

Organizational Culture, Commitment and Good Governance of Private Higher Education Institutions: Inputs to Effective Human Resource Management Framework

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Abstract: This study identified the organizational culture, the organizational commitment of employees in selected Private Higher Education Institutions in Mindoro Province, and their good governance as inputs to effective Human Resource management framework. More specifically, it assessed organizational culture in terms of support, mission, success, and bureaucracy aspect; organizational commitment in terms of affective, normative and continuance dimensions; and good governance in terms of resources management, accountability and participatory decision-making. This further tested if there are significant differences on the responses when grouped according to its profile variables; significant relationship among existing variables; and finally, proposed a framework for effective HRM. The researcher used descriptive method using survey questionnaire in gathering data. The data were drawn from 341 teaching and non-teaching staff in five selected private HEIs in Mindoro Province.

The study showed that the organizational culture is highly evident in terms of support, mission, and success aspect. The employees manifested moderate commitment to the organization in terms of affective, normative and continuance dimensions; and good governance is found with great evidence considering resources management while accountability and participatory decision making generated moderate evidence. Furthermore, no significant differences are reflected on the organizational culture when the staff are grouped according to its demographic profile except for the respondents' age that differs in the aspect of bureaucracy. Response variations on organizational commitment are reflected in affective and continuance commitment as they are grouped according to age, highest education attainment, and job position respectively; and there is no significant difference on good governance based on demographic profile. A high significant relationship exists among organizational culture, organizational commitment, and good governance. Finally, the researcher proposed HRM framework to improve the work performance of the staff at private higher education institutions

Keywords – *organizational culture, organizational commitment, good governance*

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INTRODUCTION

Higher education is now considered as a capital investment that is critical to the country's economic and social growth. As higher educational institutions are primarily responsible for educating employees with the enhanced knowledge and skills necessary for jobs and instilling responsibility in both governmental and non-governmental enterprises, the need for highly educated and capable people is indispensable. The educational process and academic quality improvement that involve four things: improving the quality of inputs; improving the quality of the learning process and curriculum; improving the quality of output; and improving the quality of human resource management and support facilities are difficult to accelerate without the participation of highly qualified personnel [1].

Human resource (HR) quality is critical for every organization's long-term sustainability and efficiency in an extremely competitive environment. Human resources are the institution's driving power, and maximizing their capabilities helps the organization achieve quality and excellence. They play a critical role in the organization's performance and accomplishment of its vision, mission, and goals. People are the most valuable thing in any business; therefore, it is necessary to have a deep understanding of their "needs, values, and motivations" to raise their commitment, contentment, sense of duty, and implementation of good governance.

Higher education institutions are now faced with a variety of challenges to improve organizational capability, knowledge dissemination, and community service. Various research studies have shown that there has been a decline in quality in a number of private institutions in different countries due to different issues, such as an organization's culture in a form that members should act in accordance with what they believe and value and in connection with organization's goals and objectives [2]; maintaining committed employees who embrace, internalize and interpret their position on the basis of institutional values and objectives [3] and various governance challenges such as political instability in the country since its freedom, an insufficient funding, resources such as classrooms, instructional supplies, and an increase in the youth population, expansion of the youth population, increasing education costs, insufficient knowledge, politicization of education, and shortage of educational staff, unrest of students, and malpractice of exams, among others [4]. The lack of enthusiasts and the lack of accreditation show a decline in quality.

The first and most essential component affecting culture is the individual who work in the organization. In a challenging and competitive working place, higher

institutions need a supportive and strong organizational basis [5]. Organizational culture such as support, mission, success, and bureaucracy aspect [6] is important as it drives the success and performance of any organization towards the achievement of its goals, helps them to have effective performance management practices [7]-[8], and considered important factor to strengthen the staff's connection to the organization [4].

Organizational commitment such as affective, normative and continuance commitment is also needed to achieve the goals and objectives of an institution [3]. In the Philippines, majority of private schools and universities struggle to sustain their commitment of their employees. There is substantial evidence shown by Batugal [9] that the faculty staff in private institutions are transferring to public schools. Furthermore, academics' low pay and benefits, poor workplace conditions, and lack of prestige at some private colleges and universities are undoubtedly contributing reasons to their lack of commitment. Lack of employee commitment is the result of negative physiological consequences that can occur when employees sense a lack of harmony in their surroundings and themselves [10], that can lead to disengagement and retention.

The need for establishing a good governance system has recently risen significantly. Good governance is essential in managing people and increasing educational quality [4]. In addition, increased accountability, participatory decision-making, resources management [4] and performance management that enables trust in the organization are among the key elements of good governance [11]. Thus, it is common knowledge that all those involved in the education system are well acquainted with the current crisis in formal education. Without good governance, therefore, many issues will arise in developing countries' educational systems [12].

In an educational institution like private HEIs in Mindoro, to achieve the intended outputs, it can provide the means and services needed to develop the human factors of the institution for continuous growth and improvement [13]. The learning process in educational institutions, particularly higher education, determines the quality of human resources. Internal organizational conditions, particularly organizational culture, are required to build satisfaction among employees, lecturers, and stakeholders. A favorable organizational culture, in which basic concepts, norms, and values are formed together by members of the organization to accomplish organizational goals, can improve the availability of suitable features of work for organizational representatives of workers and lecturers.

Private institutions are trying to improve the standard of education to meet the various challenges within the organization. Academic performance of lecturers is a primary resource in an educational institution, and effective management of people is one of the difficult tasks facing the HR in an institution. In addition, studies have shown that organizational culture [6], organizational commitment [3], [14] and good governance are issues that have an impact on academic success and human resource management at the institution. This study provides a chance to assess the organizational culture, organizational commitment, and good governance of private HEIs in the province of Mindoro. The researcher believed that the good governance of private HEIs will be a good way to improve human resource management that is needed in improving the services offered by an institution and will be used as a tool to make the institution more academically competitive with the other universities and colleges in the province. Lastly, this research work was carried out with the aim of proposing a framework as inputs to effective human resource management that will ensure the continuous improvement of staff in terms of strong organizational culture, organizational commitment and good governance for the improvement and development of private HEIs.

