

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 8, 3747 – 3757

<http://dx.doi.org/10.11594/ijmaber.06.08.01>

---

## Research Article

### Looking at the State University's Organizational Culture Through the Lens of Part-Time Faculty

Lorlyn T. Abe, Charlie T. Anselmo\*, Ma. Andrea G. Ingente

College of Education, Isabela State University, Cauayan City, Isabela, Philippines 3305

---

#### Article history:

Submission 31 July 2025

Revised 14 August 2025

Accepted 23 August 2025

#### \*Corresponding author:

E-mail:

[charlie.t.anselmo@isu.edu.ph](mailto:charlie.t.anselmo@isu.edu.ph)

#### ABSTRACT

This study investigated the organizational culture of a state university in the Philippines through the perceptions of part-time faculty members using the Organizational Culture Assessment Instrument (OCAI). The OCAI assesses six dimensions of organizational culture: dominant characteristics, organizational leadership, employee management, organizational glue, strategic emphasis, and success criteria. Ten contract-of-service faculty members participated in the study, allocating 100 points among four cultural types (Clan, Adhocracy, Market, and Hierarchy) for each dimension to represent the existing and preferred cultures. The results showed that the existing culture was dominated by Clan culture (31.17 points), characterized by a friendly work environment and high employee commitment, followed by Hierarchy (27.83 points), Adhocracy (21.67 points), and Market cultures (19.33 points). The preferred culture profile indicated a desire for slight shifts, with increases in Adhocracy (2.66 points) and Market (5.17 points) cultures, and decreases in Clan (0.84 points) and Hierarchy (7 points) cultures. The differences between the existing and preferred profiles were less than 10 points, suggesting that there was no urgent need for cultural change. The findings contribute to understanding the organizational dynamics in Philippine state universities and may inform institutional policies and practices that support part-time faculty engagement and effectiveness. Recommendations include implementing strategies to balance the desired cultural shifts while maintaining the strengths of the existing clan culture, providing professional development opportunities, and conducting further research to examine the impact of organizational culture on faculty outcomes.

**Keywords:** *Adhocracy culture, Clan culture, Hierarchy culture, Market culture, Organizational culture, Organizational Culture Assessment Instrument (OCAI), Part-time faculty*

---

#### How to cite:

Abe, L. T., Anselmo, C. T., & Ingente, M. A. G. (2025). Looking at the State University's Organizational Culture Through the Lens of Part-Time Faculty. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(8), 3747 – 3757. doi: 10.11594/ijmaber.06.08.01

## **Introduction**

Organizational culture in higher education is defined as the collective values, beliefs, norms, and behaviors that shape how individuals within an institution interact and work towards common goals (Köse and Korkmaz, 2019). This culture significantly influences institutional effectiveness, faculty satisfaction, and student outcomes by fostering an environment that supports innovation, collaboration and engagement (Trivedi and Prakasha, 2021). The Competing Values Framework (CVF), developed by Cameron and Quinn, categorizes organizational culture into four types: Clan, Adhocracy, Market, and Hierarchy. Clan culture emphasizes a family like environment with a focus on mentoring and teamwork; adhocracy values innovation and flexibility; the market is driven by competition and results; and hierarchy prioritizes structure and stability (Fernandes et al., 2023). The Organizational Culture Assessment Instrument (OCAI) measures these cultural types across six dimensions: dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphasis, and criteria of success, providing a diagnostic tool to understand and develop an institution's cultural dynamics for improved performance and alignment with academic goals (Dobrin et al., 2021).

Part-time faculty play a significant role in Philippine higher education in state and private universities through their teaching flexibility and specialized expertise in academic programs. However, they face challenges, including a lack of job security, limited benefits, and insufficient inclusion in institutional activities. The increase in contract-of-service appointments among part-time faculty stems from policy shifts and economic constraints, as institutions rely on part-time instructors to manage their budgets while maintaining educational services. Part-time faculty members teach specialized courses and cover temporary vacancies, ensuring educational continuity. Their challenges are multifaceted - job security is a major concern as contract renewals are seasonal and dependent on institutional needs and budgets. This instability is particularly problematic because of the Philippines' high reliance on contractual appointments. Limited

access to health insurance and retirement plans marginalizes these educators, while exclusion from decision-making and professional development hinders their career growth. Policy measures by the Commission on Higher Education (CHED) have influenced the reliance on part-time faculty. While the CHED maintains educational quality guidelines, fiscal measures necessitate part-time faculty employment as a cost-saving strategy. As institutions manage increased enrollment with limited resources, the engagement of part-time faculty members becomes necessary, highlighting the need for policies that better support and integrate these crucial educators while addressing inequities.

