

The Role of Digital Organizational Culture in the Success of Digital Transformation Strategies: A Field Study at the Faculty of Economic, Commercial, and Management Sciences - University of Bouira

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Abstract:

This study aims to highlight the role played by digital organizational culture in ensuring the success of digital transformation strategies within higher education institutions by emphasizing its importance in promoting the adoption of digital technologies and fostering values of innovation, collaboration, and continuous learning. The core problem addresses how digital organizational culture contributes to supporting and implementing digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.

To achieve the study objectives, a descriptive-analytical approach was employed alongside a field study to examine the concepts and dimensions of digital organizational culture and to assess its impact on the successful implementation of digital transformation strategies within the faculty. The findings revealed that a positive digital organizational culture is one of the most significant factors supporting the success of digital transformation by enhancing digital skills and improving the efficiency and quality of university services. Furthermore, the study recommended providing supportive leadership, an appropriate digital infrastructure, and continuous training programs to consolidate digital culture and achieve digital transformation goals.

Keywords: Digital Organizational Culture, Digital Transformation, Institutional Performance, Digital Innovation, Higher Education Institutions, University of Bouira...

Résumé:

Cette étude vise à mettre en lumière le rôle joué par la culture organisationnelle numérique dans la réussite des stratégies de transformation numérique au sein des établissements d'enseignement supérieur, en soulignant son importance dans la promotion de l'adoption des technologies numériques et le renforcement des valeurs d'innovation, de collaboration et d'apprentissage continu. La problématique de l'étude réside dans la manière dont la culture organisationnelle numérique contribue à soutenir et à mettre en œuvre les stratégies de

transformation numérique à la Faculté des Sciences Économiques, Commerciales et des Sciences de Gestion de l'Université de Bouira.

L'étude s'est appuyée sur une approche descriptive-analytique couplée à une étude de terrain afin d'analyser les concepts et les dimensions de la culture organisationnelle numérique et de mesurer son impact sur la réussite des stratégies de transformation numérique au sein de la faculté. Les résultats ont montré qu'une culture organisationnelle numérique positive constitue l'un des facteurs les plus déterminants pour le succès de la transformation numérique, à travers le développement des compétences numériques et l'amélioration de l'efficacité et de la qualité des services universitaires. L'étude a également recommandé de fournir un leadership favorable, une infrastructure numérique adéquate et des programmes de formation continue pour ancrer la culture numérique afin d'atteindre les objectifs de la transformation numérique.

Mots-clés: Culture Organisationnelle Numérique, Transformation Numérique, Performance Institutionnelle, Innovation Numérique, Établissements d'Enseignement Supérieur, Université de Bouira...

Introduction:

Today, higher education institutions face escalating pressures to integrate into the digital economy, rendering digital transformation strategies an imperative necessity. Nevertheless, studies indicate that possessing smart systems and advanced infrastructure alone does not guarantee institutional success; rather, it fundamentally depends on the availability of a digital organizational culture capable of absorbing this radical change. Although several Algerian universities have actively initiated the digitization of their departments and adopted artificial intelligence applications, they continue to face challenges regarding the human element's responsiveness and its capacity for innovation within these new media environments.

Main Research Problem: Based on the aforementioned context, the main research question is formulated as follows:

What is the role of digital organizational culture in the success of digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira?

Sub-Questions: The main research question branches into the following sub-questions:

1. What is the prevailing level of digital organizational culture at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira?
2. What is the current status of implementing digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira?
3. Is there a statistically significant correlation between digital organizational culture and digital transformation strategies?
4. Is there a statistically significant effect of digital organizational culture on the success of digital transformation strategies?

5. Are there statistically significant differences in the study sample's responses attributable to personal and occupational variables?

Research Hypotheses: The study tests the following hypotheses:

1. The level of digital organizational culture at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira, is high (good).
2. The Faculty of Economic, Commercial, and Management Sciences at the University of Bouira adopts clear and tangible digital transformation strategies in its administrative practices.
3. There is a statistically significant correlation at the significance level of $\alpha \leq 0.05$ between digital organizational culture and digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.
4. There is a statistically significant effect at the significance level of $\alpha \leq 0.05$ of digital organizational culture on the success of digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.
5. There are no statistically significant differences at the significance level of $\alpha \leq 0.05$ in the attitudes of the study sample members attributable to personal and occupational variables.

