needs to be understood in terms

of multiple determinants from a multidimensional perspective, encompassing key elements such as individual competence, motivation levels, and environmental support.

As the foundation of performance, individual competencies are reflected in the specialized knowledge, skills, and problem-solving abilities possessed by employees and are the core capital for them to accomplish their job tasks. The level of incentives is the key factor in stimulating the enthusiasm and initiative of employees. Reasonable incentive mechanisms can prompt employees to give full play to their potential and enhance work efficiency. The environmental support, including the resources, working conditions and teamwork atmosphere provided by the organization, provides the necessary external guarantee for employees to develop their talents.

Campbell et al. emphasize that optimal performance is not solely dependent on the skills and knowledge possessed by the individual but that external factors such as leadership, resources, and organizational culture also play an integral role [12]. Leadership determines the strategic direction and goal-setting of an organization. Good leaders can provide employees with clear guidelines for their work, reasonably allocate resources, and stimulate their enthusiasm for work through effective incentives. Resources are the material basis for the organization's activities, and adequate resources can guarantee the smooth running of work and create conditions for improved organizational performance. Organizational culture, on the other hand, is an intangible force that shapes the common values, code of conduct and working atmosphere of organizational members. A positive organizational culture promotes teamwork, encourages innovation, and thus enhances overall organizational performance. This integrated approach provides a broader perspective for assessing and improving performance outcomes, which has led to the widespread application and far-reaching impact of performance theory in various fields, including business management, public administration, and education.

In higher education, performance theory particularly highlights the critical role of employee performance in driving institutional success [13]. The performance of higher education school employees, including teachers, researchers, and administrators, is directly related to the institution's teaching quality, research level, and management efficiency. Higher education employees' ability to perform is strongly influenced by supportive leadership and positive organizational culture. For example, leaders with clear instructional skills can help teachers develop rational lesson plans, improve teaching methods, and enhance teaching effectiveness. At the same time, adequate teaching resources, such as advanced teaching equipment and abundant teaching materials, are provided to support teachers in teaching activities. And effective incentives, such as rewards for teaching achievements and promotion of titles, can stimulate teachers' enthusiasm for teaching and innovative spirit. In terms of organizational culture, a culture that values collaboration can promote the exchange of teaching experience and research cooperation among faculty members and create a good academic atmosphere. On the other hand, an adaptive culture encourages teachers to respond positively to the challenges of innovations in educational technology and shifts in teaching philosophies and continually improve their competencies. This positive organizational culture creates a work environment conducive to high-performance output for employees and lays a solid theoretical and practical foundation for an in-depth understanding of the intrinsic relationship between employee performance and the organizational performance of higher education institutions. Through in-depth research and application of performance theory, higher education institutions can better optimize their management strategies, improve overall performance, and achieve sustainable development.

3. Results

3.1 The Interplay Between Organizational Culture and Organizational Performance in Higher Education

3.1.1 Positive Organizational Culture for Climbing Performance

In higher education, positive organizational culture is like a lighthouse, lighting the way forward for the development of higher education institutions and helping organizational performance to rise in all aspects. Among them, the culture of innovation, cooperation, excellence and learning plays a key role.

A culture of innovation is the core driving force for development. A culture that encourages innovation, experimentation, and knowledge sharing is a core source of motivation for colleges and universities to continue to progress [14].In this cultural atmosphere, teachers are no longer confined to traditional teaching methods and actively explore interactive and inquiry-based teaching based on modern educational technology to stimulate students' interest and initiative in learning and enhance teaching effectiveness. Researchers are brave enough to think outside the box and conduct cutting-edge research projects. For example, some universities have set up specialized research and innovation funds to support teachers' high-risk and high-reward scientific research explorations, which have spawned a series of innovative scientific research results that not only enhance the reputation of the university in the academic world but also create more opportunities for universities to transform their scientific and technological achievements, and enhance the overall competitiveness of the university.

A culture of cooperation is a key link in integrating resources. A collaborative culture that emphasizes collaboration, teamwork and mutual support is a key link in integrating colleges and universities' internal and external resources [15]. Interdisciplinary collaboration becomes possible, with faculty and researchers from different disciplinary backgrounds able to break down disciplinary barriers and work together on research projects and teaching practices. For example, in biomedical engineering, experts in life sciences, medicine and engineering have collaborated to overcome many medical problems, develop new medical equipment and promote the improvement of scientific research. Regarding teaching and learning, introducing interdisciplinary courses has broadened students' knowledge horizons and fostered their comprehensive literacy. At the same time, the culture of cooperation promotes the sharing of resources, avoids duplication, improves resource utilization efficiency and brings collective wisdom into full play.