OBJECTIVES OF THE STUDY

This study aimed to determine the organizational culture, the organizational commitment of employees in selected Private Higher Education Institutions (Mindoro Province), and their good governance as inputs to effective Human Resource (HR) management framework in Private Higher Education Institutions. Specifically, it assessed the organizational culture of the private higher education institutions in terms of support aspect, mission aspect, success aspect and bureaucracy aspect; determined the organizational commitment of the private HEIs in terms of

affective, normative and continuance; assessed the good governance of private HEIs in terms of accountability, participatory decision-making, and resources management; tested the significant difference on the responses in organizational culture, organizational commitment and good governance of private HEIs when grouped according to its profile variables; tested the significant relationship among the organizational culture, organizational commitment and good governance; and, came up with a framework for effective HR Management in private HEIs in Mindoro Province.

MATERIALS AND METHODS

Research Design

Descriptive research design was used in this study to provide an adequate and accurate interpretation of the findings. According to study of Rahi [15], descriptive method of research is a type of research that obtains relevant facts, data, and information at present, and provides an accurate overview of situations, people, or events. In addition, Suparno [2] asserts that a descriptive research design is a type of formal study that aims to describe a phenomena or a population's intrinsic characteristic. The purpose of this design is to discover associations or relationships and differences among the organizational culture, organizational commitment, and good governance and to describe systematically and accurately the facts and characteristics of a given population [15]. The researcher sought to gather information from the respondents by distributing and retrieving the survey questionnaires.

Participants of the Study

The participants of the study were both teaching and non-teaching staff of selected Private Higher Education Institutions in Mindoro Province.

Table 1. *List of Sample of the Study*

| No. | Private HEIs | Teaching Staff | Non-Teaching Staff | Total Number of Staffs |
|--------------|----------------|----------------|--------------------|------------------------|
| 1 | Private HEI- A | 35 | 43 | 78 |
| 2 | Private HEI- B | 23 | 13 | 36 |
| 3 | Private HEI- C | 72 | 71 | 143 |
| 4 | Private HEI- D | 31 | 17 | 48 |
| 5 | Private HEI- E | 21 | 15 | 36 |
| Total | | 182 | 159 | 341 |

This study purposively selected five (5) private HEIs in Mindoro Province. To identify the respondents randomly from private HEIs, the proponent sent a request letter to the institution to ask for the total number of teaching and non-teaching staff in the institution. The data were collected from the Human Resource Management of

Private HEIs. The number of staff (teaching and non-teaching staff) of private higher education institutions in Mindoro ranged from 60 to more than 200. The length of existence is from 45 years to 75 years. Out of 589 total staff in private HEIs in Mindoro (188 in Occidental and 401 in Oriental Mindoro), using G*Power 3.1.9, the sample size

was 390, with an effect size of 0.22, a power probability of 0.95 or 95%, and an alpha level of 0.05 or 5%. The researcher retrieved 341 out of 390 respondents because of the current situation. The sample size is shown in Table 1 using stratified random sampling. The limitation encountered in the study was the rejection of some prospective respondents to participate in the study. However, the researcher did her best to cover the reasonable scope to improve the study.

Table 2. Percentage Distribution of the Respondents Demographic Profile

| Age | f | % |
|---------------------------------------|-----|-------|
| 25 and below | 74 | 21.70 |
| 26 – 35 | 98 | 28.70 |
| 36 – 45 | 86 | 25.20 |
| 46 – 55 | 60 | 17.60 |
| 56 and above | 23 | 6.70 |
| Sex | | |
| Male | 93 | 27.30 |
| Female | 248 | 72.70 |
| Civil Status | | |
| Single | 151 | 44.30 |
| Married | 183 | 53.70 |
| Widowed/Separated | 7 | 2.10 |
| Employment Status | | |
| Permanent | 242 | 71.00 |
| Contractual | 82 | 24.00 |
| Part-time | 17 | 5.00 |
| Length of Service | | |
| Less than 3 years | 102 | 29.90 |
| 3-10 years | 113 | 33.10 |
| 11-18 years | 46 | 13.50 |
| 19-26 years | 53 | 15.50 |
| 27 years and more | 27 | 7.90 |
| Highest Educational Attainment | | |
| Vocational | 8 | 2.30 |
| College Degree | 83 | 24.30 |
| Master's Degree | 242 | 71.00 |
| Doctorate Degree | 8 | 2.30 |
| Job Position | | |
| Teaching Staff | 182 | 53.40 |
| Non-Teaching Staff | 159 | 46.60 |
| Salary | | |
| below P20,000 | 271 | 79.50 |
| P20,001-P35,000 | 64 | 18.80 |
| P35,001-P50,000 | 5 | 1.50 |
| P50,001 and above | 1 | 0.30 |

Table 2 presents the distribution of the respondents' profile. As to age distribution, most of the respondents fall on the age bracket of 26 to 35 years old with a frequency of 98 or 28.70 while the least are aged 56 years old and above (6.70%). Apparently, majority of the employees serving private higher educational institutions in Mindoro belong to the young to middle age brackets. This goes to show that they still have more years to serve

their institution. Also, they have more opportunities to be productive and to grow professionally in terms of pursuing further studies. Further, at this age as revealed by Poliquit et al. [16], a person is assumed to have just started working and be considered more experienced. The smallest percentage of the teaching and non-teaching staff have spent their productive years in school and are closely approaching retirement age. Thus, they have only a few years to serve the school.

As to sex, the respondents were dominated by female which obtained the highest frequency of 248 or 72.70 percent. This suggests that the teaching profession has been more attractive to the females than the males. With regards to civil status, more than half of the distribution were married with 183 or 53.70 percent, followed by the respondents who were single and widowed/separated. The employees' status would likely conform to their age. Since most of them belong to the middle age bracket, it is likely that they have changed their status from single to married.

