

Fostering loyalty and career pathing: A leadership and organizational culture based framework for Higher Education Institutions

Valdez, Erna Joy T. ✉

Graduate School, Divine Word College of Calapan, Philippines (ejtvaldez1996@gmail.com)



ISSN: 2243-7703
Online ISSN: 2243-7711

Received: 3 May 2026
Available Online: 1 June 2026

Revised: 29 May 2026
DOI: 10.5861/ijrse.2026.26614

Accepted: 31 May 2026

OPEN ACCESS

Abstract

The study examined the confluence of leadership styles and organizational culture on human resource loyalty and career pathing in higher education institutions, towards the basis for a human resource management framework for Occidental and Oriental Mindoro higher education institutions. This study employed a sequential explanatory mixed-methods design, a two-phase approach that integrates quantitative and qualitative methods systematically and sequentially. In this design, the quantitative phase was conducted first, followed by a qualitative phase that aims to explain and provide deeper insights into the quantitative results. The integration of both phases occurs during the interpretation stage, allowing for a more comprehensive understanding of the relationships among the variables under investigation. This study employed a multistage sampling technique, combining purposive and proportionate random sampling to ensure both relevance and representativeness of respondents. Based on the findings, the following conclusions are derived: Leadership styles effectively promote motivation, structure, collaboration, and autonomy. Organizational culture is shown through strong involvement, consistency, adaptability, and a clear mission. Human resource loyalty suggests that the employees are stable and interested in their work. Career pathing reveals that there are good training and development options, chances for promotion, and programs to help employees advance in their careers. The interplay between leadership styles and organizational culture profoundly influences employee loyalty. Leadership styles and organizational culture significantly and positively influence career pathing, with organizational culture emerging as the stronger predictor, collectively explaining a substantial portion of employees' career development and progression.

Keywords: sequential-explanatory, leadership style, organizational culture, career pathing, human resource loyalty

Fostering loyalty and career pathing: A leadership and organizational culture based framework for Higher Education Institutions

1. Introduction

Higher Education Institutions (HEIs) are the cornerstone of the evolving education landscape, shaping society's future. Catholic higher education institutions (HEIs) in Mindoro face growing challenges. Enrollment continues to decline, while human resources commitment weakens as many transfer to public institutions that offer better compensation and job security. These institutions struggle to sustain operations and retain personnel. This situation reflects a deeper institutional crisis because it directly affects employee stability, commitment, and long-term performance. Yet, beneath the noble mission of nurturing minds lies a persistent challenge in human resource management: sustaining employee loyalty amid rising turnover, unclear career pathways, and evolving workforce expectations.

Employee turnover in HEIs is a multifaceted organizational issue influenced by several interrelated factors. First, inadequate compensation and benefits contribute to dissatisfaction and perceived inequity, particularly among employees in private institutions competing with publicly funded universities. The Indeed Editorial Team (2023) mentioned that compensation emerged as the predominant reason for contemplating a transition, surpassing considerations of workload or management. Second, poor leadership practices, including a lack of support, recognition, and clear direction, weaken employee engagement and organizational commitment. Conversely, Vargas (2024) emphasized that any HEI can benefit from a leader's style, as it can encourage followers' commitment to achieving the school's objectives. The leader must adopt a leadership style that makes human resources feel satisfied and confident, guides them to their objectives, and motivates employees to improve their performance. Third, limited career growth opportunities, particularly the absence of structured career pathing systems, lead to professional stagnation and uncertainty. The article by nextSource (2023) emphasized that the main reason for excessive employee turnover in higher education is the quest for career progression. Individuals who work with companies with ambiguous career trajectories experience job stagnation. Finally, a stressful work environment, characterized by workload pressures, burnout, and insufficient institutional support, further drives employees' intention to leave. These factors collectively demonstrate that turnover is not merely an individual decision but a reflection of deeper organizational conditions. Kanus's (2025) research significantly predicted employees' intentions to quit based on the quality of their work-life. Furthermore, development was a positive predictor of employees' intention to quit, while only the work environment and pay were negative predictors.

In the Philippine context, human resource management in higher education follows national policy frameworks such as Republic Act No. 7722. This law created the Commission on Higher Education. It mandates promoting quality education, institutional sustainability, and strong human resource development. In line with this mandate, HEIs must implement effective human resource practices. These practices must support employee development, retention, and performance. Issues such as employee turnover, weak commitment, and unclear career pathways are not just institutional concerns. Career stability in Higher Education Institutions (HEIs) has emerged as a critical human resource management issue, as reflected in the increasing rates of human resources turnover in both academic and administrative roles. Globally, Schneider and Bichsel (2025) stated that voluntary resignations among full-time exempt employees rose from 7.9% in 2020–2021 to 14.3% in 2022–2023, nearly doubling within a short period. Although the turnover rate slightly declined to 13.4% in 2024 from 16% in 2022, it remains significantly higher than pre-pandemic levels. During the same period, the proportion of non-exempt employees increased from 9.4% to 15.2%, indicating structural shifts in workforce composition that further complicate human resource planning and retention strategies. These numbers indicate more profound organizational issues that go beyond the fundamentals of the labor market.

In the Philippine context, private higher education institutions, including Catholic HEIs, face high employee

attrition. Studies show that turnover in private schools can reach about 19% in recent years (Columna & Garcia, 2024). This trend shows ongoing difficulty in retaining qualified teaching and non-teaching staff. Several factors drive this pattern: institutions offer lower compensation, and career advancement remains limited. From a management view, this level of attrition signals deeper problems. It points to weak leadership, misaligned organizational culture, and the lack of clear career pathing systems. However, further research by Parven & Chary (2025) revealed that organizational culture, leadership style, and employee engagement significantly impact retention at HEIs. In particular, transformational leadership promotes shared vision, trust, and job satisfaction—all of which are linked to decreased turnover rates. Furthermore, programs that support fairness, inclusivity, and well-being have been effective in keeping long-term faculty members and bolstering organizational commitment. Additionally, Bhatia and Williams (2023) mentioned that employees are more satisfied when their academic standing is higher. Thus, it can be said that a person's position within an organization has a significant part in influencing their level of job satisfaction.

While turnover explains why employees leave, it is equally important to examine employee loyalty, which explains why employees remain committed to their organization. Employee loyalty is reflected in sustained commitment, alignment with institutional goals, and willingness to contribute beyond formal job requirements. However, declining loyalty has been increasingly associated with emerging workplace behaviors, such as quiet quitting, in which employees limit their contributions to the minimum required. According to a study by Desiderio (2023), 60% of workers in the Philippines have quietly left, mostly due to poor compensation and limited opportunities for professional growth. These results imply the strong relationship between perceived organizational support, career development opportunities, and employee engagement.

In higher education settings, prolonged dissatisfaction may also manifest as burnout, emotional exhaustion, and reduced motivation. In addition, Li et al. (2022) reported that 51% of Chinese university instructors and 58% of vocational college instructors experienced burnout, with many expressing intentions to leave their institutions. Such findings highlight the necessity of proactive retention strategies that go beyond compensation and address deeper organizational dynamics. One such approach is enhancing employee embeddedness, defined as the extent to which employees feel connected to their organization, profession, and community. Moreover, Shah et al. (2020) emphasized that embeddedness is a management-driven process strengthened through organizational support, relational ties, and meaningful engagement, ultimately reducing turnover intentions. Furthermore, current empirical research emphasizes the seriousness of employee turnover as a strategic HRM issue in Southeast Asia, particularly in the higher education sector in the Philippines. In relation to this, Saldevia and Pedroso (2025) stated that employee turnover in Southeast Asia is among the highest in the world, with an average annual rate of 18%. This raises significant questions regarding the stability of personnel and the sustainability of the organization in the Philippines over time. In support of this, Lazona and Salabao (2025) found that organizational culture, leadership styles, employment flexibility, and other organizational and environmental factors significantly affect human resources' intention to stay with an organization, highlighting the managerial nature of retention decisions. The scope of this problem is further supported by evidence at the institutional level. The average actual turnover rate of a private educational institution over the previous six years was 19%, according to Columna and Garcia's (2024) study. This suggests that retention tactics and long-term human resource planning remain weak points. From a management perspective, persistent turnover of this magnitude is not the result of isolated personnel problems but rather fundamental flaws in organizational culture, career pathing mechanisms, and leadership alignment.

Recent structural and policy-driven changes in the Philippine higher education sector have exacerbated competition for competent human resources. Public and private higher education institutions currently operate in a progressively competitive labor market, where state universities often offer more attractive remuneration and job security. However, Rellora (2025) confirmed that the nation is facing a significant human resources shortage, which intensifies retention challenges, especially for private higher education institutions competing with publicly financed ones. These situations underscore the pressing need for higher education institutions, particularly those in the commercial sector, to reevaluate leadership styles and organizational culture as strategic mechanisms to

improve human resource loyalty and define career trajectories. Implementing a management-driven strategy to address human resource attrition is significant for employee retention, organizational performance, competitiveness, and long-term sustainability in higher education institutions.

In the selected Catholic HEIs in Mindoro, these values are reflected in shared institutional practices, including mission-driven leadership, community engagement initiatives, collaborative work environments, and values-based decision-making. Despite these shared characteristics, these institutions continue to experience challenges related to employee turnover, career stagnation, and evolving workforce expectations, highlighting the need for more structured and strategic human resource interventions. From a theoretical perspective, this study synthesizes key concepts from leadership theory, organizational culture frameworks, and strategic human resource management. Leadership approaches are examined in relation to their relevance in the 21st-century workplace, emphasizing adaptability, employee empowerment, and relational engagement. Organizational culture is conceptualized as a system of shared values and practices that shape behavior and performance. At the same time, employee loyalty is understood as a multidimensional construct encompassing commitment and intention to stay. Career pathing is positioned as a strategic human resource mechanism that provides structured opportunities for professional growth and advancement.

Leadership is crucial in influencing employee attitudes, cultivating employee loyalty, and improving job engagement. Employee loyalty signifies congruence with organizational objectives, voluntary effort, and enduring commitment to organizational achievement. Zanabazar (2023) asserted that dedicated employees enhance organizational efficacy by facilitating seamless operations, augmenting productivity, and providing superior service to stakeholders. In alignment with this perspective, Muhammad et al. (2023) contended that leadership style profoundly affects critical organizational outcomes, such as employee performance, motivation, and loyalty, especially when leaders offer clear guidance, support, and substantial encouragement. This gap demands a comprehensive, context-based approach. Institutions must understand how leadership styles and organizational culture work together to shape employee loyalty and career pathing. Without this, they risk higher attrition, weaker engagement, and reduced competitiveness. In response, this study examines the confluence of leadership styles and organizational culture and their influence on human resource loyalty and career pathing in selected Catholic HEIs in Occidental and Oriental Mindoro. It aims to develop a Human Resource Management Framework that aligns leadership practices, strengthens organizational culture, and establishes clear career pathways.