The culture of excellence is a value-oriented pursuit of progress. The excellent culture of pursuing excellence, striving for excellence, and continuous improvement has set up high values for teachers and students in universities and colleges [16]. Led by this culture, teachers hold themselves to higher academic standards, prepare their lessons carefully, continuously optimize their teaching content and methods, and commit themselves to cultivating high-quality human resources with innovative abilities and international perspectives, thus enhancing the quality of teaching. On the other hand, researchers climb the academic peaks, actively participate in international educational exchanges and cooperation, publish high-quality educational papers, undertake major scientific research projects, and enhance the impact of scientific research in colleges and universities. For example, some colleges and universities have set up "Scholars of Excellence" programs to reward teachers who excel in teaching and research and to motivate more teachers and students to pursue excellence.

A learning culture is intrinsic to sustained development. A learning culture that encourages learning, reflection and continuous improvement provides inherent support for universities' self-improvement and sustainable development. Teachers continuously update their educational concepts and professional knowledge and improve their teaching skills by attending academic seminars and training courses. At the same time, teachers

actively reflect on problems in the teaching process, summarize lessons learned and improve teaching methods. Students also develop the habit of independent learning and lifelong learning under the cultivation of learning culture, continuously improving their ability. In addition, university management also focuses on learning advanced management concepts and experience, optimizing management processes, improving management efficiency, and promoting the overall sustainable development of universities.

3.1.2 Negative Organizational Culture that Hinders Performance Development

In the higher education context, negative organizational culture is like a reef hidden in the dark, seriously hindering the improvement and development of organizational performance in higher education, in which the negative effects of bureaucratic culture, conservative culture, individualistic culture, academic misconduct culture and rigid culture are particularly significant [17].

Bureaucratic culture impedes efficiency and innovation. Bureaucratic cultures emphasizing hierarchy, cumbersome processes and slow decision-making are highly susceptible to breeding within colleges and universities. In this cultural environment, there are too many administrative layers, and the transfer of information requires layers of reporting and approvals, making handling of daily affairs inefficient. For example, when teachers apply for research projects, they have to go through layers of review and approval by several administrative departments from the submission of the application to the approval, which consumes a lot of time and energy, resulting in a delay in the start of the project and missing the best time for research. At the same time, the strict hierarchical system inhibits the enthusiasm of grassroots personnel to innovate, and new teaching concepts and scientific research ideas are difficult to quickly recognize and implement, which seriously impedes the innovative development of universities in teaching methods and research results.

Conservative culture is an eroder of vigor and competitiveness. The conservative culture of fear of change, refusal to innovate, and stagnation are like a chronic poison that gradually erodes the vitality and competitiveness of colleges and universities. In the fast-developing education era, colleges and universities will lag progressively behind the pace of the times if they follow the traditional teaching mode and scientific research methods and do not actively introduce emerging educational technologies and cutting-edge research concepts. Universities dominated by conservative culture may use the old curriculum system for a long time, not updated according to the market demand and the development of disciplines, resulting in the disconnection between what students learn and the needs of society, the competitiveness of the graduates' employment decreases, which in turn affects the enrollment and social reputation of the universities, and weakens the competitiveness of the universities in the field of education.

Individualistic culture is a destroyer of resources and teamwork. An individualistic culture that overemphasizes personal interests and lacks cooperation and teamwork can cause serious internal conflicts within universities. In research projects, researchers work individually and refuse to share research resources and results, leading to duplication of research and wasting many resources. The lack of experience exchange and collaboration among teachers makes it difficult to form a synergy to improve teaching quality. For example, in the teaching of interdisciplinary courses, as teachers of various disciplines are only concerned about their interests and are not willing to invest their energy in designing the courses together, the multidisciplinary courses become a mere formality, failing to achieve the purpose of cultivating students' comprehensive literacy and seriously hindering the enhancement of the level of teaching and scientific research in colleges and universities.