Majority of the respondents are with permanent status (71.00%) while only seventeen (17) are only on their part-time status. It could be that those who serve on a part-time basis are already working as full time in other agencies. For instance, certified public accountants and lawyers who are permanently engaged on a full-time job are offered to teach on a part-time basis. While as to length of service, most of them are working for 3 to 10 years with 33.10 and only 7.90 percent are working for 27 years and more. Since majority of the teaching and non-teaching staff fall under the young to middle age bracket, it follows that they have just started serving the school or they have only few years spent working in school.

As to their highest educational attainment, majority obtained master's degree which comprise 71 percent of the total sample of the study while there is an equal distribution for those who obtained doctorate degree and vocational. The master's degree serves as a minimum requirement in teaching at the tertiary level, hence, colleges prefer to hire instructors with at least a master's degree. However, a doctorate degree is preferred for someone who teaches in the graduate school program. As a result, the best teachers will continually try to learn more, to keep informed with what is known, to keep the knowledge fresh and engaging enough, and to broaden their abilities to teach. Thus Poliquit et al. [16] revealed that one can improve one's knowledge and methods of teaching by updating oneself through formal schooling by enrolling in graduate courses or performing training related to the primary subject. Lastly, in terms of job position, the percentage distribution of the teaching staff appears to be slightly higher (53.4) than the non-teaching (46.6).

Instruments

The study used three sets of adopted questionnaires as the major mechanism in collecting the necessary data. Cronbach's alpha (α) was employed by the

authors to test the adopted instrument's reliability. The computed Cronbach's alpha coefficient registered good indices, which denoted a good and an acceptable reliability of the instrument as seen in table 3.

Table 3. Reliability Coefficients of the Instruments

| Scale | No. of items | Cronbach's alpha Coefficient (α) | Interpretation |
|------------------------------------|-----------------|---|-------------------|
| • Organizational Culture | | | |
| 1. Success Aspect | 6 items | .80 | Good |
| 2. Mission Aspect | 6 items | .82 | Good |
| 3. Success Aspect | 6 items | .78 | Acceptable |
| 4. Bureaucracy Aspect | 6 items | .89 | Good |
| Total | 24 items | .82 | Good |
| • Organizational Commitment | | | |
| 1. Affective | 6 items | .87 | Good |
| 2. Normative | 6 items | .79 | Acceptable |
| 3. Continuance | 6 items | .72 | Acceptable |
| Total | 18 items | .79 | Acceptable |
| • Good Governance | | | |
| 1. Accountability | 5 items | .76 | Acceptable |
| 2. Participatory decision-making | 5 items | .79 | Acceptable |
| 3. Resources Management | 5 items | .73 | Acceptable |
| Total | 15 items | .76 | Acceptable |

Items per instrument were presented as descriptive statements, and respondents were indicated the frequency with which each statement applies on a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale means strongly agree (with great evidence), 2.50 – 3.49 rate means agree (with moderate evidence), 1.50 – 2.49 scale means disagree (with little evidence) and, 1.00 – 1.49 rating means strongly disagree.

The questionnaire for measuring organizational culture was adopted from the study of Kurumlarinda [6]. The questionnaire was composed of two parts. Part I contains the profile of the respondents while Part II includes the assessment of organizational culture, organizational commitment, and good governance in an institution. Organizational culture applied a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale as strongly agree (with great evidence), 2.50 – 3.49 rate as agree (with moderate evidence), 1.50 – 2.49 scale as disagree (with little evidence) and, 1.00 – 1.49 rating which means strongly disagree (without evidence). Measuring organizational commitment was materialized through the standardized instrument adopted from the study of Kassaw and Golga [3]. It applied a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale which means strongly agree (highly committed), 2.50 – 3.49 rate means agree (moderate committed), 1.50 – 2.49 scale means disagree (slightly committed) and, 1.00 – 1.49 rating, which means strongly disagree (least committed). It is an 18-item questionnaire with three factors. Good governance

was assessed through the standardized instrument adopted from the study of Kadir [4]. It applied a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale means strongly agree (with great evidence), 2.50 – 3.49 rate which means agree (with moderate evidence), 1.50 – 2.49 scale as disagree (with little evidence) and, 1.00 – 1.49 rating which means strongly disagree (without evidence).

Procedures

The researcher of this study used the published thesis as a source for the gathering and collection of data or information. In addition, relevant books, journals, and articles were employed to obtain important data and related information for the study. Additional and relevant information on the private HEIS were collected through an informal interview.

Before gathering of data, request letters to conduct the study were approved by the adviser and endorsed by the private HEIs. The researcher prepared a letter of request to the President of private HEIs to acquire approval to conduct the research work. The researcher also prepared a letter to the Human Resource Management of Private HEIs for the total number of their staff (teaching and non-teaching) in the institution. It was reiterated that the purpose of the survey is conducted only in writing for academic purposes and that all information collected was kept confidential. Upon the approval of the President of the private HEIs,

and approval of the adviser in the adopted questionnaires, the research started by distributing questionnaires to the teaching and non-teaching staff of five (5) selected private HEIs in Mindoro Province.

The schedule for the date of distribution and retrieval of the questionnaire was discussed and set on a mutually agreed date with private HEIs staff. The questionnaires were administered personally by the researcher or by using Google forms to ensure the accuracy and confidentiality of the results.

Ethical Consideration

Permission from the institution was granted to this study before it was initiated. To this end, ethical considerations were practiced in the conduct of the research work to ensure that all information collected were used for research purposes only to maintain the quality and integrity of the research. The researcher properly cited the adopted questionnaires. The researcher also sought the consent of the Private HEIs President by letter and communication to ensure that the target respondents were prepared to answer the necessary research questions. It also ensured the confidentiality and anonymity of the respondents by not seeking their names, as they answer the questionnaires.

The researcher also ensured that the respondents voluntarily answer the questionnaires according to their will. Lastly, the dignity and privacy of the respondents were protected by making them free from physical abuse, verbal abuse and by giving them opportunities for mutual relationships rather than threatening them as they feel they are being studied and seen as having a powerful information seeker.

Data Analysis

Various statistical techniques were used to tally, encode, and evaluate the necessary documents and figures. Based on the study's objectives, frequency distribution, weighted mean, Pearson – Product Moment Correlation, Regression Analysis, and Analysis of Variance (ANOVA) were used.