Statement of the Problem - The study examined the confluence of leadership styles and organizational culture on human resource loyalty and career pathing in higher education institutions as the basis for a human resource management framework for Occidental and Oriental Mindoro higher education institutions. Specifically, it sought answers to the following questions: (1) What extent of leadership practices are present in higher education institutions, as assessed by human resources in terms of transformational leadership, transactional leadership, servant leadership, laissez-faire leadership, and democratic leadership? (2) What is the extent of organizational culture manifested in higher education institutions in terms of involvement, consistency, adaptability, and mission? (3) What is the level of human resource loyalty in terms of job satisfaction, organizational commitment, and intention to stay? (4) What is the extent of career pathing among human resources in terms of training and development, promotion opportunities, and career advancement programs? (5) Does the confluence of leadership practices and organizational culture significantly influence human resource loyalty in higher education institutions? (6) Does the confluence of leadership practices and organizational culture significantly influence career pathing in higher education institutions? (7) What are the practices, challenges, and responses of Catholic higher education institutions related to leadership and organizational culture? (8) Based on the analysis, what human resource management framework may be proposed?

2. Methodology

Research Design - This study employed a sequential explanatory mixed-methods design, a two-phase approach that integrates quantitative and qualitative methods systematically and sequentially. In this design, the

quantitative phase was conducted first, followed by a qualitative phase that aims to explain and provide deeper insights into the quantitative results. The integration of both phases occurs during the interpretation stage, allowing for a more comprehensive understanding of the relationships among the variables under investigation. In the first phase, a quantitative descriptive-correlational design was used. This phase focused on measuring the extent of leadership styles, organizational culture, human resource loyalty, and career pathing. It also examined the relationships among these variables and identified which factors influence human resource loyalty and career pathing. Data were collected through a survey questionnaire given to teaching and non-teaching personnel in the selected private Catholic HEIs.

In the second phase, a qualitative phenomenological approach was used. This phase aimed to explain and give deeper meaning to the quantitative phase's results. Selected participants from the first phase who rendered ten (10) years of service and above from the institutions were invited for interviews to share their experiences and insights. The responses were analyzed using thematic analysis to identify common patterns and themes. Finally, the results from both phases were combined during the interpretation stage. The qualitative findings were used to explain and support the quantitative results, particularly to understand why certain relationships exist and how leadership styles and organizational culture converge to shape human resource loyalty and career pathing. This research design was chosen because it allows the study to first present clear statistical results and then explain them using lived experiences. This strengthens, makes more meaningful, and makes more useful the findings for creating a Human Resource Management Framework. The researcher applied Braun and Clarke's six-phase framework for the thematic data analysis.

For the qualitative phase, the study used face-to-face interviews to gather detailed responses from participants. The interviews used the Repertory Grid Technique to help participants explain their experiences through comparison and contrast, using concrete examples rather than abstract ideas. This approach made it easier to capture participants' actual viewpoints and experiences. The study analyzed the qualitative data using Braun and Clarke's thematic analysis. The process involved familiarizing oneself with the data, generating codes, identifying themes, reviewing themes, defining themes, and writing the final analysis. This method helped organize the responses into clear themes and patterns related to leadership practices, organizational culture, human resource loyalty, and career pathing.

Respondents of the Study - This study employed a multistage sampling technique, combining purposive and proportionate random sampling to ensure both relevance and representativeness of respondents. In the first stage, purposive sampling was utilized to select participants based on years of service. Only teaching and non-teaching personnel who had rendered at least five (5) years of service in their respective Higher Education Institutions (HEIs) were included. This criterion was established to ensure that respondents possessed sufficient exposure to leadership practices, organizational culture, and career pathing mechanisms, thereby enabling them to provide informed and meaningful insights.

The respondents of the study comprise teaching and non-teaching personnel from the selected three Catholic Higher Education Institutions (HEIs) in Occidental and Oriental Mindoro. These respondents hold different roles in the institution and interact within the system. This allows them to provide varied and relevant perspectives on leadership styles, organizational culture, human resource loyalty, and career pathing. The study involved respondents in two sequential phases. In the quantitative phase, the respondents answered a survey questionnaire. The researcher used their responses to measure the variables and test the relationships among them. Based on the data, there were 247 teaching and non-teaching personnel in three schools. Using a Raosoft sample size calculator with a 95% confidence level, 5% margin of error, and a 50% response rate, proportionate sampling was used in the second stage to determine the number of respondents from each participating institution. Thus, out of a population size of 247, the sample size was 195, which covers the 115 teaching and 80 non-teaching personnel. This ensured that each institution was adequately represented relative to its population size. In the final stage, simple random sampling was employed within each institution to select respondents who met the inclusion criteria. For the qualitative phase, the researcher used purposive sampling to select the thirty (30) participants. The

researcher chose the participants after completing the quantitative analysis. The researcher included only those with more than ten (10) years of service in the institution. This ensured that the participants had sufficient experience and a deep understanding of leadership practices, organizational culture, employee loyalty, and career pathing. The researcher included both teaching and non-teaching personnel to capture different perspectives. The researcher used a survey and open-ended questions with short-answer options.

Research Instrument - The researcher used a researcher-made questionnaire and interview guide as the main research instrument of the study. This instrument gathered both quantitative and qualitative data under a sequential explanatory design. The questionnaire was composed of four main parts: leadership style in five aspects, namely, transformational, transactional, servant, laissez-faire, and democratic leadership; organizational culture in terms of involvement, consistency, adaptability, and mission; human resource loyalty in terms of job satisfaction, organizational commitment, and intention to stay; and career pathing in three aspects, namely training and development, promotion opportunities, and career advancement programs. In the second phase, the researcher used an interview guide to collect qualitative data. The researcher designed the guide to explain and clarify the results of the quantitative phase. It included open-ended questions that allowed the participants to share their experiences and insights about leadership practices, organizational culture, loyalty, and career pathing.

The research instrument is divided into four parts. Part I focuses on leadership practices and determines the extent to which these practices are exhibited by administrators in Higher Education Institutions (HEIs). It consists of forty (40) items, with eight (8) items each for the following leadership practices: transformational leadership, transactional leadership, servant leadership, laissez-faire leadership, and democratic leadership. Part II assesses organizational culture within the institution using Denison's model. This section contains thirty-two (32) items distributed equally across four components, namely, involvement, consistency, adaptability, and mission, with eight (8) items for each component. Part III measures human resource loyalty among personnel in HEIs. It includes twenty-four (24) items covering three dimensions: job satisfaction, organizational commitment, and intention to stay, with eight (8) items allocated to each dimension. Part IV evaluates career pathing practices within the institution. It also contains twenty-four (24) items distributed among three dimensions, namely, training and development, promotion opportunities, and career advancement programs, with eight (8) items for each. In responding to Parts I to IV, the respondents were asked to rate each statement based on their level of agreement using the four-point Likert scale: 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree. The researcher ensured the content validity of the questionnaire and interview guide through expert and content validation. The researcher submitted the instruments to four (4) experts: a principal at a higher education institution (HEI), an assistant dean of the graduate school, and two panel members who are management experts. The experts reviewed the instruments for clarity, relevance, and alignment with the study's objectives and variables. They checked whether each item properly measured leadership styles, organizational culture, human resource loyalty, and career pathing. The researcher revised the instruments based on the experts' comments and suggestions. These revisions improved the clarity, accuracy, and overall quality of the instruments.

The researcher-made questionnaire for this study underwent reliability testing to determine the consistency and stability of responses across all its components. In total, 120 items were evaluated for reliability using Cronbach's Alpha to assess internal consistency. Ten (10) respondents from selected Catholic Higher Education Institutions, who were not part of the main study, completed the questionnaire for reliability testing. The reliability coefficients were computed and analyzed using Cronbach's alpha, with values of 0.70 or higher considered acceptable, indicating that the items reliably measured their respective constructs. The results of the reliability analysis revealed that all variables demonstrated acceptable to excellent internal consistency.

Table 1
Reliability Results Using Cronbach's Alpha

Variables	Cronbach's Alpha (α)	Interpretation
Transformational Leadership	0.93	Excellent Reliability
Transactional Leadership	0.91	Excellent Reliability
Servant Leadership	0.87	Good Reliability

Laissez-Faire Leadership	0.75	Acceptable Reliability
Democratic Leadership	0.92	Excellent Reliability
Involvement	0.79	Acceptable Reliability
Consistency	0.88	Good Reliability
Adaptability	0.92	Excellent Reliability
Mission	0.94	Excellent Reliability
Job Satisfaction	0.85	Good Reliability
Organizational Commitment	0.84	Good Reliability
Intention to Stay	0.86	Good Reliability
Training and Development	0.92	Excellent Reliability
Promotion Opportunities	0.91	Excellent Reliability
Career Advancement Programs	0.77	Acceptable Reliability

Data Gathering Procedure - The researcher sent request letters to three Catholic Higher Education Institutions (HEIs) in Occidental and Oriental Mindoro. After the adviser approved the contents of the request letters, the researcher sought permission from the presidents of the three Catholic HEIs. Upon approval, the researcher proceeded with the distribution of the research instruments. The respondents of the study were drawn from Divine Word College of Calapan (DWCC), Divine Word College of San Jose (DWCSJ), and Colegio de San Sebastian (CDSS). For the quantitative component, the researcher distributed and retrieved the validated questionnaires. To ensure convenience and minimize disruption, the distribution and retrieval schedule was coordinated with the respective offices of the participating institutions. The researcher personally administered the questionnaires to ensure proper distribution and collection. For respondents who were unavailable in person, digital questionnaires were sent via Google Forms with a fourteen-day response period. After data collection was completed, the researcher organized, coded, and prepared the quantitative responses for statistical analysis. Interviews were conducted at the convenience of the respondents, either through face-to-face or digital platforms, depending on their availability. All responses were carefully transcribed and organized to maintain context and ensure reliability. In line with the sequential explanatory mixed-methods design, the researcher conducted the study in two phases. The researcher first collected and analyzed quantitative data through a survey. Based on the results, the researcher conducted an open-ended survey with short-answer questions to gather qualitative data. During the interpretation stage, the researcher integrated the findings. The qualitative results explained and supported the quantitative findings, providing a deeper understanding of the variables in the study.