Understanding an organization's culture from the perspective of part-time faculty offers unique insights into inclusion, decision-making, and organizational support. These faculty members often occupy a dual status—they are integral to delivering core instruction yet are frequently excluded from key governance matters, which makes their viewpoint critical for fostering meaningful culture change. Part-time faculty contribute significantly to education while being excluded from institutional decision making (Gelman et al., 2022). This exclusion can lead to marginalization, isolation, and emotional exhaustion, affecting job satisfaction and well-being (Kinder et al., 2023). Their insights can highlight areas for improvement in organizational support systems to promote inclusivity. Institutions that inadequately support part-time faculty may find diversity, equity, and inclusion (DE&I) training less effective. Support from co-workers and leaders is essential for fostering optimistic attitudes toward inclusion and enabling part-time faculty to see their roles as significant (Dalessandro and Lovell, 2024). Part-time faculty perceptions can reveal the institutional norms that affect workplace discrimination and inclusivity. Organizational culture shapes these perceptions through behavioral norms and workplace expectations (Kartolo & Kwantes, 2019). Understanding how part-time faculty experience these norms can illuminate their integration into the academic community. By examining organizational culture from the perspective of part-time faculty, institutions can identify areas for fostering a more inclusive environment,

thereby enhancing both individual experiences and institutional effectiveness.

Cultural alignment is crucial for innovation, collaboration, and academic excellence in higher education in the Philippines. By connecting cultural profiles with institutional goals, universities can create an environment that sustains excellence and innovation in the long term. Strategic alignment and assessment of cultural profiles can inform institutional policies in the Philippines. Cultural alignment helps institutions leverage their strengths while addressing gaps that may impede goal achievement. It aids in developing strategies that integrate technology into academic settings (Aldalimy et al., 2019). Faculty development programs should promote skills aligned with both individual excellence and institutional goals through leadership and mentoring programs (Steinert et al., 2024). Universities can enhance development by promoting open innovation frameworks that support digital competence. Digital skills are essential for educational innovation and stakeholder collaboration (Jekabsone and Anohina-Naumeca, 2024). Inter-agency and international partnerships enhance faculty development and integration into global academic communities (Aryal et al., 2023). Employee engagement improves by balancing cultural norms with preferred profiles and promoting diversity and skill development (Sziegat, 2022; Bilimoria and Singer, 2019). Involving faculty in decision-making and rewarding innovation drive engagement and align personal goals with institutional objectives (Maimad et al., 2023).

The primary aim of this study is to describe existing and preferred organizational culture profiles as perceived by part-time faculty using the Organizational Culture Assessment Instrument (OCAI). By examining the current and desired cultural landscapes through the lens of part-time faculty, this research seeks to provide valuable insights that will guide university leaders in crafting inclusive and responsive culture-building strategies. These findings will contribute to the development of a more supportive environment for both full-time and part-time staff, addressing the unique perspectives and needs of contract faculty members. The study's objectives include describing the

existing and preferred cultures in the institution as perceived by part-time faculty, ultimately fostering a more cohesive and inclusive organizational culture within the university setting.