One of the common methods for organizing data is to construct frequency distribution. Thus, frequency distribution was used by the researcher to quickly analyze the entire data conveniently. Furthermore, the weighted mean was used in this study to determine the assessment on organizational culture, commitment, and good governance

In addition, the Pearson product-moment correlation was used in this study, as regression analysis

was used to determine the significant relationship among organizational culture, organizational commitment, and good governance in private HEIs in Occidental Mindoro. Lastly, when there is one parametric dependent variable and one or more independent variables, analysis of variance (ANOVA) was used to determine the differences among organizational culture, organizational commitment, and good governance in private HEIs in Mindoro Province.

Moreover, all data were processed and analyzed using PASW version 18 statistical software to help interpret the research findings. Version 18 of PASW Statistics is a complete data analysis system.

RESULTS AND DISCUSSION

Table 4.

Assessment on the Organizational Culture

| Indicators | WM | VI | Rank |
|-----------------------|-------------|-----------|------|
| Support Aspect | 3.41 | ME | 2 |
| Mission Aspect | 3.41 | ME | 2 |
| Success Aspect | 3.41 | ME | 2 |
| Bureaucracy Aspect | 3.32 | ME | 4 |
| Composite Mean | 3.39 | ME | |

Legend: 3.50-4.00= GE (With great evidence); 2.50-3.49=ME (With moderate evidence); 1.50-2.49= LE (With little evidence); 1.00-1.49= E (Without evidence)

Table 4 displays the summary result of organizational culture. It was observed that the level of organizational culture shows similarity on support, mission, and success aspect as revealed by the mean score of 3.41 with a rank of 2. This indicates that the organizational culture having assessed by the teaching and non-teaching staff of the private higher education institutions in Mindoro province in terms of support, mission and success is moderately evident. People encourage and help one other in friendly, cooperative, and attracting work settings. Furthermore, organizational reward schemes have far-reaching implications for both individual fulfillment and organizational performance). It is most likely that the respondent-employees perceive their educational institution as a successful organization. When an organization has a good culture, as highlighted by Gomezeli et al. [17], employees understand how top executives want them to behave in every situation, they feel the intended feedback is right one, and they realize that they will be rewarded for expressing the institution's goals and objectives.

The least level of organizational culture (3.32) was observed on bureaucracy. When the administrators in the organization often reminding about following the rules,

the employees follow procedures, and they perform tasks correctly and provide consistent customer service. This improves the quality of an institution's products and services. And, in turn, the institution's reputation improves. Employees can also be assured that they are completing their responsibilities and can take pleasure in their job. Employees expected to often remind them about the rules of an institution because there would have been a lot of conflict and disorder all around if the administrators didn't have any regulations for their employees to observe, which would have simply resulted in less than desired productivity in an institution. While respondents agree on the existence of bureaucracy in the private higher educational institutions in Mindoro, a study by Brewer and Clippard [18] supports the positive effect of bureaucratic culture on organizational commitment.

Table 5. Assessment on the Organizational Commitment

| Indicators | WM | VI | Rank |
|------------------------|-------------|-----------|------|
| Affective Commitment | 3.37 | ME | 1 |
| Normative Commitment | 3.21 | ME | 3 |
| Continuance Commitment | 3.23 | ME | 2 |
| Composite Mean | 3.27 | ME | |

Legend: 3.50-4.00= GE (With great evidence); 2.50-3.49=ME (With moderate evidence); 1.50-2.49= LE (With little evidence); 1.00-1.49= E (Without evidence)

Table 5 presents the summary result on the respondents' level of organizational commitment. Among the indicators presented, the level of commitment is visible on the affective level as revealed by the mean score of 3.37 and ranked first, then followed by continuance. It is not surprising to know that the teaching and non-teaching staff of the private higher education institutions in Mindoro exhibited a moderately committed not only to their job but to the institution as well. The teachers, for instance, have been well oriented to their teaching profession. This is evidenced by how they become emotionally attached to the group of students they handle. Hence, they exhibit affective commitment since they genuinely want to be in school to teach students and they are enjoying their work. As a result, they are likely to feel good and be satisfied with their job. This in turn increases satisfaction with their job and adds to their feeling of affective commitment as observed by the researcher in private institutions.

The least level of commitment was observed on normative component with mean value of 3.21. When one feels a sense of obligation to stay in their job and the institution, the normative commitment is evident. In the case of the employees of the selected private higher educational institutions in Mindoro province, this type of commitment is perceived on a moderate level. In some cases, when teachers were granted scholarships from either

the school or CHED to pursue graduate degree programs, they feel obligated to remain with the school because the school has invested money for them. The commitment may come in the form of the memorandum of agreement signed by both the teacher and the school or CHED. It was agreed by Yahaya et al. [19] that normative commitment had two faces: "moral duty and debt obligation". Therefore, even if the teacher plans to pursue better opportunities outside the organization, they feel they should stay with the school because it is the right thing to do.

Overall, the school personnel in the selected private higher educational schools in Mindoro exhibit a generally moderate affective commitment, moderate normative and moderate continuance commitment in their service to the institution.

Table 6. Assessment on Good Governance

| Indicators | WM | VI | Rank |
|---------------------------------|-------------|-----------|------|
| • Accountability | 3.41 | ME | 3 |
| • Participatory Decision Making | 3.46 | ME | 2 |
| • Resources Management | 3.52 | ME | 1 |
| Composite Mean | 3.46 | ME | |

Legend: 3.50-4.00= GE (With great evidence); 2.50-3.49=ME (With moderate evidence); 1.50-2.49= LE (With little evidence); 1.00-1.49= E (Without evidence)

Table 6 presents the level of the respondents' assessment on good governance. The respondents' level of good governance was moderately evident where resource management topped the list (3.52) as shown by the composite mean of 3.46.