Data Analysis - The study used the following statistical tools: Mean. This was used to assess the research participants' responses regarding the extent of leadership practices, organizational culture, human resource loyalty, and career pathing in the selected Catholic Higher Education Institutions. The mean reflected the degree of agreement among respondents for each indicator and indicated the extent to which these variables were manifested. Standard Deviation. This was used to measure the variability or dispersion of the responses from the mean. It indicated the consistency of the respondents' answers, showing whether their perceptions were similar or varied across the different indicators. Composite Mean Score. This was used to obtain the overall mean of each variable by combining the means of all its indicators.

The composite mean allowed the researcher to summarize the responses into a single value, providing a general interpretation of the level of leadership practices, organizational culture, human resource loyalty, and career pathing in the selected Catholic Higher Education Institutions. Correlation on Analysis (Pearson r). This was used to determine the degree and direction of the relationship between the independent variables (leadership styles and organizational culture) and the dependent variables (human resource loyalty and career pathing). Pearson's correlation coefficient (r) measured whether the relationship was positive or negative and whether it was weak, moderate, or strong. This analysis helped identify whether changes in leadership styles and organizational culture were associated with changes in human resource loyalty and career pathing. Multiple Linear Regression Analysis. This was used to examine the combined and individual effects of the independent variables on the dependent variables. Specifically, it determined how leadership styles and organizational culture predicted human resource loyalty and career pathing in the selected Higher Education Institutions.

Ethical Considerations - The following was ensured in order that this study's ethical considerations are met:

respondents gave their informed agreement to participate by signing an informed consent form. The research variables pertain to leadership style, organizational culture, career pathing, and human resource loyalty. These are sensitive problems because they involve respondents' impressions of management practices, relationships at work, and career experiences. This study obtained institutional approval before its commencement. Enough information and assurances about participating were provided in order for individuals to fully understand the implications of participation and make an informed and freely given decision whether or not to participate, without any pressure or coercion. The privacy and confidentiality of the respondents participating in this study were maintained and protected, hence preserving the integrity and quality of the study. The researcher obtained written consent from the administration of the Catholic higher education institutions to guarantee that the intended respondents were prepared to answer the requisite study questions. The researcher adhered to the ethical criteria established by the American Psychological Association (APA), particularly those concerning informed consent, confidentiality, and voluntary participation.

3. Results and Discussions

Table 2

Extent of Leadership Practices in Terms of Transformational Leadership

Indicators Items	Mean	SD	VD	VI
I am encouraged by administrators to view workplace challenges as opportunities for improvement.	3.59	0.52	SA	VH
I am encouraged to be creative and innovative in my work.	3.62	0.51	SA	VH
I am motivated by the administrator to exceed performance expectations.	3.55	0.57	SA	VH
I feel that the administrator provides guidance that helps me grow professionally.	3.51	0.56	SA	VH
I observe that the administrator demonstrates integrity in decision-making.	3.46	0.62	A	H
I feel inspired by leadership practices to improve my performance.	3.49	0.61	A	H
I feel a strong sense of purpose in my work because of the administrator's leadership.	3.47	0.61	A	H
I feel that my strengths and contributions are recognized by the administrator.	3.43	0.60	A	H
Composite Mean	3.51	0.57	SA	VH

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Transformational leadership in higher education institutions is reflected through specific behaviors and practices experienced by employees in their daily work, showing how administrators influence, motivate, and develop their personnel. The results in Table 2 revealed that transformational leadership was highly evident in the three (3) Catholic HEIs, as indicated by a composite mean of 3.51, verbally described as *Strongly Agree* and interpreted as *Very High*. This suggests that leaders consistently demonstrate transformational leadership behaviors that positively influence employees' motivation, performance, and professional development. Among the indicators, "I am encouraged to be creative and innovative in my work" obtained the highest weighted mean of 3.62 and the lowest standard deviation of 0.51. The results underscore that there is a strong consistency in respondents' perceptions in terms of transformational leadership. Transformational leadership in higher education institutions is reflected through specific behaviors and practices experienced by employees in their daily work, showing how administrators influence, motivate, and develop their personnel. The results in Table 2 revealed that transformational leadership was highly evident in the three (3) Catholic HEIs, as indicated by a composite mean of 3.51, verbally described as *Strongly Agree* and interpreted as *Very High*. This suggests that leaders consistently demonstrate transformational leadership behaviors that positively influence employees' motivation, performance, and professional development. Among the indicators, "I am encouraged to be creative and innovative in my work" obtained the highest weighted mean of 3.62 and the lowest standard deviation of 0.51. The results underscore that there is a strong consistency in respondents' perception in terms of transformational leadership.

On the other hand, the lowest indicator was "I feel that my strengths and contributions are recognized by the administrator" with a weighted mean of 3.43 and a standard deviation of 0.60. The data suggest that, unlike other transformational leadership strategies, recognition exists but may not receive equivalent emphasis. The standard deviation values, which varied from 0.51 to 0.62, showed that the opinions of the respondents about transformational leadership approaches were consistent. This consistency makes the finding more reliable.

Furthermore, Wen & Harms (2025) emphasized that transformational leadership in HEIs presents a compelling vision that supports academic community innovation that aligns with institutional goals. This is further supported by Nurtjahjani et al. (2020) and Ayandibu (2024), who described transformational leaders as individuals who foster creative and convey strategic visions and strategies. However, a transformational leader must collaborate beyond their specialized competence to support the institution and establish common objectives, such as a vision, because of the wide range of disciplines that exist on the academic and administrative sides. These findings are supported by Agazu et al. (2025) and Bou et al. (2025), who asserted that transformational leadership has a positive and significant impact on the success of the organization and serves as a strong predictor of innovative work behavior, reinforcing the study's finding that administrators effectively encourage creativity and innovation. A culture of innovation and continuous improvement may be fostered, and strategic changes within HEIs can be successfully implemented. Similarly, Edu (2024) highlighted that transformational leadership allows HEIs to adapt to changing needs by encouraging creativity, empowerment, and inspiration, which is consistent with the high ratings in indicators linked to professional growth and creativity.

The results also reflect the core components of transformational leadership identified in the literature. The study of Sarong (2023), Indeed (2022), and Park University (2025) emphasized that the characteristics of transformational leaders include intellectual stimulation, individualized consideration, inspirational motivation, and idealized impact. In the same vein, Sunga (2025) said that transformational leaders motivate their employees by encouraging creativity, giving them a clear goal, and encouraging them to keep getting better. This is in line with what the respondents who answered this survey stated. The findings of Esogon & Gumban (2024) and Howell et al. (2022) also support the results of this study, which are that employees place a high value on transformational leadership and have a favorable opinion of it. Moreover, Reclusado (2022) identified it as a significant predictor of institutional productivity. However, the relatively lower rating in terms of recognition of employees' strengths and contributions suggests an area for improvement. This assertion is corroborated by Meng (2022), who emphasized that individualized attention generally receives lower ratings in comparison to other parts of transformative leadership and supports this claim by indicating that employees may receive less individualized assistance and acknowledgement.

In transformational leadership, Sinclair (2025) and Sianipar & Putri (2025) highlighted that leadership style affects burnout, job satisfaction, and a positive institutional climate when leaders consistently assist and acknowledge their employees. Similarly, El-Hage & Sidani (2024) pointed out that there are various ramifications for the results on the correlation between transformative leadership and the institutionalization of change. In addition, Buenvenida & Ramos (2025) pinpointed that employees feel valued and accepted in the environment that transformational leadership fosters. It establishes a kind of connection that makes the followers feel successful and inspired to give more. Moreover, the study of Vizcarra (2019) and Antonopoulou et al. (2021) mentioned that there is a favorable correlation between transformational leadership and the psychological health of the employees, which lends credence to the idea that this leadership style produces employee-centered results.

Following the thematic analysis, the findings revealed that most participants perceived transformational leadership through supportive leadership behaviors, open communication, recognition, mentoring, professional development opportunities, and encouragement toward continuous improvement. These themes strongly support the quantitative findings in Table 2, particularly the indicators related to creativity, motivation, professional growth, and encouragement to exceed performance expectations. Although positive leadership experiences are reflected in the majority of responses, participation, inclusivity, and acknowledgment are not always used. The qualitative findings overall explain and contextualize the quantitative data.

Table 3 shows that transactional leadership in higher education institutions is reflected in how administrators use structure, monitoring, and rewards to manage performance. The findings in Table 3 indicate that transactional leadership was highly manifested in the selected Catholic HEIs in the Mindoro provinces, with the composite mean of 3.47, verbally described as "Agree" and interpreted as "High." This indicates that administrators consistently implement transactional leadership practices that prioritize structure, accountability, and performance-oriented

management. These findings are supported by Tan (2025), who described transactional leadership as a conventional strategy that emphasizes defined procedures, performance standards, and incentives for achieving predetermined objectives. In a similar vein, Mboya (2028) explained that transactional leadership emphasizes the functions of oversight, planning, and teamwork. It also encourages subordinates to comply by using both rewards and penalties. These observations reflect the respondents' strong agreement on the role clarity and well-defined performance expectations. Furthermore, Hieng et al. (2024) defined transactional leadership as outlined expectations and linking achievements to suitable rewards, which enhances employee performance. The current findings indicate that administrators effectively articulated objectives and offered quantifiable feedback, hence assisting employees in obtaining a more defined sense of direction and accountability in their tasks. Moreover, Yang (2023) and Matandiko & Hambulo (2025) found that transactional leadership in HEIs can enhance employees' job satisfaction, indicating that structured and well-organized leadership practices can positively shape how employees perceive and engage with their roles.

Table 3
Extent of Leadership Practices in Terms of Transactional Leadership

Indicator Items	Mean	SD	VD	VI
I receive recognition from administrators when I meet established performance standards.	3.43	0.64	A	H
I am given clear goals, tasks, and performance standards.	3.51	0.59	SA	VH
I feel that my performance is monitored and concerns are addressed promptly.	3.44	0.59	A	H
I experience corrective actions when necessary.	3.44	0.58	A	H
I see that stability and compliance are emphasized in the institution.	3.46	0.60	A	H
I clearly understand my assigned roles and responsibilities based on administrative guidelines.	3.55	0.56	SA	VH
I receive performance feedback based on measurable outcomes.	3.50	0.57	SA	VH
I experience stability and order in management practices.	3.42	0.59	A	H
Composite Mean	3.47	0.59	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

However, the indicator "*I experience stability and order in management practices*" garnered the lowest weighted mean of 3.42 and standard deviation of 0.59. Similarly, Awuah and Agyei (n.d.) pointed out that this type of leadership might not completely empower employees or keep them engaged for a long time because it relies so much on rewards and compliance. Moreover, Hancock (2019) also warned that relying too much on transactional leadership can make employees less engaged and impede their potential to come up with new ideas and solve problems. In contrast, the findings of Mwita & Mrema (2025) revealed that transactional leadership has a positive impact on long-term organizational success.