## **Literature Review**

### ***Organizational Culture***

Organizational culture is a complex construct encompassing the norms, values, and behaviors that define how things are done in an organization. It plays a significant role in influencing individual behavior and overall organizational performance. Key components include the workplace environment, behaviors, values, beliefs, and attitudes, which are often shaped by communication, teamwork, leadership, and relationships (Aldhafeeri, 2024). Quinn and Cameron's Competing Values Framework (CVF) is a widely used model for understanding organizational culture. The CVF categorizes organizational culture into four types: clan, adhocracy, market, and hierarchical. Each type is characterized by specific values and priorities, such as flexibility, stability, internal focus, and external orientation (Shim et al. 2015). This framework supports the analysis of how different cultural environments influence organizational dynamics, such as innovation and employee engagement (Eldridge et al., 2015; Leal-Rodríguez et al., 2016). In educational contexts, organizational culture theories have been applied to enhance the understanding of school environments and manage change effectively. For instance, research in Indian schools demonstrates a preference for clan culture, which emphasizes mentorship, team building, and participative decision-making, particularly under the National Educational Policy (Chennattuserry, 2022). Similarly, a study of Ethiopian public universities found that clan and hierarchy cultures are predominant, affecting organizational effectiveness in different ways (Gebretsadik, 2020). Organizational culture management models adapted for the educational sector can improve the delivery of educational services by aligning cultural practices with the institution's goals. However, adapting these models presents challenges owing to differences in their sectoral needs and objectives (Indacochea et al., 2018). In Turkey, the

organizational culture of universities is hierarchical, reflecting a broader national cultural structure that values control and authority (Caliskan and Zhu, 2019).

### ***Organizational Citizenship Behavior (OCB)***

Organizational Citizenship Behavior (OCB) refers to voluntary, extra-role activities performed by employees that are not formally rewarded but contribute to an organization's effective functioning. These behaviors are vital for enhancing workplace harmony, productivity, and the overall organizational climate of the workplace. OCB dimensions typically include altruism (helping others), conscientiousness (exceeding performance expectations), sportsmanship (maintaining a positive attitude), courtesy (preventing conflicts), and civic virtue (engagement in organizational activities) (Hasan et al., 2024).

In the context of educational institutions, OCB is paramount because it enhances the educational environment and promotes a sense of community among the faculty and staff. Such behavior contributes to collaborative efforts, allowing institutions to adapt to changes more effectively and improve student outcomes. The importance of OCB in educational settings is also linked to fostering an inclusive atmosphere that supports student engagement and satisfaction, which, in turn, can lead to higher educational quality and reputation (Buonomo et al., 2020 ). Several factors influence faculty members' OCB, including organizational culture, commitment, and career development (Hasan et al. 2024). A supportive organizational culture that values and encourages extra-role behavior leads to a higher display of OCB. Additionally, faculty members with strong organizational commitment are more likely to exhibit OCB because they have vested interests in their institution's success and well-being. Opportunities for professional development also play a crucial role, as they can enhance job satisfaction and motivate faculty to engage in behaviors that benefit the collective faculty. Moreover, the perception of meaningful work and positive feedback from colleagues can significantly affect school leaders' OCB. Principals who comprehend the importance of their role and receive constructive feedback from their

peers are more likely to exhibit OCB, thereby enhancing the school's organizational development and success (Buonomo et al., 2020).

### ***Organizational Commitment***

Organizational commitment is a multifaceted construct generally categorized into three types: affective, continuance, and normative commitment. Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization. Continuance commitment involves awareness of the costs associated with leaving an organization, whereas normative commitment reflects a feeling of obligation to remain with an organization (Nguyen et al., 2022). The relationship between organizational commitment and organizational citizenship behavior (OCB) is well-established in the academic literature. OCB encompasses voluntary, extra-role behaviors that contribute to the organization but are not part of an employee's formal job description. A moderate positive correlation was found between organizational commitment and OCB. This means that as commitment increases, so does the frequency and intensity of OCB (Cetin et al., 2015). Specifically, affective commitment has been identified as the most influential predictor of OCB in academic settings, suggesting that emotional attachment to the organization significantly boosts citizenship behavior (Donglong et al., 2019).

Furthermore, factors influencing organizational commitment in academic settings include job satisfaction and perceived organizational support. Job satisfaction is positively correlated with both organizational commitment and OCB, thereby improving school effectiveness (Shrestha 2022). Another study emphasized the importance of perceived organizational support, noting that it does not mediate the relationship between organizational commitment and OCB among contingent faculty members. Instead, these faculties often rated their OCB higher than their organizational commitment or perceived support, suggesting that other factors are at play (Palma and West, 2023). Moreover, employee participation in decision-making processes strengthens this relationship by mediating the link between affective commitment and OCB (Knezović and

Smajić, 2022). Job stressors, such as work overload and interpersonal conflict, can negatively impact organizational commitment and OCB; however, the presence of social interaction can mitigate these effects, highlighting the importance of social relationships within academic environments (Pooja et al. 2016). Organizational commitment in academic settings significantly influences OCB, with affective commitment being critical. Factors such as job satisfaction, social interaction, and employee participation in decision-making processes can positively impact this relationship, suggesting avenues for enhancing commitment and citizenship behaviors among faculty and staff in educational institutions.