Research Objectives: This study seeks to achieve the following objectives:

1. Diagnosing the current status and determining the level of the prevailing digital organizational culture at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.
2. Evaluating the effectiveness and implementation of the digital transformation strategies adopted by the faculty management.
3. Uncovering the nature of the relationship between digital organizational culture and digital transformation strategies.
4. Measuring the real and tangible impact of digital organizational culture in either accelerating or hindering the digital transformation process at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.
5. Identifying fundamental differences in respondents' perceptions of these variables based on their demographic characteristics, thereby assisting in guiding future training programs.

Significance of the Study: The significance of this study centers on creating a methodological balance that integrates the philosophical insights of modern management with procedural practices within the university campus. It highlights the human variable as the primary guarantor for transitioning the university from a traditional framework into an integrated digital environment. The practical utility of the study lies in its capacity to dissect the prevailing organizational mindset to assess its alignment with national digitalization policies. Consequently, this provides decision-makers at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira, with a framework that helps mitigate resistance to human change and enhances administrative

outcomes more effectively, which aligns with national ambitions aimed at re-engineering the higher education sector according to smart governance standards.

Methodology: This study adopts a descriptive-analytical approach due to its suitability for the nature of the topic. The empirical application was conducted on a random sample of administrative staff and academic faculty members at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira. A total of 60 questionnaires were distributed, of which 52 valid responses were retrieved for statistical analysis.

The questionnaire served as the primary tool for data collection and was designed according to a 5-point Likert scale. In its final form, the instrument comprised 40 items distributed across three main sections:

1. First Section: Demographic and occupational data.
2. **Second Section (Independent Variable):** Represents Digital Organizational Culture, consisting of 20 items distributed across four dimensions: digital values, digital leadership, digital communications, and digital competence.
3. **Third Section (Dependent Variable):** Represents Digital Transformation Strategies, consisting of 20 items distributed across four dimensions: strategic vision, strategic data, technical innovation, and added value.

To process the data and test the hypotheses, the Statistical Package for the Social Sciences (SPSS) was utilized to conduct the necessary statistical procedures, including arithmetic means, standard deviations, Pearson correlation coefficients, and simple linear regression analysis.

Theoretical Framework of the Study:

First Section: Conceptual Grounding of Digital Organizational Culture

The concept of digital organizational culture represents the cornerstone in the success of any institution seeking to undergo digital transformation. Therefore, defining and thoroughly examining this concept is essential.

First: Definition of Digital Organizational Culture

Digital organizational culture is defined as an integrated system of shared values and assumptions that motivates individuals within an institution to utilize digital technology as a primary tool for innovation and problem-solving. It is not limited strictly to technical skill, but extends to encompass a mindset that embraces continuous change and cross-platform virtual collaboration¹.

Digital organizational culture is also recognized as a shared pattern of beliefs and expectations that governs how individuals within an organization leverage data and digital

¹ - Al-Sayrafi, M. (2020). *Electronic Management: Concepts, Transformation, and Applications*. Horus International Foundation, Alexandria, Egypt, p. 192.

technology. Its ultimate goal is to enhance responsiveness to stakeholder needs and create a climate that encourages continuous learning and rapid adaptation².

Furthermore, it constitutes an institutional mindset that prioritizes digital solutions over traditional ones. It empowers employees at all hierarchical levels to make data-driven decisions based on insights, while utilizing digital tools to elevate operational efficiency and develop novel business models³.

In addition, digital organizational culture consists of a set of organizational values and practices that support open innovation, cross-functional collaboration, and rapid decision-making-values considered vital for institutional success in a competitive digital economy⁴.

Finally, digital organizational culture represents an organizational environment that promotes information transparency and networked operations. Within this framework, rigid hierarchical structures are relinquished in favor of a free flow of information that serves the overarching strategic goals of the institution in the digital age⁵.