Also, Bituin & Callo (2025) highlighted that transactional leadership and organizational commitment were found to be significantly positively correlated. The findings imply that organized systems and compliance mechanisms do not satisfy the emotional, psychological, and motivational demands of employees. Clear goals, measurable standards, timely feedback, and structured guidance help employees to accomplish their jobs efficiently. These findings indicate that transactional leadership strengthens organizational stability and employee accountability in Catholic higher education institutions. However, combining structure with more supportive and participative leadership may further improve employee motivation, engagement, and professional growth.

Table 4 presents the weighted mean and standard deviation of the leadership style in terms of servant leadership in the selected Catholic HEIs in the Mindoro provinces. The table reveals that servant leadership was highly manifested in the institutions, as indicated by a composite mean of 3.41, with a verbal description of "Agree" and a verbal interpretation of "High." The standard deviation of 0.61 shows consistent responses. This means that administrators should show leadership skills that put the needs of their employees first, such as support, empathy, and collaboration. These are all important traits of servant leadership. Among the indicators, "*I experience a culture of trust and respect from leadership*" and "*I feel valued as a person, not only as an employee*" both obtained the highest weighted mean of 3.46, with standard deviations of 0.59 and 0.63, respectively. The higher standard deviations show more varied responses, especially in listening and valuing.

Table 4
Extent of Leadership Practices in Terms of Servant Leadership

Indicators Items	Mean	SD	VD	VI
I feel that my welfare is prioritized by the administrator.	3.35	0.62	A	H
I feel heard because the administrator listens to my concerns.	3.38	0.63	A	H
I am encouraged to participate in shared decision-making.	3.38	0.62	A	H
I feel understood and supported through the administrator's empathy.	3.44	0.62	A	H
I receive support to achieve my personal and professional goals.	3.40	0.59	A	H
I experience a culture of trust and respect from leadership.	3.46	0.59	A	H
I feel valued as a person, not only as an employee.	3.46	0.63	A	H
I observe leadership that serves employees rather than controls them.	3.37	0.60	A	H
Composite Mean	3.41	0.61	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Servant leaders pay close attention to what their employees have to say, help them deal with problems at work, and make sure everyone has the tools they need to execute their duties. Servant leadership also helps employees grow by training, coaching, and encouraging them to take part in making decisions for the institutions. Employees feel understood and supported through the administrator's empathy, indicating that leaders recognize both professional and personal challenges faced by staff. Support is also extended toward achieving personal and professional goals, such as providing opportunities for growth, training, or further studies. A culture of trust and respect is evident, where employees feel safe, valued, and fairly treated in the workplace. On the other hand, the lowest-rated indicator was "*I feel that my welfare is prioritized by the administrator,*" having the weighted mean of 3.35 and the standard deviation of .62. However, it still fell within the High category. This indicates that although servant leadership is evident, there may be a necessity to enhance the visible emphasis on employee welfare.

Also, indicators connected to participation and opinion had somewhat lower means, which implies that there are chances to make decision-making processes more open and inclusive for employees. But the results also show that employee welfare and participative decision-making need to be given even more importance. There is evidence of servant leadership in the work environment, but making these practices more consistent and apparent can boost employee engagement and commitment to the institutions. Along with Maalouf (2023), Ramdam et al. (2024), and David & Amey (2020) mentioned that the institutional culture should emphasize servant leadership while fostering leadership development. Many participants shared experiences highlighting how supportive and caring leadership positively affects their motivation, confidence, and professional growth. These narratives strongly support the quantitative findings, indicating a great extent of servant leadership practices within the participating institutions. While many employees see supportive and people-centered leadership, others mention shortcomings in terms of diversity, recognition, and emotional support. The statistics reveal that the practice of servant leadership varies with the leadership approaches of administrators, the communication styles, and the institutional context.

The quantitative results indicated a significant presence of servant leadership, especially in the promotion of employee trust, respect, empathy, and value. The qualitative results shed light on how supportive leadership behaviors, mentorship, open communication, and caring connections foster employee engagement and professional development. The qualitative narratives also show concerns for involvement, recognition, and employee welfare that are not fully captured by the quantitative findings. Laissez-faire leadership in higher education institutions is characterized by the degree to which administrators enable employees to function independently with minimal monitoring. It allows employees to work autonomously. This shows that management trusts the employees' abilities to manage assignments on their own. They can choose how to conduct their job. This encourages autonomy in areas such as instructional tactics or administrative responsibilities. Table 5 reveals that the three (3) Catholic HEIs noticeably practice laissez-faire leadership. Respondents believe that this style of leadership is obvious, with a composite mean of 3.45, suggesting a high level of presence. The standard deviation of 0.59 indicates consistent replies.

Table 5
Extent of Leadership Practices in Terms of Laissez-Faire Leadership

Indicator Items	Mean	SD	VD	VI
I am allowed to work independently with minimal supervision.	3.54	0.55	SA	VH
I am given freedom to decide how to accomplish my tasks.	3.49	0.57	A	H
The administrator intervenes only when serious issues arise.	3.41	0.65	A	H
I receive minimal instructions or guidance when completing tasks.	3.41	0.62	A	H
I am assigned responsibilities with limited follow-up.	3.38	0.64	A	H
I feel comfortable asking the administrator for help if problems arise.	3.50	0.56	SA	VH
I feel trusted by administrators to handle work details on my own.	3.50	0.55	SA	VH
I make work-related decisions independently.	3.39	0.58	A	H
Composite Mean	3.45	0.59	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

This means that managers typically offer employees a reasonable amount of autonomy to do their jobs and make job-related decisions with little supervision. Among the indicators, “*I am allowed to work independently with minimal supervision*” obtained the highest weighted mean of 3.54 (SD=0.55) with the verbal interpretation of Very High. The results indicate that even if employees are given autonomy, there is an availability of administrative support when required. Employees also said they felt trusted to do their jobs and make decisions for themselves, a sign that the company encourages independence and self-direction. In contrast, elements such as limited instructions, little follow-up, and just offering support in difficult situations were rated worse in comparison. This outcome is consistent with the concept of laissez-faire leadership, which is rooted in the freedom of employees in decision-making and requires less oversight.

As Chhom (2024) states, this strategy does not provide much instruction, enabling people to choose how they are going to perform their tasks. In the same way, Mahmoud et al. (2023) highlighted that administrators are confident that employees will accomplish their goals in the methods that they choose. Because employees are capable of taking care of themselves, this leadership style places complete trust in them. This is shown by the respondents' significant agreement, especially when it comes to autonomy, independence, and feeling trusted at work. Nonetheless, the current literature indicates the dual characteristics of this leadership style. Zhang et al. (2023) observed that laissez-faire leadership may indicate a deficiency in active leadership, particularly when leaders fail to offer essential guidance. Laissez-faire leadership can be defined as either not taking initiative, not becoming involved, or both. Laissez-faire leaders don't make decisions, don't express their opinions, hesitate to take action, and are unresponsive when called upon. Also, Zeleke (2021) called it a passive technique that might not work when leaders don't make decisions and take responsibility.

Despite these concerns, Kamal et al. (2024) contended that laissez-faire leadership can still be successful, particularly in settings with highly competent and driven staff. Among the assessed indicators, “*The administrator intervenes only when a serious issue arises*” and “*I receive minimal instructions or guidance when completing tasks*” both obtained a weighted mean of 3.41 (SD=0.65,0.62) with a verbal description of “*Agree*” and a verbal interpretation of “*High*.” These findings support the studies of Iqbal et al. (2021), Maqbool (2024), Tembo et al. (2025) and Makundi & Ntimba (2024), which revealed that administrators’ laissez-faire practices failed to please and inspire their employees, leaving them unhappy and demotivated.

The qualitative results explain and support the quantitative results. Leadership behaviors cited by participants included autonomy, trust, flexibility, approachability, and allocated duty. A lot of respondents liked administrators who leave employees alone, yet they are there when the employees need aid. These narratives align with the quantitative results showing a high level of laissez-faire leadership behaviors in the institutions. Participants said that administrators provide advice and encouragement when needed but also allow employees to be independent. These qualitative narratives show that employees value autonomy and independence, but they still need guidance, recognition, and collaborative support to maintain motivation and engagement.

Table 6*Extent of Leadership Practices in Terms of Democratic Leadership*

Indicator Items	Mean	SD	VD	VI
I am involved in decision-making processes within the institution.	3.29	0.63	A	H
I feel my perspective is valued in planning and discussions.	3.37	0.60	A	H
I experience open and transparent communication in the institution.	3.33	0.63	A	H
I am encouraged to participate in consensus-building.	3.37	0.65	A	H
I feel that teamwork and shared responsibility are promoted.	3.37	0.64	A	H
I observe that decisions are made through consensus.	3.39	0.63	A	H
I am encouraged to freely express my ideas.	3.34	0.65	A	H
I experience shared responsibility in institutional tasks.	3.45	0.60	A	H
Composite Mean	3.37	0.63	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Democratic leadership in higher education is seen in the way administrators seek staff participation and include them in decision-making. Employees are involved in decision-making processes and contribute to institutional initiatives and policies rather than following directives. Leaders value employee participation in planning and conversations and use this input in decision-making. Communication in the institution is open and transparent, which promotes the flow of information and minimizes misunderstandings. The composite mean of 3.37 is vocally described as "Agree" and interpreted as "High."

Table 6 indicates that democratic leadership is highly demonstrated in the chosen Catholic Higher Education Institutions. The standard deviation of 0.63 indicates consistent replies with some fluctuation. This means that administrators are usually participative leaders when employees participate in organizational processes and decision-making. Across the indicators, "*I experience shared responsibility in institutional tasks*" obtained the highest weighted mean of 3.45. The results suggest that administrators encourage cooperation, shared accountability, and group decision-making. Human resources believes that their opinions are valued and that they influence the institution's direction. Conversely, although still considered high, "*I am involved in decision-making processes within the institution*" had the lowest mean of 3.29. As demonstrated by the higher scores for shared responsibility, transparency, and participation in this study, Tan (2025) and Al-Azad et al. (2024) emphasized that democratic leadership promotes cooperation, transparent communication, and collaborative decision-making.

The findings aligned with Cayanan et al. (2025) and Maqbool (2024), who mentioned the levels of democratic leadership practices among human resources, especially in fostering openness, inclusivity, and collaboration. Woods (2021) described democratic leadership as a style that encourages conversation, shared authority, and inclusivity, while Bertoni (2023) emphasized that this approach encourages people to work together to find answers for the academic community as a whole. Employees are encouraged to communicate their views, which helps them to innovate and participate in institutional problems. They also have a joint duty in the institutional tasks, taking part in the planning and implementation. These indicate that the practice of democratic leadership is based on participation, open communication, cooperation, and shared responsibility.