Though assessed positively, participatory and accountability obtained the lower mean value and rated the least. Overall, the findings of this study considering the private education institutions' good governance generated moderate evidence as assessed by the school personnel. Since most of the private schools have their respective external evaluators, the researcher observed that they strictly adhere to the component indicators the evaluators have set, and these include school governance. At the beginning of the academic year, parents are also being invited to participate in the orientation programs. In this event, officers of the administration share the institution's mission and vision and goals. Transparency to its stakeholders is evident in the form of presenting the school's financial status, school improvements, as well as problems being encountered particularly regarding students. Along this line, Kadir [4] has pointed out that in ensuring accountability, a variety of means can be considered such as the participation of external stakeholders who would support the institution regarding its contribution to society. The effect of good governance is reflected on school efficiency, quality, accountability, and effective HR management, according to Kadir [4] and

Khalique [12]. In addition, based on Abdullahi's system theory [20], to fulfill educational objectives, the availability and administration of resources, accountability and participatory decision-making, and successful management of education are all dependent on the institution's strong governance. The findings of Alshaer, et. al., [21] also revealed the importance of governance with the objective of providing organizational structure of higher education. The results of Delgado's [1] studies also revealed that educational levels are effectively managed through effective resource management, accountability, and stakeholder involvement in decision-making.

Table 7. Difference Responses on Organizational Culture When Grouped According to Demographic Profile

| Age | χ^2_c / U | p-value | I |
|---------------------------------------|----------------|---------|----|
| Support aspect Dimension | 1.578 | 0.813 | NS |
| Mission Aspect | 1.905 | 0.753 | NS |
| Success Aspect | 1.578 | 0.813 | NS |
| Bureaucracy Aspect | 9.787 | 0.044 | S |
| Sex | | | |
| Support aspect Dimension | 11237.5 | 0.710 | NS |
| Mission Aspect | 10836.5 | 0.380 | NS |
| Success Aspect | 11237.5 | 0.710 | NS |
| Bureaucracy Aspect | 10903 | 0.425 | NS |
| Civil Status | | | |
| Support aspect Dimension | 0.745 | 0.689 | NS |
| Mission Aspect | 0.407 | 0.816 | NS |
| Success Aspect | 0.745 | 0.689 | NS |
| Bureaucracy Aspect | 1.589 | 0.452 | NS |
| Employment Status | | | |
| Support aspect Dimension | 3.854 | 0.146 | NS |
| Mission Aspect | 1.22 | 0.543 | NS |
| Success Aspect | 3.854 | 0.146 | NS |
| Bureaucracy Aspect | 1.998 | 0.368 | NS |
| Length of service | | | |
| Support aspect Dimension | 4.018 | 0.404 | NS |
| Mission Aspect | 4.447 | 0.349 | NS |
| Success Aspect | 4.018 | 0.404 | NS |
| Bureaucracy Aspect | 3.563 | 0.468 | NS |
| Highest Educational Attainment | | | |
| Support aspect Dimension | 2.689 | 0.442 | NS |
| Mission Aspect | 1.113 | 0.774 | NS |
| Success Aspect | 2.689 | 0.442 | NS |
| Bureaucracy Aspect | 0.756 | 0.860 | NS |
| Job Position | | | |
| Support aspect Dimension | 13954.5 | 0.562 | NS |
| Mission Aspect | 13440 | 0.246 | NS |
| Success Aspect | 13954.5 | 0.562 | NS |
| Bureaucracy Aspect | 13729 | 0.402 | NS |
| Salary | | | |
| Support aspect Dimension | 3.406 | 0.333 | NS |
| Mission Aspect | 2.605 | 0.457 | NS |
| Success Aspect | 3.406 | 0.333 | NS |
| Bureaucracy Aspect | 4.138 | 0.247 | NS |

Legend: Significant at p-value < 0.05; S-Significant, NS- Not Significant

Table 7 shows the comparison of organizational culture responses when grouped by profile variables. The calculated p-value of 0.044 was less than the 0.05 alpha level, indicating that there was a significant difference in bureaucracy when grouped by age. This means that the responses differ statistically and based on the pairwise comparison, it was found out that respondents who are 46 to 55 years old have a more positive culture towards their organization. It is surprising to note that no significant differences in the assessment are found in the components of organizational culture based on the demographic profile except for the respondents' age that differs in the aspect of bureaucracy.

This indicates that regardless of the respondents' sex, civil status, employment status, length of service, educational attainment, job position and salary, their assessment when it comes to bureaucracy aspect is comparable. This means that male or female, single or married, permanent or contractual, college degree holder or doctorate degree holder, rank and file staff or teaching staff, and whether one belongs to the low salary or high salary bracket, they perceive organization culture similarly.

Meanwhile, variations in their perception on bureaucracy are evident when the respondents were grouped according to age. Meaning, the level of perception on bureaucracy appears to be dependent on their age. Older set of teachers and non-teaching staff may be more likely to possess a positive outlook and a more mature understanding towards the institution they serve than their younger counterpart. Subsequently, organizational support theories explained by Eisenberger et al. [22] have underpinned that the positive or negative views of the organization by employees depend on the Treatment of employees.

The comparison of organizational commitment responses when categorized by profile variables is shown in Table 8. The calculated p-value of 0.034 was smaller than the 0.05 alpha level, indicating that there is a significant difference on affective commitment when grouped by age. The remaining profile variables do not pose any differences with respect to affective commitment. This means that the responses vary statistically and based on the pairwise comparison, it was found out that respondents who are 46 to 55 years old are more committed in their organization compared to the other group.

It can be said that age appears to be a determining factor in the varied responses of the school employees on how they are affectively committed to their job and to the institution. The older employees may have acquired a stronger affective commitment and they are able to commit themselves in pursuing the institution's objects [23] than their younger counterpart.