Second: Characteristics of Digital Organizational Culture

Digital organizational culture possesses a distinct set of characteristics that render it a fertile environment for digital transformation, most notably:

- 1. Organizational Agility:** The capacity to sense and respond to environmental changes efficiently and swiftly by reconfiguring organizational resources and processes to align with new technical requirements. This allows the institution to continuously deliver its services and enhance its performance amidst accelerating digital transformations⁶.
- 2. Technological Openness:** The institution's adoption of a culture that facilitates the free flow of information across digital channels, granting access to technical resources and data across various administrative levels. This reinforces values of transparency and participation while eliminating informational centralization in decision-making⁷.
- 3. Innovation Orientation:** The institution's inclination toward encouraging creative initiatives in technology usage and providing a supportive environment for individuals to experiment with

² - Westerman, G., Bonnet, C., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Harvard Business Review Press, Boston, p. 128.

³ - Kane, G. C., Phillips, A. N., Copulsky, J. R., & Andrus, G. R. (2019). *The Technology Fallacy: How People Are the Real Key to Digital Transformation*. MIT Press, Cambridge, p. 56.

⁴ - Soule, D. L., Westerman, G., Bonnet, C., & McAfee, A. (2016). *Defining Digital Transformation: Results from a Multi-Disciplinary Consensus*. MIT Center for Digital Business, p. 12.

⁵ - Scott, J. (2021). *The Cultural Dimension of Digital Transformation*. Routledge, New York, p. 74.

⁶ - Al-Bakri, S. M. (2021). *Management Information Systems: Concepts and Techniques*. University House, Alexandria, Egypt, p. 115.

⁷ - Sulaiman, A. A. (2022). *Management Information Systems and Digital Transformation*. Dar Al-Fikr Al-Arabi for Publishing and Distribution, p. 92.

new digital tools, while considering learning from technical errors an integral part of comprehensive institutional development ⁸.

Third: Dimensions of Digital Organizational Culture

The dimensions adopted within the scope of this study have been defined as follows:

- 1. Value Dimension (Digital Values):** Serving as the normative driver of organizational behavior, this dimension refers to the set of principles and convictions that individuals hold regarding technology. These values contribute to fostering an environment that accepts digital innovation and considers it a fundamental means to achieve institutional success ⁹.
- 2. Leadership Dimension (Digital Leadership):** The ability of leaders to influence subordinates to adopt the institution's digital vision by providing necessary support and facilitating access to technological resources, while acting as role models in utilizing digital tools to fulfill strategic objectives ¹⁰.
- 3. Communication Dimension (Digital Communications):** This dimension refers to interactive practices and patterns conducted via technical media. The institution relies on digital networks and platforms to ensure the swift and transparent flow of information, thereby reducing bureaucratic barriers and accelerating the decision-making process¹¹.
- 4. Skill Dimension (Digital Competence):** Expresses the sum of technical and cognitive skills possessed by human resources to interact with advanced information systems. It represents the applied facet of digital culture that ensures the translation of values and orientations into tangible actual performance¹².

Second Section: Digital Transformation Strategies in Higher Education Institutions

Adopting digital transformation strategies has become an essential imperative for higher education institutions to keep pace with technological advancements and enhance the quality of performance and services. Through this section, we will review the concept of digital transformation strategy in the university institution, along with its most prominent components and dimensions.

First: Concept of Digital Transformation Strategy in Higher Education Institutions

A digital transformation strategy is a comprehensive action plan aimed at leveraging the potential offered by modern technology to bring about a fundamental shift in the university

⁸ - Khouni, R. (2023). The Impact of Organizational Culture on the Adoption of Information Technology. *Journal of Human and Social Sciences*, University of Bouira, 10(2), p. 120.

⁹ - Boukhemkhem, A. (2024). *Management of Change and Digital Transformation in University Institutions*. Dar Al-Jamiyeen for Publishing and Distribution, Algeria, p. 52.

¹⁰ - Al-Salmi, A. A. (2022). *Information Technology and University Management*. Dar Al-Minhaj for Publishing and Distribution, Amman, Jordan, p. 215.

¹¹ - Khouni, R. (2023). *Op. cit.*, p. 124.

¹² - Sulaiman, A. A. (2022). *Op. cit.*, p. 98.

institution's operating model, as well as developing its competitive capabilities by integrating digital technologies into all aspects of administrative and pedagogical performance¹³.