Participants emphasized that open communication, opportunities to share ideas, and collaborative discussions help employees feel respected, heard, and valued. These narratives clarify why the indicator involving direct participation in institutional decision-making obtained the lowest mean. The findings also show difficulties in putting democratic leadership into practice. Institutions may promote participation and collaboration, but hierarchies, administrative structures, and policy requirements can constrain employee engagement in final choices. This could be the reason why democratic leadership was rated lower than other types, but the general opinion of employees was positive.

The quantitative results show that democratic leadership is highly evident, especially in teamwork, shared responsibility, and collaborative communication. The qualitative findings explain how employees experience inclusivity, open communication, and participation in the institutions. They also reveal concerns about selective participation and limited influence in decision-making. These findings show that democratic leadership improves cooperation, employee engagement, and institutional relationships in Catholic higher education institutions.

Table 7*Extent of Organizational Culture in terms of Involvement*

Indicators Items	Mean	SD	VD	VI
I feel confident that I can take initiative and make decisions in my role.	3.57	0.58	SA	VH
I experience effective teamwork and collaboration across different departments.	3.45	0.64	A	H
I feel actively engaged in the institution's activities and decision-making processes.	3.43	0.66	A	H
I participate in setting institutional goals.	3.43	0.57	A	H
I collaborate with colleagues to achieve institutional objectives.	3.54	0.55	SA	VH
I take personal responsibility for the outcomes of my work.	3.56	0.56	SA	VH
I am encouraged to share my suggestions and ideas for improving the institution.	3.48	0.64	A	H
I feel a strong connection to the operations and decisions of the institution.	3.37	0.66	A	H
Composite Mean	3.48	0.61	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Participation in organizational culture is the extent to which employees are actively involved in their jobs and take part in institutional decisions. This means empowering people to take initiative, to come up with ideas and to share responsibility for results. Table 7 indicates the level of involvement in the organizational culture. The composite mean is 3.48, which is read as "Agree" and "High Extent." A standard deviation of 0.61 suggests that the replies were fairly consistent, with some fluctuation. The highest rated variables are confidence in taking initiative and making decisions in one's role (WM = 3.57), taking personal responsibility for work outcomes (WM = 3.56) and collaborating with colleagues to attain institutional objectives (WM = 3.54), all regarded as Very High Extent. The findings indicate that employees feel empowered, accountable, and collaborative. The small difference in responses suggests a high level of agreement among respondents. These findings support the premise that engagement is a basic feature of company culture. Gutterman (2024) defines engagement as the level of alignment, empowerment, and involvement that employees feel within an institution. A culture of engagement also promotes alignment with business goals and enhances employee productivity (Abane et al, 2022). The high levels of cooperation, involvement, and initiative in this study support this perspective. Moreover, DJ et al. (2024) noted that employee engagement increases organizational performance as engaged individuals work more efficiently toward achieving institutional goals and productivity.

Institutions can continue to build it by reinforcing employees' connection to decisions and operations. Employees should be involved in meaningful decision-making as well as tasks. This can lead to increased involvement and ownership. In Catholic HEIs, engagement is about community, common mission, and service. The employees are committed, responsible, and collaborative. However, hierarchy and structured decision-making can limit full participation. This is reflected in the lower ratings in participation in decision-making. Overall, the institution shows strong involvement in empowerment and collaboration. It still needs to improve the inclusion of participation in decision-making and goal setting. The qualitative findings support and validate the great extent of organizational involvement shown in the quantitative results. Most participants described a work environment where leaders encourage participation, collaboration, and shared decision-making. These responses explain why involvement is rated high overall but still shows variation in experience. Qualitative evidence suggests that not all employees are equally involved. Some employees express great participation, while others report poor engagement, depending on the leadership style and institutional processes. Overall, the qualitative findings explain and complement the quantitative findings. Some employees still claim a few participation and coordination problems. This accounts for the high quantitative findings, but not in the same way for all the metrics. The results reveal that engagement in higher education institutions is high but needs to be improved in terms of inclusiveness, consistency, and equal participation among employees.

Table 8*Extent of Organizational Culture in terms of Consistency*

Indicators Items	Mean	SD	VD	VI
I see that policies and procedures are applied consistently.	3.36	0.71	A	H
I clearly understand institutional rules because they are communicated effectively.	3.39	0.69	A	H
I adhere to shared values that guide behavior in the workplace.	3.48	0.61	A	H
I observe that institutional standards and procedures are consistently followed.	3.35	0.66	A	H

Fostering loyalty and career pathing: A leadership and organizational culture based framework for HEIs

I see leadership decisions align with institutional policies.	3.46	0.68	A	H
I am confident about my roles and responsibilities in the institution.	3.52	0.56	SA	VH
I experience dependable practices and routines in the institution.	3.46	0.62	A	H
I find that institutional processes are fair, clear, and predictable.	3.38	0.71	A	H
Composite Mean	3.43	0.66	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Consistency of organizational culture is the stability, clarity, and predictability of the institutional rules, beliefs, and practices. It means the same standards are applied to people across time, to units, to situations. Table 8 indicates consistency in organizational culture with a composite mean of 3.43, interpreted as Agree and High Extent. The standard deviation of 0.66 indicates some diversity in the responses. This suggests that not all workers see consistency in the same way, and some describe differences in coordination and execution across units. Generally, the results show that the institutions of higher education tend to be stable, coordinated, and have well-integrated systems in which policies, procedures, and values are understood and applied. The indication ranked highest is “I am confident about my roles and responsibilities in the institution” (WM = 3.52), interpreted as Very High Extent. This shows that the staff know their jobs and their duties. Janse (2020) defines consistency as the internal consistency and stability of an organization by means of coordinated efforts, integration, and monitoring. Abane et al. (2022) noted that the unified business culture improves efficiency through matching institutional ideals with employee behavior and matching duties with employee skills.

Consistency is an indication of an organization that has stability and discipline. The rules, attitudes, and practices are all congruent and consistently used. Employees know what they are doing, have common standards and transparency, and have predictable processes in their day-to-day jobs. The way leadership makes decisions is compatible with institutional policies; this consequently builds trust and reduces confusion. There are standards and systems; cooperation between departments and the efficiency of work increases. There may be some difference in the application of policies among units, but the overall pattern is one of order, fairness, and clarity of process. Consistency is a significant factor in institutions of higher education because it offers continuity, maintains accountability, and creates a reliable environment for employees and stakeholders. Generally viewed positively, some participants note flaws in execution. These gaps indicate that policy-level consistency exists, but operational consistency is lacking. This explains why clarity of roles obtained a higher score than both application of policies (M = 3.36) and adherence to standards (M = 3.35). The qualitative findings corroborate and explain the quantitative findings on consistency. The high quantitative scores reflect clear responsibilities, methodical procedures, and alignment of ideals among institutions. Consistency is not uniform at all. Some personnel see discrepancies in coordination and policy execution across departments. This suggests that institutions have solid formal procedures in place, but there is still a need for improvement in uniform application, coordination, and transparency to enhance organizational consistency.

Table 9
Extent of Organizational Culture in terms of Adaptability

Indicator Items	Mean	SD	VD	VI
I observe that the institution responds effectively to changes.	3.42	0.68	A	H
I am encouraged to adapt to new technologies or processes.	3.51	0.56	SA	VH
I see the institution adjust its practices to improve performance.	3.48	0.59	A	H
I notice that feedback is used to enhance institutional practices.	3.40	0.63	A	H
I feel the institution is open to innovation and new ideas.	3.53	0.59	SA	VH
I learn from challenges and mistakes to improve my work.	3.58	0.58	SA	VH
I find that changes are clearly communicated throughout the institution.	3.43	0.68	A	H
I experience flexibility in institutional operations.	3.46	0.59	A	H
Composite Mean	3.48	0.61	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Organizational culture adaptability means the institution’s response to change, adoption of new practices, and improvements over a period of time. It displays how the individuals and the company adapt to new expectations, technology, and difficulties. Adaptability in Organizational Culture in Table 9 displays the adaptability in

organizational culture with a composite mean of 3.48, interpreted as "Agree" and "High Extent." The standard deviation of 0.61 suggests that responses were very consistent, although varied to some extent. The most highly scored signal is "I learn from challenges and mistakes to improve my work" (WM=3.58). This is followed by "I feel the institution is open to innovation and new ideas" (WM = 3.53) and "I am encouraged to adapt to new technologies or processes" (WM = 3.51). The results indicate that the institution promotes learning, creativity, and ongoing improvement. The small range in responses indicates a high degree of consensus among the personnel. Lower ratings were observed in the use of feedback to improve practices, with a mean of 3.40 and a standard deviation of 0.63. Response to change had a mean of 3.42 and a standard deviation of 0.68. Communication of changes had a mean of 3.43 and a standard deviation of 0.68. These are still high but weaker. Larger standard deviations indicate more variable reactions, especially in the area of communication and reaction to change. These results support the idea of adaptability as an important aspect of organizational culture. Janse (2020) stated that adaptability indicates that a company will assess its operations and make the appropriate modifications in response to environmental alterations. Flexible organizational culture, as Hamidi et al. (2017) claimed, enhances organizational commitment and helps institutions cope with internal and external changes. Employees who are flexible to changing circumstances are more engaged and feel that their contribution is crucial to the organization. Abane et al. (2022) asserted that adaptability, in conjunction with engagement and consistency, enhances staff productivity by rendering daily tasks more flexible and responsive. Gutterman (2024) asserted that flexibility must correspond with the organization's mission and strategic objectives to guarantee that modifications facilitate long-term institutional advancement.

The more adaptable an organizational culture, the more it is sensitive, flexible and receptive to continual improvement. Innovation in academic and administrative work is encouraged by employees accepting new technologies, processes, and demands. The institution uses such comments and experience to enhance operations and to minimize relying on old systems. Employees learn from challenges and mistakes and build better techniques over time. In general, the qualitative findings confirmed the quantitative results in terms of the quantity of involvement, which was high. But they extrapolate these data to reveal uneven implementation, occasional exclusion and variable levels of participation among departments. The qualitative data clarify the high composite mean of involvement in the quantitative findings. Employees generally encounter collaboration, participation, and engagement in institutional activities. Participation, however, does not necessarily imply equal influence over decision-making. Some employees participate in conversations, although in some circumstances, ultimate decisions are centralized. The findings indicate that the participation of organizations within higher education institutions is implemented through cooperation, teamwork, and structured participation. However, its effectiveness depends on consistency, inclusiveness, and the inclusion of employee opinion in institutional decisions.