The culture of academic misconduct is a destroyer of academic reputation and credibility. An academic misconduct culture that tolerates or encourages academic

misconduct devastates universities. Once fostered and spread in colleges and universities, academic misconduct, such as plagiarism, plagiarism data falsification, etc., will seriously damage the academic reputation and credibility. Colleges and universities are important positions for knowledge transmission and innovation, and the authenticity and reliability of their academic achievements are the foundation. Once an academic misconduct incident is exposed, it will not only make the status of universities in the academic world fall but also trigger the public to question the quality of education in universities, affecting the enrollment of universities, scientific research cooperation and social donations, etc., which will cause irreparable losses to the long-term development of universities.

3.1.3 Organizational Performance Feeds Back and Shapes Organizational Culture

In higher education, organizational performance and organizational culture are not unidirectional in influencing relationships, and organizational performance will likewise provide feedback on organizational culture, shaping and optimizing the organizational culture of higher education from multiple dimensions.

Good performance reinforces a positive culture. When the university has achieved remarkable performance in research, teaching and student training, such as fruitful research results, publishing many high-quality papers in high-impact academic journals, undertaking major national research projects and making breakthrough progress [18]. This reinforcement is manifested at several levels. On the one hand, university members will more deeply identify with the values and behavioral norms that underpin the achievement of good performance. For example, the research spirit of pursuing excellence, the teaching attitude of rigor, the service concept of student-centeredness, etc. These positive cultural elements will be passed down from member to member and become common guidelines. On the other hand, successful performance cases will attract more outstanding talents to join, and they will further spread and promote these positive cultures in the process of integrating into the university, forming a virtuous circle so that the positive culture will take deeper roots and spread more widely in the university.

Poor performance triggers reflection on culture. When poor university performance, such as low research output, declining teaching quality, and rising student attrition, occurs, it will prompt university members to reflect deeply on the problems in the organizational culture. They will scrutinize whether the existing management mode, incentive mechanism, teamwork approach, etc., are compatible with the university's development goals. For example, if research performance is unsatisfactory, they may reflect on whether an overly conservative research culture limits researchers' innovative thinking and desire for exploration. If the quality of teaching declines, one may reflect on whether the teaching culture lacks effective support and incentives for teachers to improve their teaching abilities. This reflection will trigger universities to re-examine and evaluate their organizational culture, providing an opportunity for cultural change. Colleges and universities may organize expert seminars, questionnaire surveys, and other activities to collect members' opinions, deeply analyze the root causes of problems, and develop targeted culture optimization strategies.

Performance appraisal promotes culture. As an important means of management in colleges and universities, the performance appraisal mechanism plays a key guiding role in the construction of organizational culture. Through a scientific and reasonable performance appraisal index system, the organizational culture goals that colleges and universities expect to shape can be transformed into specific appraisal contents, guiding teaching staff to work towards these goals.

For example, suppose colleges and universities wish to create a culture of innovation. In that case, they can give more weight to the assessment of scientific research and innovation achievements and teaching method innovation in their performance appraisal to encourage teachers to actively carry out scientific research and innovation activities and explore novel teaching models. Teachers who excel in innovation are given material and

spiritual rewards to set an example and motivate other teachers to innovate. Similarly, suppose the culture of teamwork is emphasized. In that case, teamwork ability and the degree of sharing of results can be incorporated into the assessment indexes when assessing scientific research projects and teaching teams to motivate the teaching staff to pay attention to teamwork, abandon individualism, and work together to achieve the university's development goals. This way of closely combining performance appraisal and organizational culture construction can effectively promote the rooting of organizational culture and promote the continuous development and improvement of organizational culture in universities.

4. Discussion

4.1 Strategies for Integrating Organizational Culture and Performance in Higher Education

4.1.1 Clarify the Cultural Vision and Anchor the Value Coordinates

The cultural vision of a college or university is an idealized outline of its future development, carrying the mission and pursuit of the college or university [19]. On the other hand, core values are the cornerstones of this vision and are the basic values that colleges and universities uphold in long-term development [20]. They complement each other and constitute the unique cultural core of universities. Defining cultural vision and core values means colleges and universities should analyze and position themselves in depth regarding their history, reality and future development direction. From the perspective of historical inheritance, colleges and universities should tap into the unique value of their cultural genes, such as the distinctive styles and concepts formed by certain colleges and universities with a long history in academic research and talent cultivation, which are all valuable cultural assets. Based on practical considerations, colleges and universities need to clearly define their future development goals, considering the current social and economic development needs, education reform trends, and their disciplinary advantages, faculty strength and other factors. Once the cultural vision and core values have been clarified, they must be integrated into all aspects of the university's work. The curriculum should be closely centered on cultural vision and core values regarding teaching and learning. For example, universities with the vision of cultivating talents with a sense of social responsibility and a spirit of innovation will increase the number of social practice courses in their curriculum design to develop students' understanding of social responsibility; at the same time, they will offer innovative thinking training courses and courses on exploration of cutting-edge disciplines to stimulate students' spirit of innovation. In scientific research, researchers are encouraged to choose research topics that align with the cultural vision, commit themselves to solving major problems in social development, and promote the progress of their disciplines to realize the in-depth integration of scientific research results with the cultural connotation of the university. The administrative management of colleges and universities should also reflect cultural orientation. When formulating rules and regulations, the requirements of cultural vision and core values should be fully considered to ensure management's fairness, scientificity and humanity. For example, in terms of student management, a management system aimed at cultivating students' self-discipline and self-improvement should be established to guide students to set up correct values.