It is also defined generally as a blueprint for organizations to utilize digital technologies to generate new value, improve operational efficiency, and adapt to the rapidly changing digital landscape, which necessitates a transformation in both technology and organizational structure¹⁴.

Furthermore, a digital transformation strategy is recognized as a comprehensive and structured roadmap designed to enact core changes in an institution's structure and operations through digital technology, aiming to elevate performance and boost organizational efficiency¹⁵.

In addition, digital transformation strategy is not primarily about upgrading technology, but rather about strategic thinking; it requires rethinking the business model, the customer experience, and the organizational structure to thrive in a digital world¹⁶.

Second: Components of Digital Transformation Strategy in Higher Education Institutions

The digital transformation strategy in university institutions consists of the following components:

- 1. Digital Transformation Governance:** Digital transformation governance consists of establishing legal and administrative frameworks that define how decisions regarding information technology investments in the university are made, while distributing responsibilities among administrative units to ensure the achievement of the university's strategic goals¹⁷
- 2. Workforce and Skills Transformation:** A successful digital strategy prioritizes human capital by first fostering a digital mindset among university employees, ensuring that faculty members and staff are equipped with the necessary competencies to effectively utilize emerging technologies such as artificial intelligence and data analytics¹⁸.

Third: Dimensions of Digital Transformation Strategy

The dimensions of a digital transformation strategy can be outlined as follows:

¹³ - Radwan, R. (2022). *Strategies for Transitioning to the Digital Economy*. Arab Administrative Development Organization, Cairo, Egypt, p. 88.

¹⁴ - Al-Allaq, B. A. (2021). *Digital Management: Foundations and Applications*. Dar Al-Yazouri Scientific for Publishing and Distribution, Amman, Jordan, p. 74.

¹⁵ - Rogers, D. L. (2016). *The Digital Transformation Playbook: Rethink Your Business for the Digital Age*. Columbia University Press, New York, p. 112.

¹⁶ - Siebel, T. M. (2019). *Digital Transformation: Survive and Thrive in an Era of Mass Extinction*. RosettaBooks, New York, p. 114.

¹⁷ - Al-Najjar, F. J. (2020). *Management Information Systems: An Administrative Perspective*. Dar Al-Hamed for Publishing and Distribution, Amman, Jordan, p. 135.

¹⁸ - Herbert, L. (2017). *Digital Transformation: Build Your Organization's Future for the Innovation Age*. Bloomsbury Business, London, p. 94.

- 1. Vision and Strategic Direction Dimension:** The initial step in building a digital strategy lies in formulating a clear future vision endorsed by top management, which works to disseminate it as a working methodology aimed at transitioning the university from a traditional environment to a smart environment, alongside defining measurable interim goals ¹⁹.
- 2. Data as a Strategic Asset Dimension:** In the digital age, data is no longer merely a tool for administrative operations; rather, it is a strategic asset. Universities must transition from isolated information silos to integrated data systems that allow for continuous value creation and knowledge-driven decision-making ²⁰.
- 3. Technical Readiness and Innovation Dimension:** This dimension requires providing an advanced technical infrastructure that supports innovation within the university-including advanced networks and cybersecurity systems-while empowering human resources to possess the requisite skills for interacting with artificial intelligence technologies and big data analytics ²¹.
- 4. Beneficiary Experience and Added Value Dimension:** Digital transformation involves reassessing the value proposition offered to the beneficiary, which is the labor market. It includes using digital tools to enhance service quality, accessibility, and customization, ensuring that technology serves the strategic needs of the user ²².

Applied Framework of the Study:

The applied aspect of this study aims to diagnose the reality of the study variables among a sample of employees at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira, as it presents an ideal environment for the success of digital transformation processes in Algerian public administrations. A questionnaire based on a five-point Likert scale was employed as the primary research tool. The main objective of the study is to determine whether there is a statistically significant effect of the independent variable, *Digital Organizational Culture*, on the dependent variable, *Digital Transformation*.

First: Study Population and Sample

The study was conducted on a sample of 52 employees drawn from a total population of 132 employees, representing all personnel at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira. A convenience sampling method was selected, defined as selecting the maximum achievable number of individuals based on available resources and time constraints, without adhering strictly to statistical and econometric selection criteria, particularly given the high degree of homogeneity among population members.