Table 8. Difference Responses on Organizational Commitment When Grouped According to Demographic Profile

| Age | λ^2_c / U | p-value | I |
|---------------------------------------|-------------------|---------|----|
| Affective Commitment | 10.436 | 0.034 | S |
| Normative Commitment | 1.838 | 0.766 | NS |
| Continuance Commitment | 2.336 | 0.674 | NS |
| Sex | | | |
| Affective Commitment | 10726 | 0.307 | NS |
| Normative Commitment | 10517 | 0.202 | NS |
| Continuance Commitment | 11429.5 | 0.897 | NS |
| Civil Status | | | |
| Affective Commitment | 1.445 | 0.485 | NS |
| Normative Commitment | 2.091 | 0.352 | NS |
| Continuance Commitment | 0.42 | 0.811 | NS |
| Employment Status | | | |
| Affective Commitment | 0.399 | 0.819 | NS |
| Normative Commitment | 0.149 | 0.928 | NS |
| Continuance Commitment | 0.265 | 0.876 | NS |
| Length of service | | | |
| Affective Commitment | 8.914 | 0.063 | NS |
| Normative Commitment | 4.674 | 0.322 | NS |
| Continuance Commitment | 4.891 | 0.299 | NS |
| Highest Educational Attainment | | | |
| Affective Commitment | 5.24 | 0.155 | NS |
| Normative Commitment | 5.645 | 0.130 | NS |
| Continuance Commitment | 9.482 | 0.024 | S |
| Job Position | | | |
| Affective Commitment | 13628 | 0.342 | NS |
| Normative Commitment | 13469.5 | 0.262 | NS |
| Continuance Commitment | 11350.5 | 0.000 | HS |
| Salary | | | |
| Affective Commitment | 0.976 | 0.807 | NS |
| Normative Commitment | 0.528 | 0.913 | NS |
| Continuance Commitment | 5.36 | 0.147 | NS |

Legend: Significant at p -value < 0.05 ; S-Significant, NS- Not Significant, HS- Highly Significant

While employees especially those who are already above 45 have limited opportunity to look for jobs in other institutions, those who are in their mid-twenties or mid-thirties are offered more chance to look for greener pasture. Based on the result, there are also significant differences on continuance commitment when grouped according to highest educational attainment ($p = 0.024$) and job position ($p = 0.000$) because the resulted p -values were less than 0.05 alpha level. Result revealed that the respondents have different level of commitment, and this was found out on those who obtained college degree and from the teaching staff. The rest of the profile variables showed no differences in the assessment on the normative aspect. The notable difference in the assessment on normative aspect according to position is confirmed in the study of Singh and Gupta [24] whereby employees remain

in the company based on positional authority. Employees who have attained supervisory or managerial levels remain because they believe they have a lot to lose if they leave the institution while those occupying the rank-and-file positions may still think of looking for other jobs outside the company.

Employees, particularly the teaching staff are encouraged to go on further studies since this gives them the chance for promotion. As such, their commitment to the school becomes more evident. This added value of such employees, according to Mahal [25] is that they are more committed to their work, have a higher level of productivity, and are more active in providing help to the institution. The commitment of the academic staff to the institution, according to Joo [26] was found important in the context of their tendency to have a strong orientation and commitment to the occupation or profession.

Table 9. Difference Responses on Good Governance When Grouped According to Demographic Profile

| Age | λ^2_c / U | p-value | I |
|---------------------------------------|-------------------|---------|----|
| Accountability | 0.878 | 0.928 | NS |
| Participatory Decision Making | 0.634 | 0.959 | NS |
| Resources Management | 6.084 | 0.193 | NS |
| Sex | | | |
| Accountability | 11115.5 | 0.593 | NS |
| Participatory Decision Making | 10757.5 | 0.318 | NS |
| Resources Management | 10902.5 | 0.417 | NS |
| Civil Status | | | |
| Accountability | 0.799 | 0.671 | NS |
| Participatory Decision Making | 1.051 | 0.591 | NS |
| Resources Management | 1.378 | 0.502 | NS |
| Employment Status | | | |
| Accountability | 2.501 | 0.286 | NS |
| Participatory Decision Making | 1.598 | 0.450 | NS |
| Resources Management | 0.514 | 0.773 | NS |
| Length of service | | | |
| Accountability | 0.712 | 0.950 | NS |
| Participatory Decision Making | 5.808 | 0.214 | NS |
| Resources Management | 8.668 | 0.070 | NS |
| Highest Educational Attainment | | | |
| Accountability | 5.155 | 0.161 | NS |
| Participatory Decision Making | 4.295 | 0.231 | NS |
| Resources Management | 1.253 | 0.740 | NS |
| Job Position | | | |
| Accountability | 13244.5 | 0.161 | NS |
| Participatory Decision Making | 13908.5 | 0.519 | NS |
| Resources Management | 13433.5 | 0.233 | NS |
| Salary | | | |
| Accountability | 3.092 | 0.378 | NS |
| Participatory Decision Making | 4.792 | 0.188 | NS |
| Resources Management | 7.56 | 0.056 | NS |

Legend: Significant at p -value < 0.05 ; NS Not Significant

Table 9 shows the comparison of the assessment of the respondents on good governance when grouped

according to profile. Based on the result, all computed p -values were all greater than 0.05 alpha level, thus this leads to the rejection of the null hypothesis. This means that there was no significant difference among the variables tested.

The result implies that the responses do not differ significantly and shows that the assessment was the same across the respondents' profile. Simply put, the respondents' assessment on good governance in terms of accountability, participatory decision making and resources management considering their age, sex, civil status, employment status, length of service, educational attainment, job position and salary, is comparable.

Irrespective of their demographic profile, the teaching and non-teaching staff of the private higher education institutions in Mindoro demonstrate similarity in their ratings on the three dimensions of good governance. It could be that since they are already working for the institution, they share a common goal to achieve good governance. In this similar context, Israr and Mohammed [27] pointed out the fact that good governance is vital in articulating their rights and responsibilities of all personnel involved in the achievement of quality higher education.