## Methods

### Research Design

This study employed a descriptive survey design to capture part-time faculty perceptions of the organizational culture at State University. Using the Organizational Culture Assessment Instrument (OCAI) developed by Quinn and Cameron (1999), we generated both quantitative profiles (existing vs. preferred culture) and qualitative insights into faculty priorities for institutional culture.

### Participants

A purposive sample of ten contract-of-service (part-time) faculty members was recruited across diverse academic disciplines. The inclusion criteria were as follows: (1) current employment as part-time faculty at Isabela State University and (2) willingness to complete both sections of the OCAI survey. All ten invited participants consented, yielding a 100 % response rate.

### Instrumentation

The Organizational Culture Assessment Instrument (OCAI; Cameron & Quinn, 2011) assesses six key dimensions of organizational culture: (1) Dominant Characteristics, (2) Organizational Leadership, (3) Management of Employees, (4) organizational "Glue," (5) strategic emphasis, and (6) Criteria of Success. It does so by asking participants to allocate 100 points among four archetypal descriptions (Clan,

Adhocracy, Market, and Hierarchy) for each dimension. In this study, part-time faculty completed the OCAI twice, evaluating both the current and preferred cultures, resulting in quantitative profiles for each of the six dimensions. Additionally, immediately after each forced-choice allocation, participants were invited to provide a brief open-ended rationale explaining their point distributions. Participants distributed 100 points across the four alternatives per dimension to represent (a) the current culture and (b) the preferred culture five years into the future. Higher point allocations indicate a stronger alignment with the cultural type.

### Data Collection Procedure

After securing ethical clearance and informed consent, the lead researcher distributed the OCAI questionnaire to the participants via email. The faculty were given one week to return the completed instruments. Follow-up reminders ensured full participation. All responses were anonymized by assigning code numbers prior to analysis.

### Data Analysis

Quantitative OCAI scores were aggregated and computed in Excel to produce mean existing-preferred profiles for each cultural type. Differences of less than 10 points per dimension were interpreted as indicating no urgent need for cultural change (Cameron & Quinn, 2011). To visualize the results, we generated radar graphs of the existing versus preferred culture profiles.

### Ethical Considerations

Participation was voluntary, with the right to withdraw at any time. No personal identifiers were recorded, and data were stored on a password-protected drive accessible only to the research team. This study complied with the Declaration of Helsinki and the institutional ethical guidelines.

## Results and Discussion

Table 1 presents a summary of the assessment data for the institution's existing culture as perceived by the part-time faculty.

Scores	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10
A	68.33	9.17	31.67	20	26.67	30	15.83	28.33	43.33	38.33
B	10	9.17	25	18.33	33.33	26.67	24.17	26.67	19.17	25
C	10	9.17	25	20	20	26.67	25	20.83	16.67	21.67
D	11.67	72.50	18.33	41.67	20	26.67	35	24.27	20.83	15
Total	100	100	100	100	100	100	100	100	100	100

Table 1 provides a detailed view of the assessment data concerning the perception of institutional culture by part-time faculty members, distributed across ten factors, labeled F1 to F10. The scores for each factor sum to 100, indicating a comprehensive representation of the perceptions. For Factor 1 (F1), Category A received the highest score of 68.33, showing a dominant positive perception, whereas for Factor 2 (F2), Category D overwhelmingly dominated with a score of 72.50, perhaps indicating significant dissatisfaction or challenges in this regard. The remaining factors exhibited varied distributions. For example, F3 had category A leading at 31.67, while F4 saw category D

prevail at 41.67. Factors F5 and F6 were relatively balanced across categories but veered towards A and B, respectively. Notably, Factor 7 (F7) scored a substantial 35 for D, reflecting major concerns or critiques. Factors 8 through 10 show a modest leaning towards category A, yet they do not eclipse the other categories by a large margin. These data suggest variability and complexity in the perceptions of the existing culture, with particular strengths and vulnerabilities in different areas as perceived by part-time faculty.