¹⁹ - Qandilji, A. I. (2023). *Digital Transformation and Artificial Intelligence*. Dar Al-Masirah for Publishing and Distribution, Amman, Jordan, p. 158.

²⁰ - Rogers, D. L. (2016). *Op. cit.*, p. 90.

²¹ - Qandilji, A. I. (2023). *Op. cit.*, p. 162.

²² - Rogers, D. L. (2016). *Op. cit.*, p. 164.

Second: Reliability of the Study Instrument

Cronbach's alpha coefficient serves as the primary tool for measuring instrument reliability, evaluating the internal consistency across various items within the questionnaire. Cronbach's alpha values range between 0 and 1; values exceeding 0.7 generally indicate an acceptable level of reliability, whereas values approaching 1 reflect strong internal consistency. Utilizing Cronbach's alpha enables researchers to confirm that the instrument accurately measures the target construct, thereby enhancing data reliability. Applying this coefficient allows researchers to refine instrument design and ensure accuracy, instilling confidence in the derived results and facilitating the achievement of research objectives.

The table below illustrates the Cronbach's alpha calculations for the questionnaire domains.

Table (01): Cronbach's Alpha Coefficients for Questionnaire Domains

Domains	Number of Items	Cronbach's Alpha Coefficient
Digital Organizational Culture	20	0.83
Digital Transformation Strategy	20	0.89

Source: Prepared by the author based on SPSS outputs.

As shown in the table above, the Cronbach's alpha coefficient reached 0.83 for the *Digital Organizational Culture* domain and 0.89 for the *Digital Transformation Strategy* domain. These represent high values approaching 1. Since all Cronbach's alpha values exceed the 0.6 threshold, a strong internal consistency among the instrument items is demonstrated. Consequently, the study instrument effectively serves its intended purpose, lending high reliability and credibility to the findings.

Third: Analysis of Study Data

A. Descriptive Analysis of Personal and Demographic Data

This analysis aims to examine the descriptive distribution (frequencies and percentages) of the demographic and occupational characteristics of the sample: gender, age, educational qualification, job title, and professional experience.

The results of the descriptive presentation are as follows:

1. Sample Distribution by Gender

Table (02): Sample Distribution by Gender

Gender	Frequency	Percentage (%)
Male	26	50.0
Female	26	50.0
Total	52	100.0

Source: Prepared by the author based on SPSS outputs.

The table above illustrates the sample distribution by gender, revealing an equal proportion of males (50%) and females (50%). This equal distribution reflects gender parity in access to employment within higher education institutions in Algeria.

2. Sample Distribution by Age

Table (03): Sample Distribution by Age

Age Group	Frequency	Percentage (%)
From 25 to less than 45 years	40	76.9
Older than 45 years	12	23.1
Total	52	100.0

Source: *Prepared by the author based on SPSS outputs.*

The table above demonstrates the age distribution among respondents, highlighting diversity across age groups. The group aged "from 25 to less than 45 years" constituted the vast majority at 76.9%, whereas the "older than 45 years" group accounted for 23.1%. These findings indicate a predominantly youthful workforce within the target institution. This aligns with the nature of the institution's activities, which require a combination of creative potential, diverse talents, and strong cognitive adaptability to acquire and apply knowledge effectively.

3. Sample Distribution by Educational Qualification

Table (04): Sample Distribution by Educational Qualification

Educational Qualification	Frequency	Percentage (%)
High School or Less	7	13.5
Bachelor's or Master's	15	28.8
Magister or Ph.D.	30	57.7
Total	52	100.0

Source: *Prepared by the author based on SPSS outputs.*

The table above shows the sample distribution by educational qualification. The highest proportion of respondents holds a Magister or Ph.D. degree (57.7%), followed by those with a Bachelor's or Master's degree (28.8%), while respondents with a high school education or less account for the lowest proportion (13.5%). These results indicate a high level of academic and intellectual capital within the institution, largely driven by the inclusion of a significant number of faculty members who necessarily hold advanced academic degrees—a crucial factor for knowledge-based higher education institutions.