Table 10. *Relationship Between the Organizational Culture and Organizational Commitment*

| Support Aspect Dimension | rho-value | p-value | I |
|---------------------------|-----------|---------|----|
| Affective Commitment | .680** | 0.000 | HS |
| Normative Commitment | .505** | 0.000 | HS |
| Continuance Commitment | .477** | 0.000 | HS |
| Mission Aspect | | | |
| Affective Commitment | .677** | 0.000 | HS |
| Normative Commitment | .534** | 0.000 | HS |
| Continuance Commitment | .509** | 0.000 | HS |
| Success Aspect | | | |
| Affective Commitment | .680** | 0.000 | HS |
| Normative Commitment | .505** | 0.000 | HS |
| Continuance Commitment | .477** | 0.000 | HS |
| Bureaucracy Aspect | | | |
| Affective Commitment | .622** | 0.000 | HS |
| Normative Commitment | .516** | 0.000 | HS |
| Continuance Commitment | .499** | 0.000 | HS |

Legend: Significant at p -value < 0.05; HS Highly Significant

Table 10 displays the relationship between organizational culture and organizational commitment. The calculated rho-values suggest a moderate direct correlation, and the resulting p -values are smaller than the 0.05 alpha level. It should be noted that while the correlation values are on a moderate level, the strength of the relationship between the variables proved to be highly significant. This means that a significant relationship was found and implies that the better the organizational culture, the more the respondents are committed with their organization as revealed by the employees of private schools in Mindoro.

Several studies have shown the correlation between supportive culture and organizational commitment. For instance, Silverthorne [28] revealed that organizations with supportive cultures appear to have the highest levels of organizational involvement. It also showed that a supportive culture promotes a collaborative atmosphere that is generally helpful and friendly. This is supported by Mitic et al. [29] findings that organizational culture has a positive impact on organizational commitment. If administrators want greater employee commitment, they should work to improve the organizational culture of their company. In this approach, the circumstances are created not only for growing organizational commitment, but also for enhancing human resource management to improve an organization's performance. Another study by Aranki et al. [30] also suggested that a supportive work environment could result in employees with more commitment than a bureaucratic culture. Organizations with a bureaucratic culture have the highest level of organizational commitment, according to Silverthorne [28]. Lastly, Brewer and Clippard [18] showed that there is a positive effect of bureaucratic culture on organizational commitment. In the context of organizational culture, Batugal and Tindowen [31] underscored that it helps people understand what activities are considered acceptable or not in an organization. In effect, as Reiman and Pia [32] concluded, an institution's improvement demands not only a grasp of the overall culture of the organization's actions, but also an assessment of the impact of culture on organizational performance. In the findings of Kurtessis, et al. [33], it revealed that organizational culture in terms of support created an impact on the increase in the commitment of the employees, positive feeling towards the institution such as job satisfaction, motivation, job engagement, increased employee performance, reduced turnover, and work stress, and increased organizational productivity.

Table 11 presents the association between organizational culture and good governance. The calculated rho-values suggest a moderate direct correlation, and the resulting p -values are smaller than the 0.05 alpha level. This suggests the rejection of the hypothesis of no significant relationship between organization culture and good governance. In effect, a significant relationship was found and implies that the better the organizational culture, the better the governance. The result of this study appears to conform to the findings of several researches that have been undertaken involving the link between organization culture and good governance. Accountability has been identified by Kadir [4] as a fundamental requirement of good governance and to achieve this, the characteristics of an acceptable organizational culture should be attained.

Table 11. Relationship Between the Organizational Culture and Good Governance

| Support Aspect Dimension | rho-value | p-value | I |
|-------------------------------|-----------|---------|----|
| Accountability | .527** | 0.000 | HS |
| Participatory Decision Making | .500** | 0.000 | HS |
| Resources Management | .466** | 0.000 | HS |
| Mission Aspect | | | |
| Accountability | .592** | 0.000 | HS |
| Participatory Decision Making | .542** | 0.000 | HS |
| Resources Management | .557** | 0.000 | HS |
| Success Aspect | | | |
| Accountability | .527** | 0.000 | HS |
| Participatory Decision Making | .500** | 0.000 | HS |
| Resources Management | .466** | 0.000 | HS |
| Bureaucracy Aspect | | | |
| Accountability | .588** | 0.000 | HS |
| Participatory Decision Making | .580** | 0.000 | HS |
| Resources Management | .481** | 0.000 | HS |

Legend: Significant at p -value < 0.05; HS Highly Significant

Accountability has been considered in the private schools in Mindoro as the creation of clear and transparent standards for the hiring of educational managers to ensure the proper implementation of educational objectives that will assist the organization in meeting its goals and objectives. Individual and institutional interpersonal connections are influenced by culture, which influences the choice of corporate governance structure. In parallel, Yosinta [34] concluded that a strong culture was found to be important in gaining high key performance indicator scores, supported by participative leadership and appropriate management. It revealed that corporations with weak cultures are susceptible to having leaders or employees who have bad conduct. In effect, poor culture can send a corporation into a downward spiral where they experience financial loss, employee turnover and possibly legal troubles. Conversely, a healthy corporate culture increases productivity and generates positive long-term shareholder value.

Table 12 shows the association between organizational commitment and good governance. While the obtained rho-values indicate a moderate direct correlation, the strength of the correlation is highly significant as evidenced by the p -values which did not exceed the 0.05 alpha level. This means that a significant relationship between the variables was found. This implies that the more the respondents are committed, the more satisfactory is the governance of the institution as revealed by employees of private schools in Mindoro.

Table 12. Relationship Between the Organizational Commitment and Good Governance

| Affective Commitment | rho-value | p-value | I |
|-------------------------------|-----------|---------|----|
| Accountability | .552** | 0.000 | HS |
| Participatory Decision Making | .562** | 0.000 | HS |
| Resources Management | .527** | 0.000 | HS |
| Normative Commitment | | | |
| Accountability | .437** | 0.000 | HS |
| Participatory Decision Making | .399** | 0.000 | HS |
| Resources Management | .375** | 0.000 | HS |
| Continuance Commitment | | | |
| Accountability | .464** | 0.000 | HS |
| Participatory Decision Making | .434** | 0.000 | HS |
| Resources Management | .368** | 0.000 | HS |

Legend: Significant at p -value < 0.05; HS Highly Significant

The high significant influence of organizational commitment to good governance is supported by several research findings. One of which is the finding of Susilo et al. [35] that showed that the implementation of good governance is influenced positively and significantly by organizational commitment, bureaucratic culture, and leadership style. In effect, highly committed employees can help an organization achieve much more each year than employees with average or low commitment. In higher education settings, Kassaw and Golga [3] underscored that the employees' organizational commitment is considered as crucial to the fulfillment of their visions and objectives, as well as for keeping employees motivated to achieve better work performance and maintain good governance in the organization. The issue on the low quality of higher education, as pointed out by Khalique [12] is due to the lack of commitment on the part of the government to education, leadership and management colleges that have not been based on academic quality values. Lastly, the findings of Noordin et al. [36] found that organizational design, cooperation, and decision-making all had substantial positive relationships with continuing commitment.