By integrating the cultural vision and core values into the teaching, scientific research, faculty building and administrative management of colleges and universities, colleges and universities can form a strong cultural cohesion and centripetal force. Under the common cultural orientation, all the teachers and students will have the same goal and take concerted actions to realize the university's development goals. This consistent cultural orientation not only helps to improve the organizational performance of colleges and universities, such as improving the quality of teaching, enhancing the strength of

scientific research, and improving social influence, but also enables colleges and universities to stand out in the fierce competition in education, shaping a unique brand image, and laying a solid foundation for the cultivation of high-quality talents with the spirit of the times and a sense of social responsibility.

4.1.2 Focusing on Cross-Cultural Integration and Expanding Diverse Perspectives

Higher education has been placed in the forefront of international exchanges and cooperation in the current wave of globalization. In this internationalized context, focusing on cross-cultural integration has become a key path for higher education to achieve sustainable development and cultivate talents with a global vision. Different cultures are like colorful pieces of a puzzle, each containing unique values, modes of thinking and behaviors. Paying attention to cultural differences, promoting cross-cultural exchanges and integration, and building an inclusive and open organizational culture is the mission of the times for higher education institutions and the inevitable choice to enhance their competitiveness [21].

Cultural differences exist widely among different countries, ethnic groups and regions, covering many dimensions such as language, religion, customs and educational philosophy. In higher education, these differences are reflected in teaching methods, academic research and teacher-student interaction. For example, Western education focuses on cultivating critical thinking and independent learning ability. The classroom atmosphere is more active, encouraging students to ask questions and express their opinions actively. In contrast, Eastern education emphasizes the systematic transmission of knowledge and the teacher's authority, and students are more inclined to follow the established learning path. [22] Understanding and respecting these differences is the basis for cross-cultural communication and integration.

Higher education institutions should actively pursue various initiatives to promote intercultural communication and integration. In terms of curriculum, incorporating multicultural content is key. Courses on cross-cultural studies should be offered to enable students to gain an in-depth understanding of different cultures' history, values and social structures and develop their cultural sensitivity and sense of tolerance. At the same time, international elements should be incorporated into specialized courses, such as introducing global economic case studies in economics courses, so that students can broaden their international horizons and analyze issues from a multicultural perspective while learning specialized knowledge.

Regarding faculty development, bringing in faculty with international backgrounds and multicultural experiences is crucial. These faculty members can bring different academic perspectives and research methods to enrich the campus's academic ecology. At the same time, local teachers are encouraged to participate in international educational exchange and cooperation programs to enhance their cross-cultural communication skills. Through the organization of international academic seminars and mutual visits of teachers, we promote the collision of ideas and sharing of experiences among teachers and the internationalization of educational research. Student exchange programs are also an important way to encourage cross-cultural integration. Carrying out international exchange programs, joint training programs and short-term study tours allows students to integrate into different cultural environments, experience and understand cultural differences first-hand. When interacting with international students, students improve their language skills and develop cross-cultural communication skills and teamwork abilities.

The construction of an inclusive and open organizational culture requires colleges and universities to start from multiple levels, such as institutional construction and campus atmosphere creation. At the institutional level, policies encourage cross-cultural exchanges and cooperation and provide teachers and students with resource support and protection. For example, special scholarships are set up to finance students' participation

in international exchange programs; international cooperation offices are established to provide services for faculty to carry out international cooperative research [23]. Regarding campus atmosphere creation, various international cultural festivals, multicultural exhibitions, and other activities are organized to enhance teachers' and students' understanding and appreciation of different cultures and to create a campus cultural atmosphere that respects differences and tolerates pluralism. Focusing on cross-cultural integration and building an inclusive and open organizational culture has a far-reaching impact on higher education institutions. It not only enhances the international influence of universities and attracts more international talents and resources but also provides students with a broader space for development, cultivates their global competence and makes them stand out in future international competition. At the same time, cross-cultural integration promotes academic innovation, whereby academic ideas from different cultural backgrounds intermingle with each other to provide new ideas and methods for solving complex global problems.