Table 2 presents a summary of the assessment data for the preferred culture in the institution, as perceived by the part-time faculty.

Scores	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10
A	19.17	40	35	25.83	26.67	30	21.67	34.17	25	45
B	25.83	20	25	29.17	21.67	27.50	19.17	28.33	25	22.50
C	29.17	20	24.17	29.17	28.33	25.83	28.33	16.67	25	19.17
D	25.83	20	15.83	15.83	23.33	16.67	30.83	20.83	25	13.33
Total	100	100	100	100	100	100	100	100	100	100

Table 2 provides an overview of the perceived institutional culture of part-time faculty, summarized across various factors (F1–F10). Factor F1 predominantly showed a high score in Category A (68.33%), indicating a strong positive perception. In contrast, for F2, category D stands out with 72.50%, suggesting a negative sentiment or challenge related to this factor. For F3–F10, the scores were more

evenly distributed. Notably, category A had significant scores in F5 and F9, with 26.67% and 43.33%, respectively, indicating positive aspects. Categories B and C showed moderate perceptions across most factors, highlighting the varied experiences and perspectives of part-time faculty. The total for each factor was equated to 100%, ensuring a balanced representation in the assessment.

	Current	Preferred
Clan	31.17	30.33
Adhocracy	21.67	24.33
Market	19.33	24.50
Hierarchy	27.83	20.83

Figure 1. Presents the culture profile of the institution as perceived by the part-time faculty

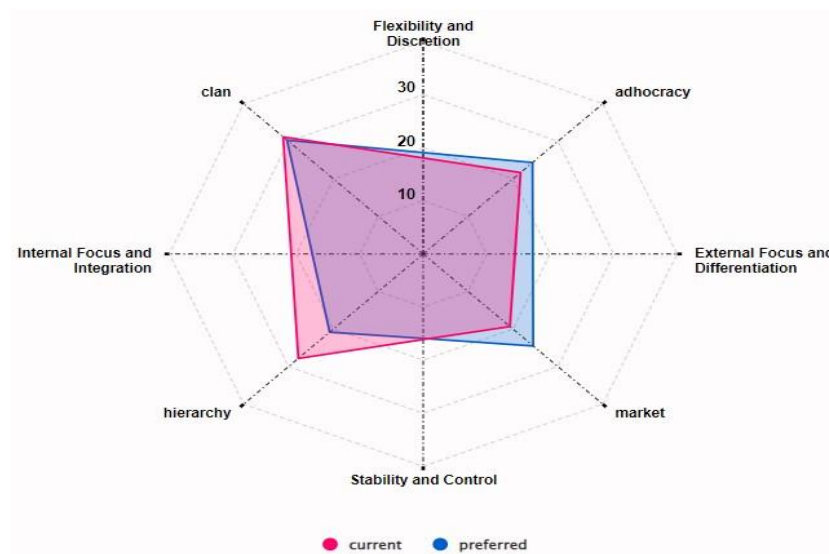


Figure 1 illustrates the institution's organizational culture profile as perceived by part-time faculty.

Part-time faculty members' organizational culture preferences indicate a desire for a less rigid environment and more collaborative and competitive dynamics. The existing culture, characterized by a strong Clan (31.17) and Hierarchy (27.83) presence, suggests an internal focus and formalized procedures within the organization. However, the preference for a transition towards Clan (30.33) and Market (24.50) cultures highlights a significant inclination towards collaboration, competitiveness, and external orientation. This shift can be interpreted as part-time faculty members seeking an environment that values flexibility, innovation, and less bureaucracy in higher education. Research findings align with these observations, noting that both academic and administrative staff in non-public universities in Poland view Clan culture as the preferred style over Hierarchy or

Market orientations (Cieciora et al., 2021). These preferences emphasize the importance of fostering teamwork and collaborative environments, which have been shown to positively influence faculty perceptions of belonging and organizational value (Batiste et al., 2021). The desire for a more relaxed and less hierarchical setup could be linked to improved institutional effectiveness, as suggested by studies indicating that part-time faculty are not less committed than their full-time counterparts (Deem et al., 2015). Furthermore, organizational culture significantly affects communication and support, as part-time faculty members' perceptions of organizational support improve when they feel valued and supported by their institutions (Culver et al., 2020). Hence, creating a culture that prioritizes Clan and Market elements may enhance not only faculty satisfaction but also organizational performance and innovation (Köse and Korkmaz 2019).