4. Sample Distribution by Job Title

Table (05): Sample Distribution by Job Title

Job Title	Frequency	Percentage (%)
University Professor / Faculty Member	31	59.6
Administrative Employee	20	38.5
Technician or Engineer	1	1.9
Total	52	100.0

Source: *Prepared by the author based on SPSS outputs.*

The table above outlines the sample distribution by job title. University professors/faculty members represent the largest group (59.6%), followed by administrative staff (38.5%), and technicians or engineers at the lowest percentage (1.9%). These results reflect the core function of the institution as an academic center relying primarily on faculty members, supported by administrative personnel.

5. Sample Distribution by Professional Experience

Table (06): Sample Distribution by Professional Experience

Professional Experience	Frequency	Percentage (%)
Less than 5 years	11	21.2
From 5 to 10 years	18	55.8
More than 10 years	23	44.2
Total	52	100.0

Source: *Prepared by the author based on SPSS outputs.*

The table above presents the distribution of respondents by years of experience. The dominant category is "5 to less than 10 years" of experience (55.8%), followed by "more than 10 years" (44.2%), and "less than 5 years" (21.2%). This indicates a relatively young workforce in terms of tenure, attributable to the recent recruitment of a large portion of the faculty's academic and administrative staff.

B. Analysis of Objective Data

The five-point Likert scale is a widely used instrument in social science research for evaluating opinions and attitudes regarding specific topics. It provides quantitative data reflecting respondents' perceptions accurately, facilitating statistical analysis. In this study, it was used to measure responses, levels of digital organizational culture, and levels of digital transformation within the sample.

To test the validity of the first and second hypotheses:

H1: *The level of digital organizational culture at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira, is good (high).*

H2: *The Faculty of Economic, Commercial, and Management Sciences, University of Bouira, adopts clear and tangible strategies for digital transformation in its administrative practices.*

Mean scores and standard deviations were calculated for both domains.

Table (07): Levels of Digital Organizational Culture and Digital Transformation Strategies

Variables	Mean	Standard Deviation	Response Level
Digital Organizational Culture	3.52	0.42	High
Digital Transformation Strategies	3.30	0.48	Moderate

Source: *Prepared by the author based on SPSS outputs.*

The table indicates that the respondents' attitude toward *Digital Organizational Culture* is high, with a mean score of 3.52 and an acceptable standard deviation of 0.42. This high level points to a supportive organizational environment for digitization. Conversely, respondents' attitude toward *Digital Transformation Strategies* is moderate, with a mean score of 3.30 and a standard deviation of 0.48, suggesting that the digital transformation process is incomplete and requires ongoing enhancement.

C. Testing the Impact Relationship Among Study Variables

Testing impact relationships between variables is a cornerstone of academic research, aiding in understanding how the independent variable interacts with the dependent variable.

To test the third hypothesis:

H3: *There is a statistically significant correlation at $\alpha \leq 0.05$ between digital organizational culture and digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.*

The Pearson correlation coefficient was calculated between the two variables.

Table (08): Correlation Coefficient Between Digital Organizational Culture and Digital Transformation Strategies

Study Variables	Correlation Coefficient (r)	Significance Level (p-value)
Digital Organizational Culture & Digital Transformation Strategies	0.813	0.000

Source: *Prepared by the author based on SPSS outputs.*

The correlation coefficient between the independent variable (*Digital Organizational Culture*) and the dependent variable (*Digital Transformation Strategies*) reached $r = 0.813$ with a significance level of $p = 0.000$, which is below $\alpha = 0.05$. This indicates a strong, positive, and statistically significant correlation, confirming **H3**.

To test the fourth hypothesis:

H4: *There is a statistically significant effect at $\alpha \leq 0.05$ of digital organizational culture on the success of digital transformation strategies at the Faculty of Economic, Commercial, and Management Sciences, University of Bouira.*

A simple linear regression analysis was performed, yielding the following estimated regression equation:

$$\hat{Y} = \beta_0 + \beta_1 X$$

Where X represents *Digital Organizational Culture* (independent variable) and Y represents *Digital Transformation Strategies* (dependent variable).