Table 10
Extent of Organizational Culture in terms of Mission

Indicator Items	Mean	SD	VD	VI
I understand the institution's purpose because it is clearly defined and communicated.	3.49	0.59	A	H
I am aware of the institution's long-term goals and objectives.	3.52	0.56	SA	VH
I ensure that my daily work aligns with the institution's mission.	3.54	0.57	SA	VH
I stay informed about changes and updates regarding the institution's direction.	3.48	0.64	A	H
I feel a personal commitment to achieving the institution's mission.	3.52	0.56	SA	VH
I feel inspired by the institution's vision to contribute my best work.	3.55	0.58	SA	VH
I actively take steps to support the institution's strategic goals.	3.50	0.57	SA	VH
I clearly understand the priorities that guide the institution's decisions.	3.49	0.60	A	H
Composite Mean	3.51	0.58	SA	VH

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH) , 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

In Catholic HEIs, mission is the explicit goal and direction of the institution, rooted in faith, service, and holistic development. It is not only about academic aims but also about producing people with values, integrity, and social responsibilities. The mission drives the institution's goal to educate students, serve the community and promote ethical leadership. Employees integrate values formation into their teaching, community outreach into

their activities, and make judgments according to academic norms and moral ideals. Employees view themselves as more than employees; they are part of a common mission based on service and faith. Table 10 demonstrates the level of organizational culture in the mission. The composite mean is 3.51, which is translated as Strongly Agree and Very High Extent. The standard deviation is 0.58, which implies that the replies were consistent. The highest rated indicators, all rated as Very High Extent, are feeling inspired by the institution's vision to give one's best work (WM = 3.55), ensuring that daily work is aligned with the institution's mission (WM = 3.54), and being aware of the institution's long-term goals and objectives (WM = 3.52). Other high-rated indicators include knowing organizational priorities, staying updated on organizational direction, and actively supporting strategic goals. This shows that individual roles and institutional goals are very well aligned, which means that the mission is being communicated and understood well throughout the institutions. In a similar vein, Abane et al. (2022) noted that companies with a strong mission orientation typically perform better because staff members are able to coordinate their efforts with the organization's aims. Similarly, Janse (2020) defined mission as a driving factor that links workers' day-to-day actions to more general corporate goals. The lower ratings appear in understanding of purpose obtained the mean of 3.49, and standard deviation of 0.59, clarity of priorities gained mean of 3.49, and standard deviation of 0.60, and updates on institutional direction attained mean of 3.48, and standard deviation of 0.64. These are still high but weaker. The higher standard deviation shows more varied responses, especially in the communication of updates.

The data indicate that the personnel grasp, internalize, and apply the mission quite clearly. They understand the institutional goals, they link their job with the mission, and they have a personal commitment to do it. However, institutions need to do a better job of communicating objectives and changes to ensure full alignment. Overall, the institution displays good mission alignment and dedication, but needs to improve communication and clarity of direction. The qualitative findings on organizational culture, relative to mission, indicate that employees have a good understanding and internalization of the institution's direction, goals, and purpose. They described how institutional support helps employees align their skills and responsibilities with organizational goals. These experiences illustrate that mission is transmitted not only formally, but also through institutional culture and values-building actions. This shows that the mission is more effective in a setting where employees have autonomy and the opportunity to engage in accomplishing company objectives. These experiences indicate that while the mission is strongly communicated, operational gaps may still affect how consistently it is applied across units. The qualitative findings overall provide strong validation of the quantitative results, indicating a very high level of mission-oriented culture in higher education institutions. Employees repeatedly point to clarity of purpose, good alignment of work with institutional goals, and strong personal commitment to the mission.

At the same time, the stories complement the quantitative findings by illustrating that mission performance is not only a matter of clear communication but also of inclusivity, coordination, and continuous implementation at all levels of the institution. These experiences explain why involvement is high but not perfect. Participation exists, but influence is sometimes unequal. These narratives clarify the lower mean score for consistency compared to other dimensions. They reveal that, although policies exist, enforcement and interpretation differ, producing gaps in uniform implementation. The qualitative data significantly support the highest rated dimension for mission (M = 3.51). They stressed clear vision, strong commitment and values-based practices supported through leadership communication, training and institutional activities.

For this reason, the mission received the highest mean score. The qualitative findings corroborate, clarify and supplement the quantitative results overall. They imply that higher education institutions tend to have a strong culture, particularly in terms of mission congruence and flexibility. They also demonstrate significant differences in the same period. There is a high level of involvement, but necessarily uniform among workers. Implementation has been spotty, and results have been inconsistent. Flexibility is a matter of communication and coordination. Even when organizational culture scores high in quantitative results, actual experiences depend on consistent policy implementation, inclusive participation in decision-making, and clear communication of changes across all institutional levels.

Table 11
Level of Human Resource Loyalty in terms of Job Satisfaction

Indicator Items	Mean	SD	VD	VI
I am satisfied with my current role and responsibilities.	3.51	0.63	SA	VH
I find my workload manageable.	3.44	0.63	Agree	High
I feel valued for the work I contribute.	3.48	0.65	Agree	High
I have the resources I need to perform well.	3.40	0.66	Agree	High
I am satisfied with my job overall.	3.44	0.65	Agree	High
I feel motivated in my work.	3.44	0.63	Agree	High
I enjoy performing my job responsibilities.	3.50	0.60	SA	VH
I feel that my job allows me to maintain a healthy balance between work and personal life.	3.49	0.60	Agree	High
Composite Mean	3.46	0.63	Agree	High

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Job satisfaction at Catholic higher education institutions refers to the employees' feelings about their work in terms of significance, support, and well-being. It depends on how well employees know their jobs, the support given to them, and how their work fits into the institution's mission of education, values formation, and service. Employees express increased satisfaction when they have clear roles, feel respected by leadership, and can control their workload. For example, staff who are supported in giving classes, treated fairly, and involved in projects such as outreach programs have more favorable working experiences. This indicates that employment happiness in Catholic HEIs is defined by mission, support, and everyday work conditions. Table 11 shows the level of loyalty among employees in terms of job satisfaction. The average score is 3.46 (SD = 0.63), which is verbally described as "Agree" and interpreted as "High." The indicators that got the highest scores were "*I am satisfied with my current role and responsibilities*" (WM = 3.51) and "*I enjoy performing my job responsibilities*" (WM = 3.50). Both were seen as Very High. The standard deviation shows generally consistent responses, with some variation. Lower ratings appear in availability of resources (M = 3.40, SD = 0.66), manageable workload (M = 3.44, SD = 0.63), overall job satisfaction (M = 3.44, SD = 0.65), and motivation (M = 3.44, SD = 0.63). These are still high, but weaker than other signs. The larger standard deviations indicate that the variation in responses was broader, particularly in the areas of resources and effort.

In Catholic HEIs, job satisfaction is the sense of purpose, service, and dedication to the mission. Employees want to do meaningful work and serve. However, institutions should increase assistance for the resources, workload balance, and motivation mechanisms to keep contentment. Job satisfaction is good overall, but institutions need to increase resources, workload management, and support. Job satisfaction in Catholic HEIs is driven by meaningful work, clear support, and reasonable conditions. Employees are content when their work is aligned with the objective of the organization, when they are given the tools and direction to execute, and when the workload is manageable. Furthermore, Nurtjahjani (2022) stated that job satisfaction is a positive emotional response that is the result of the employee's evaluation of their work experience, which results in greater engagement and commitment. These narratives explain why job satisfaction scores remain high: employees feel satisfied when institutions provide trust, autonomy, and growth pathways. Despite generally high satisfaction levels, some responses reveal underlying concerns. These findings clarify that high quantitative scores may mask conditional satisfaction, where employees remain satisfied but still consider leaving due to external or structural factors.

Table 12
Level of Human Resource Loyalty in terms of Organizational Commitment

Indicator Items	Mean	SD	VD	VI
I feel emotionally attached to this institution.	3.48	0.64	Agree	High
I feel proud to be part of this institution.	3.55	0.58	SA	VH
I am willing to give extra effort to support this institution.	3.52	0.60	SA	VH
I feel a strong sense of belonging in the institution.	3.51	0.61	SA	VH
I am committed to helping the institution achieve its long-term goals.	3.52	0.63	SA	VH
I am committed to the institution's success.	3.51	0.60	SA	VH
I feel loyal to this institution.	3.53	0.58	SA	VH
I see myself contributing to the long-term success and growth of this institution.	3.52	0.60	SA	VH
Composite Mean	3.52	0.60	SA	VH

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Organizational commitment is the process whereby personnel connect with the institution, feel they belong, and remain devoted to its aims. In Catholic HEIs, it is driven by shared values, mission, and community. Employees remain engaged because they believe in the objective of the institution, and they find significance in their work. This is reflected in teachers volunteering in school events, helping in outreach initiatives, or taking on extra tasks without being requested. Table 12 presents the level of human resource loyalty in terms of Organizational Commitment. The composite mean is 3.52, which is interpreted as Very High under Strongly Agree. The standard deviation is .60, indicating consistent responses. The highest mean score among the indicators was "I feel proud to be part of this institution" (WM = 3.55). This was followed by "I feel loyal to this institution" (WM = 3.53) and numerous other indicators relating to dedication to institutional success and long-term goals (WM = 3.52). These results show strong attachment and dedication. The lowest rating is emotional attachment (M= 3.48, SD = 0.64), still high but weaker. The higher standard deviation shows a wider variety of answers, which means that the emotional connection is not the same for all employees. Emotional attachment develops over time and is based on personal experience. Longer-tenured employees are more attached because they've formed relationships and shared experiences, whereas newer hires are still adjusting. Chen et al. (2024) and Rubia et al. (2025) argued that organizational commitment is a process of actively supporting institutional objectives and values, while Mahfouz et al. (2022) noted that organizational commitment significantly increases job engagement and motivates employees to put effort, ideas and commitment into their work. Silva et al. (2023) also found that organizational commitment is influenced by factors such as corporate culture, recognition, career progression, and job satisfaction, which increase the desire of employees to stay. In addition, Qian and Balwi (2024) confirmed this by stating that the employees' commitment is impacted by their perception of the work environment and career opportunities.

Organizational commitment in Catholic HEIs is a reflection of mission, service and shared values. Staff display loyalty, purpose, and commitment to the aims of the institution. However, institutions need to develop emotional connection and a sense of belonging through ongoing support and participation. Overall, the organizational commitment is quite high, but institutions need to increase the emotional attachment and the relationship with the employees. Organizational commitment is quite high, suggesting that the personnel are committed to the organization and willing to support its aims. They exhibit pride, loyalty, and a willingness to go the extra mile, indicating an active involvement in their work beyond the minimum employment requirements. Also, employees consider themselves part of the institution's long-term success, showing stability and intention to stay. These findings clarify that commitment remains high when institutions provide continuous learning and clear professional advancement, not just job stability. While quantitative results show very high loyalty, qualitative data reveal conditional commitment among some respondents.