## Conclusion

This study provides valuable insights into the organizational culture of a state university in the Philippines, as perceived by its part-time faculty members. Using the Organizational Culture Assessment Instrument (OCAI), the research revealed that the dominant existing culture is clan culture, characterized by a friendly work environment and high employee commitment level. Hierarchy and adhocracy cultures were also prominent, emphasizing structure, efficiency, and innovation, respectively. The preferred culture profile showed a desire for slight shifts, with increases in adhocracy and market cultures and a decrease in hierarchy. The findings suggest that the university exhibits a mix of cultures, with employees experiencing a workplace that values collaboration, efficiency, individual initiative and results. The congruence between existing and preferred cultures indicates relative satisfaction among part-time faculty members with the current organizational environment. However, the desire for increased adhocracy and market orientation points to opportunities for enhancing innovation and competitiveness. These results contribute to the understanding of organizational dynamics in Philippine state universities and may inform institutional policy and practice. Future research could explore how perceptions of organizational culture differ between part-time and full-time faculty and investigate the impact of culture on key outcomes such as job satisfaction, performance, and retention. Overall, this study underscores the importance of assessing and aligning organizational culture to support the engagement and effectiveness of part-time faculty members in higher-education institutions.

## Recommendation

Key recommendations include implementing strategies to balance the desired cultural shifts while maintaining the strengths of the existing clan culture. This could involve encouraging collaborative research projects, developing programs for entrepreneurial thinking, and streamlining the administrative processes. Professional development opportunities should be provided to enhance skills in innovation, competitiveness, and external

engagement. Regular assessment mechanisms should be created to align organizational culture, considering the perspectives of part-time faculty. Efforts should be made to further integrate part-time faculty into university communities and decision-making processes. Follow-up studies should be conducted to examine the differences in cultural perceptions between part-time and full-time faculty, as well as to investigate the impact of culture on outcomes such as job satisfaction, performance, and retention. Finally, these findings should be used to inform institutional policies and practices.

## Acknowledgement

The authors gratefully acknowledge the part-time faculty members for generously sharing their time, experiences, and insights.

## References

- Aldalimy, M. J. H., Bannay, D. F., & Al-Sharifi, A. K. H. (2019). Strategic Alignment Role in Achieving the Organizational Excellence through Organizational Dexterity. *Journal of Southwest Jiaotong University*, 54(6). <https://doi.org/10.35741/issn.0258-2724.54.6.41>
- Aldhafeeri, N. A. (2024). Organizational Culture: A Concept Analysis. *Nursing Science Quarterly*, 37(4), 365–372. <https://doi.org/10.1177/08943184241269891>
- Aryal, A., Garcia, F. B., Scheitler, A. J., Faraon, E. J. A., Moncatar, T. J. R. T., Sanial, O. P., Lorenzo, F. M. E., Rosadia, R. A. F., Shimbkhada, R., Macinko, J., & Ponce, N. A. (2023). Evolving academic and research partnerships in global health: a capacity-building partnership to assess primary healthcare in the Philippines. *Global Health Action*, 16(1). <https://doi.org/10.1080/16549716.2023.2216069>
- Batiste, H., Garcia, C., & Benson, W. L. (2021). I am not worthy: How interpersonal experiences influence perceived value and worth of full- and part-time faculty. *Management in Education*, 37(4), 169–177. <https://doi.org/10.1177/08920206211027633>