– Partial Significance (Parameter Significance):

Constant (β_0): The constant term equaled 0.097 with a t -test significance level of $p = 0.000$ ($p < 0.05$), indicating that the constant is statistically significant.

Independent Variable Parameter (β_1): The parameter estimate for the independent variable yielded a t -test significance level of $p = 0.000$ ($p < 0.05$), demonstrating that the independent variable is statistically significant.

- **Overall Significance (Model Significance):** The overall model F -test yielded a significance level of $p = 0.000$ ($p < 0.05$), confirming that digital organizational culture exerts a statistically significant impact on achieving digital transformation requirements within the sample.
- **Explanatory Power (Goodness of Fit):** The coefficient of determination reached $R^2 = 0.72$. This indicates that *Digital Organizational Culture* explains 72% of the variance in *Digital Transformation Strategies*, while the remaining 28% is attributable to other factors not included in the model.

D. Analysis of Variance Across Demographic Variables

To test the fifth hypothesis:

H5: *There are no statistically significant differences at $\alpha \leq 0.05$ in the attitudes of the study sample attributable to personal and occupational variables.*

A One-Way Analysis of Variance (ANOVA) was conducted to examine potential differences across subgroups.

Table (09): Significance of Differences in Responses Regarding Digital Organizational Culture and Digital Transformation Strategies Across Demographic Variables

Demographic Variables	Fisher's Test p-value (Digital Organizational Culture)	Fisher's Test p-value (Digital Transformation Strategies)
Gender	0.362	0.409
Age	0.378	0.640
Educational Qualification	0.976	0.585
Job Title	0.442	0.452
Professional Experience	0.875	0.816

Source: *Prepared by the author based on SPSS outputs.*

The p -values for the F -test across both domains exceed the significance threshold ($\alpha = 0.05$). Consequently, the null hypothesis (**H5**) is accepted, confirming that there are no statistically significant differences in respondents' perceptions regarding either digital organizational culture or digital transformation strategies attributable to gender, age, educational qualification, job title, or professional experience.

Conclusion:

Based on the theoretical overview-which demonstrated the importance of a supportive environment for the digital transformation process in any organization, whether service-oriented or production-based-and grounded in the empirical findings derived from the study applied to a sample of employees at the Faculty of Economic, Commercial, and Management Sciences at the

University of Bouira, Algeria, a set of key findings and recommendations can be formulated as follows:

Findings:

1. The levels of digital organizational culture among the sample members are good, reflecting a positive readiness, acceptance, and digital organizational competence within the surveyed workforce.
2. The current level of digital transformation, as perceived by the sample members, remains moderate. This indicates that the target institution has not yet achieved levels that fully align with the aspirations and requirements of its personnel.
3. A strong correlation and a significant impact exist between digital organizational culture and the digital transformation process at the university. This underscores the orientation of modern organizations toward digital transformation and highlights its critical role in the success of contemporary institutions-particularly in Algeria, which is prioritizing digital transformation across all sectors, most notably within higher education institutions.
4. Individual differences among employees-such as gender, age, educational qualification, job title, or professional experience-exert no significant influence on their perceptions of or readiness for the digital transformation process.
5. The levels of digital organizational culture among personnel are high ($\text{Mean} = 3.52$), reflecting positive readiness and organizational competence.
6. Digital transformation strategy implementation remains moderate ($\text{Mean} = 3.30$), indicating that operational execution is still progressing toward target expectations.
7. A strong, positive, and statistically significant correlation exists between digital organizational culture and digital transformation strategies ($r = 0.813$, $p = 0.000 < 0.05$), confirming Hypothesis 3 (H3).
8. Individual demographic differences (gender, age, educational level, job title, experience) produce no significant variations in attitudes toward digital transformation initiatives.

Recommendations:

1. Embed digital values across university administration through targeted awareness programs and continuous innovation incentives.
2. Design structured training workshops for administrative and academic staff focused on advanced data management and administrative software.
3. Upgrade digital networks, cloud services, and cybersecurity protocols to support pedagogical and administrative needs.
4. Implement a formal change management framework to reduce institutional inertia and foster collaborative digital execution.
5. Conduct bi-annual assessments of digital culture maturity indicators (KPIs) and expand academic research into digital governance models in higher education.

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