4.1.3 Deepening the Role of Leadership to Lead the Culture

In the process of building organizational culture in higher education, leadership plays a pivotal role, and as a key leader, the behavior and decision-making of university leadership profoundly affect the direction and effectiveness of culture building. Leadership in higher education sets a good example by actively practicing core values and taking the role of a leader in cultural change, which is the core driving force to promote organizational culture to new heights [24].

As the core decision-making group of the organization, the leadership of colleges and universities has a strong demonstration effect on the practice of core values. Core values are the core of the organizational culture of colleges and universities, reflecting the school's philosophy, the goal of educating people and social responsibility. Suppose the leadership can integrate these abstract values into their daily work and life, and interpret their meaning with practical actions. In that case, it can form a positive value orientation in the whole university. For example, in the face of academic integrity issues, the leadership firmly upholds the core values of honesty and trustworthiness, zero tolerance for academic misconduct, and strict implementation of the relevant penalties [25]. This decisive and firm attitude will send a clear signal to all teachers and students, prompting everyone to consciously abide by academic ethics and create a clean and positive academic atmosphere on campus. At the same time, the leadership of universities should become the leader of cultural change. With the development of the times and social changes, the organizational culture of colleges and universities also needs to keep pace with the times and constantly innovate to meet the new development needs. Leadership needs to have a keen insight to accurately capture external signals such as the development trend of the education field, changes in society's demand for talents, and the cutting-edge dynamics of the industry, and to proactively initiate and promote cultural change in combination with the school's developmental positioning and characteristics.

In cultural change, the leadership should play a key role in strategic planning and organizational coordination. On the one hand, formulate a forward-looking and feasible strategic plan for cultural change. Clearly define the goals, paths and phases of change, and provide a clear guide to action for cultural change. For example, when a university is committed to transforming itself into an innovative research university, the leadership can formulate a culture change plan centered on encouraging innovation and strengthening research cooperation, set specific goals for a certain period, such as the number of scientific research results transformed and the number of high-level scientific research papers published, and formulate corresponding policies and measures around these goals [26].

On the other hand, the leadership should give full play to its organizational and coordinating abilities, integrate the resources of all parties on campus, and form a strong synergy to promote cultural change. In promoting the cultural change of interdisciplinary

research, the leadership needs to coordinate the relationship between faculties and departments of different disciplines, break down the disciplinary barriers, establish multidisciplinary research centers or platforms, and deploy human, material and financial resources to protect interdisciplinary research. At the same time, through the organization of various training and seminars, the publicity and guidance for teachers and students should be strengthened so that they fully understand the significance and value of culture change and actively participate in the change. In addition, the university leadership also needs to pay attention to the progress of implementing cultural change, promptly assess the effect of change, and adjust the strategy according to the actual situation. In the process of change, it is inevitable to encounter various resistance and difficulties, such as some teachers and students not understanding the new cultural concepts, traditional concepts, habits of the constraints, and so on. Leadership should respond to these challenges with firm beliefs and flexible strategies, resolving conflicts through communication and incentives to ensure the smooth progress of cultural change. Leadership in higher education is irreplaceable and important to the organizational culture of higher education institutions, as it involves practicing core values and leading cultural change by example [27]. It is not only able to gather the consensus of all teachers and students, enhance the centripetal force and cohesion of the organization, but also promote the universities to maintain competitiveness in the ever-changing educational environment, achieve sustainable development, and lay a solid cultural foundation for the cultivation of high-quality talents adapted to the needs of the times.

5. Conclusion

There is a close interaction between organizational culture and organizational performance in higher education. A good organizational culture can promote organizational performance, and good performance will in turn consolidate and strengthen a positive organizational culture. Colleges and universities need to create a positive organizational culture through measures such as clarifying cultural vision, strengthening leadership, promoting communication and participation, improving institutional systems, and establishing evaluation mechanisms, so as to ultimately achieve a sustained improvement in organizational performance, cultivate more excellent talents for the society, and make a greater contribution to economic and social development

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