- Bilimoria, D., & Singer, L. T. (2019). Institutions Developing Excellence in Academic Leadership (IDEAL). *Equality, Diversity and Inclusion: An International Journal*, 38(3), 362–381. <https://doi.org/10.1108/edi-10-2017-0209>
- Buonomo, I., Benevene, P., & Fiorilli, C. (2020). Meaning of work in a group of school principals: the role of organizational variables. *Journal of Workplace Learning*, 32(6), 389–403. <https://doi.org/10.1108/jwl-12-2019-0146>
- Cetin, S., Sert, M., & Gürbüz, S. (2015). A Meta-analysis of the Relationship Between Organizational Commitment and Organizational Citizenship Behavior: Test of Potential Moderator Variables. *Employee Responsibilities and Rights Journal*, 27(4), 281–303. <https://doi.org/10.1007/s10672-015-9266-5>
- Chennattuserry, J. (2022). Clan Culture in Organizational Leadership and Strategic Emphases: Expectations Among School Teachers in India. *Journal of School Administration Research and Development*, 7(1), 50–59. <https://doi.org/10.32674/jsard.v7i1.3585>
- Cieciora, M., Pietrzak, P., Bołkunow, W., Dębski, M., & Kandefor, K. (2021). Differences in the Perception of Organizational Culture in Non-Public Universities in Poland by Academic and Administrative Staff – A Study Based on Cameron and Quinn's Model. *Foundations of Management*, 13(1), 131–144. <https://doi.org/10.2478/fman-2021-0010>
- Culver, K. C., Barnhardt, C. L., & Young, R. L. (2020). Communicating Support: Examining Perceived Organizational Support among Faculty Members with Differing Appointment Types. *Innovative Higher Education*, 45(4), 299–315. <https://doi.org/10.1007/s10755-020-09503-z>
- Dallessandro, C., & Lovell, A. (2024). Workplace Inclusion Initiatives Across the Globe: The Importance of Leader and Coworker Support for Employees' Attitudes, Beliefs, and Planned Behaviors. *Societies*, 14(11), 231. <https://doi.org/10.3390/soc14110231>
- Deem, J. W., Delotell, P. J., & Kelly, K. (2015). The relationship of employee status to organizational culture and organizational effectiveness. *International Journal of Educational Management*, 29(5), 563–581. <https://doi.org/10.1108/ijem-02-2014-0018>
- Dobrin, C., Dinulescu, R., & Dima, C. (2021). Evaluating the Organizational Culture from Romanian Private Companies Using the Organizational Culture Assessment Instrument (OCAI). *Studies in Business and Economics*, 16(3), 60–71. <https://doi.org/10.2478/sbe-2021-0045>
- Donglong, Z., Julie, A., Sanghun, L., & Taejun, C. (2019). The structural relationship between organizational justice and organizational citizenship behavior in university faculty in China: the mediating effect of organizational commitment. *Asia Pacific Education Review*, 21(1), 167–179. <https://doi.org/10.1007/s12564-019-09617-w>
- Eldridge, S., Ariza Montes, J. A., Morales Fernández, E. J., & Leal Rodríguez, A. L. (2016). Assessing the links between organizational cultures and unlearning capability: evidence from the Spanish automotive components industry. *International Journal of Innovation and Learning*, 20(4), 422. <https://doi.org/10.1504/ijil.2016.10000466>
- Fernandes, P., Wiedenhöft, G., & Pereira, R. (2023). Organizational culture and the individuals' discretionary behaviors at work: a cross-cultural analysis. *Frontiers in Sociology*, 8. <https://doi.org/10.3389/fsoc.2023.1190488>
- Gebretsadik, D. M. (2020). Impact of organizational culture on the effectiveness of public higher educational institutions in Ethiopia. *International Journal of Leadership in Education*, 25(5), 823–842. <https://doi.org/10.1080/13603124.2020.1722248>
- Gelman, C., Gandel, J., & Bausman, M. (2022). A Multi-faceted, Adjunct-Centered Initiative