These comments highlight how high ratings on organizational commitment may not always equate to unconditional loyalty. Some people remain loyal, but explore other opportunities based on working circumstances and the fairness of leadership. Overall, organizational commitment in higher education institutions is still quite high. However, it is not just dependent on institutional mission and pride, but also on support systems, fairness, leadership behavior, and staff well-being.

Table 13
Level of Human Resource Loyalty in terms of Intention to Stay

Indicator Items	Mean	SD	VD	VI
I intend to remain in this institution in the coming years.	3.46	0.63	Agree	High
I see myself building my long-term career here.	3.39	0.65	Agree	High
I rarely think about finding a job elsewhere.	3.39	0.68	Agree	High
I feel secure in my current position.	3.39	0.65	Agree	High
I prefer to stay because the institutional environment is positive.	3.45	0.63	Agree	High
I prefer staying here even if other job opportunities arise.	3.33	0.70	Agree	High
I feel motivated to continue working here because of the institution's values and culture.	3.47	0.60	Agree	High
I am not actively seeking employment elsewhere.	3.37	0.65	Agree	High
Composite Mean	3.41	0.65	Agree	High

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Intention to stay in Catholic HEIs means the employee's willingness to stay in the institution for a period of time. Factors that influence it are mission alignment, values, work environment and perceived stability. When employees believe in the institution's purpose and experience a favorable and supportive workplace environment, they are more likely to stay. In practice, this is illustrated when instructors stay in the same school for many years, participate in institutional activities, and create long-term careers in education instead of seeking job possibilities elsewhere. Table 13 shows the level of loyalty among human resources in terms of intention to stay. The composite mean is 3.41, and the standard deviation is 0.65, which shows moderate variation, meaning responses are less consistent than other loyalty indicators. This shows that most employees at higher education institutions really want to stay with their current employer, which means they have stable and dedicated employees.

The highest ratings for the indicators were "*I feel motivated to continue working here because of the institution's values and culture*" ($M = 3.47$, $SD = 0.60$) and "*I intend to remain in this institution in the coming years*" ($M = 3.46$, $SD = 0.63$). These results show that culture and environment support retention. Employees are willing to stay because of values and environment, but are less certain when it comes to long-term commitment, job security, and external opportunities. However, the lowest indicator is preference to stay even if other job opportunities arise ($M = 3.33$), followed by not actively seeking employment elsewhere ($M = 3.37$). This shows that employees are somewhat content and want to stay, but some are still open to other chances, especially if they are presented with better conditions. This might happen when employees like the organization but are still thinking of more compensation, less work or a career move elsewhere.

Matulčíková and Breveníková (2020) further stressed the significance of professional development in employees' long-term decisions, as people are constantly evaluating their work in the context of their own aspirations and future goals. This is why workers may continue to search for a job even if they like the one they have. The intention to stay in Catholic HEIs is a commitment to mission, values, and services. Employees stay for purpose and surroundings. But institutions need to provide professional growth, security and long-term prospects to retain them. Overall, the desire to stay is high, but institutions need to focus on professional advancement, job stability, and retention initiatives.

These responses explain why some indicators, such as preference to stay even if other opportunities arise (Mean = 3.33), received relatively lower ratings. They show that intention to stay remains stable but conditional, depending on external opportunities and internal workplace conditions. Overall, employees in higher education institutions show a high intention to remain. However, their decision to stay depends on a balance between positive organizational culture and practical concerns such as compensation, workload, and career opportunities. These results support the notion by Valdez & Limos (2023) that employee loyalty is very crucial for a firm to be successful. Nguyen and Ha (2023) further indicated that employee loyalty has a significant positive effect on the performance of higher education institutions, as loyal employees are more likely to be more engaged and committed to the organization's mission and objectives. Loyalty for Catholic HEIs means mission, service, and principles. Purpose and dedication retain employees. Institutions, however, need to beef up career development, support structures, and retention schemes if they are to secure long-term commitment. The overall loyalty of human resources is high, but the institutions need to increase long-term retention and assistance for employees.

The qualitative results on Level of Human Resource Loyalty explain and complement the quantitative results presented in Table 22, which reveal an overall high level of loyalty (Overall Mean = 3.46). The results also demonstrate a very strong organizational commitment (Mean = 3.52), but work satisfaction and intention to stay are still at a high level. The stories indicate that connections, leadership support, meaningful work and shared ideals foster loyalty. For job satisfaction, participants explained that they feel satisfied when they experience supportive colleagues, recognition from leaders, and meaningful work. This explains why intention to stay is high but slightly lower than commitment. Overall, the qualitative data suggest that loyalty remains high due to the feeling of supporting leadership, recognition, teamwork, and meaningful work among the employees. But the data also suggest that loyalty can be undermined by factors such as pay, workload and equity. In conclusion, human

resource loyalty in higher education institutions is still high as employees feel supported, valued and connected to the mission of the institution. However, long-term retention still depends on improving working conditions, fairness and career development chances.

Table 13

Extent of Career Pathing among Human Resources in terms of Training and Development

Indicator Items	Mean	SD	VD	VI
I am given regular opportunities for professional training.	3.47	0.70	A	H
I find the training programs relevant to my work.	3.47	0.66	A	H
I feel that training enhances my skills and job performance.	3.50	0.64	SA	VH
I receive support to attend seminars or workshops.	3.42	0.68	A	H
I am encouraged to pursue further studies.	3.44	0.65	A	H
I observe that the institution invests in employee development.	3.38	0.67	A	H
I feel prepared for higher responsibilities because of the training.	3.44	0.67	A	H
I experience prioritization of professional development.	3.41	0.65	A	H
Composite Mean	3.44	0.66	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Training and development in Catholic HEIs refer to the manner in which the institution improves the skills of personnel for current employment and future roles. It has regular training, relevant programs, support for seminars and encouragement for further study. This is done to make them efficient and ready for bigger responsibilities. This is observed in the real world when teachers go to workshops, do graduate study, or get coaching that increases the quality of teaching and administrative work. Table 13 shows the status of career pathing in human resources in terms of training and development. The composite mean is 3.44 (SD = 0.66) and is verbally interpreted as Agree and descriptively interpreted as Good. The standard deviation shows substantial variance, thus experiences vary from employee to employee. It means that the Higher Education Institutions generally have enough scope for staff training and development, resulting in professional advancement and skills enhancement. Among the indications, “*I feel that training enhances my skills and job performance*” (M = 3.50, SD = 0.64) achieved the highest mean, interpreted as Very Good, indicating that employees acknowledge the significance of training in augmenting their competencies and effectiveness. The statement “*I observe that the institution invests in employee development*” (M = 3.38) had the lowest mean. However, the higher standard deviation shows more varied responses, especially in access to opportunities. Training is effective in improving skills, but access, consistency, and institutional support vary.

In addition, Mampuru et al. (2024) defined training and development as intentional actions that seek to provide staff with the necessary skills and capacities to perform in their current and future roles. Also, Arulsamy et al. (2023) described training as a systematic process that aims to increase employees’ knowledge, skills, and abilities through various learning activities such as workshops, seminars, and on-the-job training. This is consistent with the present findings that the employees understood the importance of training in boosting their job performance. Hosen et al. (2023) also found that training and development enhance employees’ competencies and contribute to the attainment of organizational goals, while Herbert (2023) observed that investing in employee development is a strategic decision that benefits both the organization and its personnel. Similarly, Zaidi Adruce et al. (2017) also discovered that there are many benefits of training programs, such as greater information exchange, continuing education, higher motivation and the capacity to keep up with new technology. In Catholic HEIs, formation, growth and service reflect training and development. While institutions facilitate employee growth, they may have limitations related to resources, access, and program consistency. Training and development exist and are important overall, but not fully optimized. Employees acquire skills and recognize the value of programs, but more continuous support, funding and prioritizing are needed to improve career preparation and progress. Taking on responsibilities helps build skills and motivation for advancement. This shows that development alone is not enough without fair rewards. These programs help improve skills and support graduate studies. In summary, the findings indicate that training and development are taking place at a high level. However, employees often criticize injustices such as unequal access, no clear career paths, and uneven chances. Staff training helps staff get forward, but the institution should have better protocols and fair access to help advance everyone’s career.

Table 14*Extent of Career Pathing among Human Resources in terms of Promotion Opportunities*

Indicator Items	Mean	SD	VD	VI
I clearly understand the institution's promotion policies.	3.53	0.59	SA	VH
I believe promotions are based on merit.	3.46	0.64	A	H
I feel I have fair chances of being promoted.	3.46	0.66	A	H
I see promotion criteria being applied consistently.	3.43	0.66	A	H
I feel there are opportunities for career advancement in this institution.	3.43	0.64	A	H
I see transparency in promotion decisions.	3.48	0.64	A	H
I feel encouraged to perform at my best because of the potential for career advancement.	3.49	0.62	A	H
I believe long-term career growth is possible in this institution.	3.43	0.66	A	H
Composite Mean	3.46	0.64	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Within Catholic HEIs, there are possibilities for promotion and that personnel will move seamlessly and equitably to higher positions, depending on their performance, their qualification and the policies of the institution. It has clear standards, fair judgment and apparent career opportunities. Table 14 shows the state of career pathing for human resources in terms of promotion prospects. The average score was 3.46 (SD =0.64), which was verbally described as "Agree" and interpreted as "Good." The standard deviation shows moderate variation, which means experiences differ across employees. This means that higher education institutions usually offer fair and well-organized chances for job advancement, which helps employees improve professionally and stay motivated. The statement "I clearly understand the institution's promotion policies" (M = 3.53, SD = 0.59) had the highest mean, which means it was Very Good. This suggests that employees comprehend and convey the promotion systems well. Other signs showing people have a good view of career development at the organization are the openness of promotion choices (M=3.48, SD=0.64) and the motivation for doing well because of the potential to go higher (M=3.49, SD=0.66). These data suggest that there are mechanisms of promotion and that these systems do influence performance. Consistent application of criteria (M=3.43, SD=0.66), professional advancement opportunities (M=3.43, SD=0.64), long-term career progress (M=3.43, SD=0.66) and fair odds of promotion (M=3.46, SD=0.66) were rated lower. These are still good but not so strong. The higher standard deviations reflect more diverse responses, particularly on fairness and consistency. Employees know how to get promoted but are less certain about fairness, consistency and opportunities.