Proposed HR Management Framework

A framework was created to encourage each staff member to be more active personnel in working and teaching at Private Higher Education Institutions in Mindoro. Private school administrators and department heads may use the proposed framework to identify employee needs and necessary action in response to difficulties and/or challenges that the institutions are facing particularly in maintaining their employees as well as maintaining their good governance. Also, this will be a good avenue in improving the quality of services that are offered in the institutions and will be a good tool in making

the institution more competitive academically to the other universities and colleges in the province. Finally, this will ensure that teaching and non-teaching personnel are being considered in terms of organizational culture that will develop organizational commitment towards the proper implementation of good governance. Furthermore, the framework can be used and applicable only by the private schools in Mindoro.



Figure 1. Proposed Framework for an Effective Human Resource Management of Private Higher Education Institutions

As can be gleaned from the figure above, organizational culture gives influence on both organizational commitment and good governance. Organizational commitment can have an impact on the school's good governance as well. In this literature study, the organization used as an object in the explanation of the framework is comprised of the selected private higher education institutions in Mindoro province. The proposed framework shows that a supportive culture promotes a collaborative atmosphere that is generally helpful and friendly. This is supported by Mitic et al. [29] findings that organizational culture has a positive impact on organizational commitment. If administrators want greater employee commitment, they should work to improve the organizational culture of their company. Furthermore, the framework appears to conform to the findings of several researches that have been undertaken involving the link between organization culture and good governance. Lastly, highly committed employees as shown on the figure above can help an organization achieve much more each year than employees with average or low commitment. In higher education settings, Kassaw and Golga [3] underscored that the employees' organizational commitment is considered as crucial to the fulfillment of their visions and objectives, as well as for keeping employees motivated to achieve better work performance and maintain good governance in the organization. With

this result, the researcher added new variable based on her findings and analysis about the three selected variables. Based on the framework, it shows that among the three selected variables, development of a strong organizational culture and leadership, will help human resource management in enhancing the quality of services provided in the institutions and will be used as a tool in making the institution more academically competitive to the other universities and colleges. The study shows that the organizational culture is influenced by the top leader, and the leader is influenced by the organizational culture. In organizational settings, the relationship between culture and leadership is most visible. Micro cultures and cultures in such institutions, the embedding of what a founder or leader has imposed on a group that has worked out is frequently referred to as a culture. In this way, leaders are ultimately responsible for creating, embedding, evolving, and manipulating culture.

Based on the analysis of the researcher, a strong culture, which will also find committed employees, is a common denominator among the most successful organizations. All have top-level agreement on cultural priorities, and these principles are focused on the company and its objectives rather than on individuals. Great leaders embody their cultures every day and go out of their way to express them to employees and potential new hires. They understand their beliefs and how they define and regulate their businesses' operations. A successful company, as the researcher believes, must have a culture built on a set of firmly held and broadly accepted ideas that are backed by organization's strategies and structures. When a business has a strong culture, three things happen: workers know how top executives wants them to behave in every situation, workers believe the expected response is appropriate, and workers should understand that expressing the company's values will be rewarded. Employers also play an important role in sustaining a strong culture and leadership style, starting with hiring, and selecting aspirants who express the organization's beliefs and thrive in that culture, improving orientation, training, and quality management programs that describe and strengthen the organization's core values, and ensuring that employees who truly embody the values receive appropriate rewards and recognition.

Committed employees and proper implementation of good governance in an institution will develop the leadership style of the human resource management. Organizational leaders help in the development and shaping of work environments that contribute to organizational innovation. In the province, leadership is connected to innovative cultures and high-performing institutions or universities. Organizational

leaders empower their people, develop an innovative environment, change their employees' personal beliefs and self-concepts, take them to higher levels of needs and aspirations, and improve their employees' performance expectations.

Finally, strong organizational culture and leadership will help the human resource management in improving the quality services offered by the institutions and will be used as a tool to make the institution more academically competitive with the other universities and colleges in the province.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the researcher came up with the following conclusions. There is moderate evidence on the institutions' organizational culture in terms of support, mission, success, and bureaucracy aspects. The employees manifested moderate commitment to the organization in terms of affective, normative and continuance dimensions. Good governance is found with great evidence considering resources management, while accountability and participatory decision-making generated moderate evidence. No significant differences are reflected on the organizational culture when the staff are grouped according to its demographic profile except for the respondents' age that differs in the aspect of bureaucracy. Response variations on organizational commitment are reflected in affective and continuance commitment as they are grouped according to age, highest educational attainment, and job position respectively. In terms of good governance, there is no significant difference on good governance based on demographic profile. A high significant relationship exists among organizational culture, organizational commitment, and good governance. The proposed framework for effective HR Management was presented to improve the organizational culture, organizational commitment, and good governance in private HEIs in Mindoro Province.

Based on the conclusions of the study, the researcher came up with the following recommendations. Human resource management office may strengthen the rewards and recognition system to encourage the employees to perform their duties and responsibilities in a more effectively and efficiently manner. HRM office and school administrators may continue to create a healthy corporate culture and keeping employees motivated to achieve better work performance.

School administrators and HRM office may continue helping staff understand what is expected of from them, as well as the extent to which an employee stays in an organization out of conviction and free will rather than obligation. School administrators and heads may allow parents receive a clear information and annual report on the school's finances and academic performance. School administrators may use the proposed HR framework to work performance of the staff at private HEIs in terms of

organizational culture, organizational commitment, and good governance.

Policymakers, authorities, and even school administrators may continue to encourage their employees to participate in educational planning and decision-making, as well as allowing students and boards of trustees to contribute to the improvement of educational quality. Lastly, future researchers may use other variables that could have similar effects on the good governance of private higher education institutions.

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