- to Support Part-time Faculty. *Journal of Teaching in Social Work*, 42(1), 82–99. <https://doi.org/10.1080/08841233.2021.2013000>
- Hasan, D., Wibowo, W., Sudiarditha, I. K. R., Susita, D., & Hakim, L. (2024). Analysis of Determinants Factors Affecting Organizational Citizenship Behaviour in Post-Merger Sharia Banks. *Revista de Gestão Social e Ambiental*, 18(9), e06592. <https://doi.org/10.24857/rgsa.v18n9-079>
- Jekabsone, I., & Anohina-Naumeca, A. (2024). The role of universities in enabling open innovation through the development of digital competence of faculty. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(4), 100409. <https://doi.org/10.1016/j.joitmc.2024.100409>
- Kartolo, A. B., & Kwantes, C. T. (2019). Organizational culture, perceived societal and organizational discrimination. *Equality, Diversity and Inclusion: An International Journal*, 38(6), 602–618. <https://doi.org/10.1108/edi-10-2018-0191>
- Kinder, C. J., Trad, A. M., Woods, A. M., Graber, K. C., & Richards, K. A. (2023). Perceived organizational support, marginalization, isolation, emotional exhaustion, and job satisfaction of PETE faculty members. *European Physical Education Review*, 29(4), 475–492. <https://doi.org/10.1177/1356336x231159636>
- Knezović, E., & Smajić, H. (2022). Employee Participation in the Decision-Making Process and Organizational Citizenship Behavior: The Mediating Role of Affective Commitment. *Organizacija*, 55(1), 64–76. <https://doi.org/10.2478/orga-2022-0005>
- Köse, M. F., & Korkmaz, M. (2019). Why are some universities better? An evaluation in terms of organizational culture and academic performance. *Higher Education Research & Development*, 38(6), 1213–1226. <https://doi.org/10.1080/07294360.2019.1634679>
- Leal-Rodríguez, A. L., Ariza-Montes, J. A., El-dridge, S., & Morales-Fernández, E. J. (2015). Understanding How Organizational Culture Typology Relates to Organizational Unlearning and Innovation Capabilities. *Journal of the Knowledge Economy*, 10(4), 1497–1514. <https://doi.org/10.1007/s13132-015-0344-6>
- Maimad, M. T., Villegas, J. P., & Dupa, H. J. P. (2023). Parental Involvement and Academic Achievement: Keys to Translating No Poverty and Quality Education SDGs in Philippine Peripheral Communities. *Journal of Teacher Education for Sustainability*, 25(2), 76–88. <https://doi.org/10.2478/jtes-2023-0017>
- Marcillo Indacochea, M. M., Fernández Concepción, R. R., & Lorenzo, A. F. (2018). Management of Organizational Culture in the Public Institutions of Ecuador Educational Sector. *Quality Innovation Prosperity*, 22(1), 44–57. <https://doi.org/10.12776/qip.v1i1.1044>
- Nguyen, P. N.-D., Tran, V. D., & Le, D. N.-T. (2022). Does organizational citizenship behavior predict organizational commitment of employees in higher educational institutions? *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.909263>
- Organizational Culture Assessment Instrument. (n.d.). *About the Organizational Culture Assessment Instrument (OCAI)*. <https://www.ocai-online.com/about-the-Organizational-Culture-Assessment-Instrument-OCAI>
- Palma, E. J. C., & West, G. R. (2023). Working in uncertainty: Organizational behavior of contingent college teachers in the Philippines. *International Journal of Evaluation and Research in Education (IJERE)*, 12(4), 1854. <https://doi.org/10.11591/ijere.v12i4.25290>
- Pooja, A. A., De Clercq, D., & Belausteguigoitia, I. (2016). Job Stressors and Organizational Citizenship Behavior: The Roles of Organizational Commitment and Social Interaction. *Human Resource Development*

- Quarterly, 27(3), 373–405.  
<https://doi.org/10.1002/hrdq.21258>
- Shim, H. S., Hoover, L. T., & Jo, Y. (2015). Police transformational leadership and organizational commitment. *Policing: An International Journal of Police Strategies & Management*, 38(4), 754–774.  
<https://doi.org/10.1108/pijpsm-05-2015-0066>
- Shrestha, M. (2022). Contribution of Job Satisfaction to Organizational Citizenship Behavior: A Survey of the School Teachers of Nepal. *Journal of School Administration Research and Development*, 7(1), 36–49.  
<https://doi.org/10.32674/jsard.v7i1.2165>
- Steinert, Y., O'Sullivan, P. S., & Irby, D. M. (2024). The Role of Faculty Development in Advancing Change at the Organizational Level. *Academic Medicine: Journal of the Association of American Medical Colleges*, 99(7), 716–723.  
<https://doi.org/10.1097/acm.00000000000005732>
- Sziegat, H. (2022). Transforming Governance of German Higher Education Institutions. *Research in Educational Administration and Leadership*, 7(3), 472–517.  
<https://doi.org/10.30828/real.1164190>
- Trivedi, R., & Prakasha, G. S. (2021). Student alienation and perceived organizational culture: A correlational study. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4), 1149.  
<https://doi.org/10.11591/ijere.v10i4.21304>