In Catholic HEIs, promotion is based on merit, service and dedication to mission. But institutions seek to offer equitable opportunities, and structural constraints such as limited postings and hierarchical processes can be a drag on advancement. Overall, there are opportunities for improvement, but institutions need to improve fairness, consistency, and availability of pathways for advancement. Employees do see a structure in place, but fairness, consistency, and genuine access to progression still need to be enhanced to enable long-term career growth. The qualitative results show that the promotion prospects affect the view of the long-term career path of the personnel in HEIs. Employees are aware of promotion schemes but have concerns about fairness, transparency and equal access. The qualitative overall findings show the presence of promotion opportunities and motivate individuals to perform better. But employees also bring up issues of fairness, transparency, and equal access. The quantitative results show a high level of promotion chances. Still, the qualitative statistics show that trust in promotion systems depends on the consistency and fairness in the application of the institution's regulations.

Table 15*Extent of Career Pathing among Human Resources in terms of Career Advancement Programs*

Indicator Items	Mean	SD	VD	VI
I am aware of the institution's career development programs.	3.52	0.62	SA	VH
I understand the career pathways available to me.	3.44	0.63	A	H
I have access to mentoring or coaching opportunities.	3.47	0.67	A	H
I receive guidance in setting and achieving my career goals.	3.45	0.66	A	H
I feel motivated to improve because of career development programs.	3.49	0.67	A	H
I actively apply the skills and knowledge gained from career programs to improve my performance.	3.50	0.64	SA	VH
I feel supported in achieving my long-term career goals.	3.52	0.63	SA	VH
I believe career programs encourage employees to stay.	3.49	0.64	SA	VH
Composite Mean	3.48	0.64	A	H

Legend: VD- Verbal Description, VI- Verbal Interpretation 3.25-4.00 Strongly Agree SA (Very High VH), 2.50-3.24 Agree A (High H), 1.75-2.49 Disagree D (Low L), 1.00-1.74 Strongly Disagree SD (Very Low VL)

Career advancement plans in Catholic HEIs are intentional efforts to assist staff plan and achieve career growth in the long run. This comprises mentoring, coaching, career advising, and development courses to support individuals into higher positions. This includes mentoring, coaching, career advice, and development courses to help staff progress to more senior positions. Table 15 delineates the state of career pathing within human resources regarding career advancement programs, yielding a composite mean of 3.48 (SD = 0.64), categorized as Agree and interpreted as Good. The standard deviation shows moderate variation, which means experiences differ across employees. The highest means for the indications were "I am aware of the institution's career development programs" (M = 3.52, SD = 0.62) and "I feel supported in achieving my long-term career goals" (M = 3.52, SD = 0.63).

Both of these were seen as Very Good. Also, "I actively apply the skills and knowledge gained from career programs to improve my performance" (WM = 3.50, SD = 0.64), which is interpreted as very good. These results show that programs are visible, useful, and support performance. This shows that employees know the programs exist, feel supported, and use what they learn in their work. The lower evaluations seem to be in the comprehension of professional pathways (M=3.44, SD=0.63), access to mentoring or coaching (M=3.47, SD=0.67), and advice in creating career objectives (M=3.45, SD=0.66). They are good but weaker: The higher standard deviation shows more variable reactions, notably in the area of mentorship and supervision. Employees know about programs and benefit from them, but are less clear on career paths and continuous coaching. These results are in agreement with the research by Choudhary et al. (2024), who highlighted the importance of career development opportunities like mentoring, skill improvement, and advancement programs in fostering employee loyalty and career achievement. DJ et al (2024) also defined career development as a process that alters the views and behaviors of people about their work and, hence, their involvement and long-term commitment to the organization. Also, Suriadi et al. (2024) underlined that in the higher education sector, professional development possibilities including further studies, leadership positions and promotions are important in enhancing job satisfaction and employee performance. These programs help employees pursue further studies and improve professional competence. The results are in favor of the programs existing for career progression and the general assistance for the growth of employees. Employees get skills through training, coaching, seminars and exposure to leadership. The qualitative data also speaks to a need for clearer career paths, greater mentoring systems and more consistent access to advancement opportunities. These changes can also further motivate people, increase performance and ensure long-term commitment.

Table 16

Correlation Analysis Between Leadership Practices, Organizational Culture, and Human Resource Loyalty

Independent Variables	R-value	p-value	Interpretation	
Leadership Practices→HR Loyalty	0.71	0.000	High Significant	Positive
Organizational Culture→HR Loyalty	0.76	0.000	High Significant	Positive
Leadership Practices + Organizational→HR Loyalty Culture (Combined Index)	0.79	0.000	High Significant	Positive

Legend: p value = 0.000 High Positive Significant Relationship

The results indicate strong and substantial correlations between the variables. Leadership practices have a high positive link with human resource loyalty ($r = 0.71$, $p = 0.000$). This suggests that the better the leadership, the more loyal the employees. Organizational culture, on the other hand, has a stronger association with human resource loyalty ($r = 0.76$, $p = 0.000$), which demonstrates that the stronger and more positive the culture, the higher the levels of loyalty. The strongest association is between the combined effect of leadership practices and organizational culture ($r = 0.79$, $p = 0.000$), which suggests that the two elements together have the most significant impact on human resource loyalty. The p-values are all 0.000; therefore, the relationships are statistically significant. Therefore, the null hypothesis is rejected. This suggests that leadership techniques and organizational culture have a huge influence on human resource loyalty in higher education institutions.

Table 17

Multiple Regression Analysis: Influence of Leadership Practices and Organizational Culture on Human Resource Loyalty

Variables	Beta (β)	t-value	p-value	Interpretation
Leadership Practices	0.34	5.87	0.000	Significant Predictor
Organizational Culture	0.49	8.12	0.000	Significant Predictor
R	0.79			Strong Relationship
R ²	0.62			62% Variance Explained
F-value	148.63		0.000	Model Significant

Legend: p value = 0.000 High Positive Significant Relationship

The results of the multiple regression analysis show that organizational culture and leadership practices are also significant predictors of loyalty to human resources. The leadership behaviors have a positive effect ($\beta=0.34$, $t=5.87$, $p=0.000$). This means that good leadership will increase employee loyalty. Organizational culture has a greater effect ($\beta = 0.49$, $t = 8.12$, $p = 0.000$), which means culture has a bigger part in forming loyalty. The model indicates a strong association ($R = 0.79$) and explains the 62% of the variance of human resource loyalty ($R^2 = 0.62$). This suggests that leadership techniques and corporate culture combine to create a considerable part of employee loyalty. The F-value (148.63, $p = 0.000$) indicates that the model is statistically significant. These results reveal that both leadership and culture affect human resource loyalty, with organizational culture being the better predictor. Thus, the null hypothesis is rejected. The results validate the relationship and the predictive value of leadership and organizational culture on the loyalty of human resources in Higher Education Institutions. The literature and theoretical frameworks support the findings. Good human resource management systems, such as leadership practices and culture of the firm, are vital in boosting employee growth and the results of the organization (Suthammanon et al., 2024). Organizations should invest money to manage and develop their people since they are the most significant factor in the long-term success and performance of the firm (Labrada, 2022). Benedict et al. (2024) also found that structured organizational practices such as leadership and career frameworks have an important impact on employee satisfaction and loyalty. Moreover, Olga and Nurraihan (2024) also mentioned that organizational support systems, such as leadership and career development programs, can increase employees' commitment and attachment to the firm.

Table 18

Correlation Analysis Between Leadership Practices, Organizational Culture, and Career Pathing

Independent Variables	r-value	p-value	Interpretation
Leadership Practices → Career Pathing	0.73	0.000	High Positive Significant
Organizational Culture → Career Pathing	0.78	0.000	High Positive Significant
Leadership Practices + Organizational Culture → Career Pathing (Combined Index)	0.81	0.000	High Positive Significant

Legend: p value = 0.000 High Positive Significant Relationship

The results indicate that the correlations between variables are considerable and robust. Leadership practices show a high positive link with career pathing ($r = 0.73$, $p = 0.000$), indicating that better leadership is connected with better career growth options. Organizational culture is more correlated with career pathing ($r = 0.78$, $p = 0.000$), indicating that positive and congruent culture assists career development. Leadership practices and organizational culture combined exhibit the strongest connection ($r = 0.81$, $P = 0.000$), indicating that the two factors together exert the largest influence on career pathing. All p-values are 0.000, indicating that the associations are statistically significant. Thus, the null hypothesis is rejected.

Table 19

Multiple Regression Analysis: Influence of Leadership Practices and Organizational Culture on Career Pathing

Variables	Beta (β)	t-value	p-value	Interpretation
Leadership Practices	0.38	6.41	0.000	Significant Predictor
Organizational Culture	0.52	8.94	0.000	Significant Predictor
R	0.81			Strong Relationship
R ²	0.66			66% Variance Explained
F-value	162.74		0.000	Model Significant

Legend: p value = 0.000 High Positive Significant Relationship

The multiple regression results reveal that leadership practices and corporate culture are major predictors of

career pathing. Leadership practices have a positive effect ($B = 0.38, t = 6.41, p = 0.000$), which suggests that better leadership increases career growth. Organizational culture has a higher effect ($B = 0.52, t = 8.94, p = 0.000$), which suggests culture has a larger role in defining career pathing. The model indicates a strong link ($R = 0.81$) and explains 66% of the variance in career pathing ($R^2 = 0.66$). This suggests that leadership techniques and company culture combined represent a big part of career development results. The model is statistically significant with an F-value of 162.74 and $p = 0.000$. The findings support that both leadership and culture impact career pathing, with organizational culture being the stronger predictor. So, the null hypothesis is rejected. In higher education, the opportunities for continuous learning, leadership positions, and academic engagement significantly contribute to enhancing employee performance and career development (Suriadi et al., 2024). Furthermore, Olga and Nurraihan (2024) stated that providing employees with structured opportunities for career advancement makes them more engaged and more likely to stay with the company, because they are more likely to stay with a company that supports their professional development. The results can also be explained through relevant theories. Social Exchange Theory indicates that when employees perceive high support from leadership and the organization, they reciprocate with increased engagement in career development and commitment to growth within the institution.

In Catholic HEIs, this influence is directed by mission, service, and values. Organizational culture shapes development opportunities, while leadership reinforces growth and direction. Together, they create a strong foundation for career pathing. Olga and Nurraihan (2024) also stated that providing employees with structured opportunities for career advancement heightens their commitment and likelihood to stay with a firm since they are more inclined to remain with a company that promotes their professional growth. Also, the findings can be interpreted using the applicable theories. As per the Social Exchange Theory, high levels of support from the leadership and the organization lead to employees reciprocating by being more engaged in career development and committed to advancement within the institution. Mission, service and values in Catholic HEIs guide the impact. The culture in organizations influences the possibilities for development. Leadership gives power to development and direction. Together, they provide a solid foundation for career pathing.

Quantitative results showed high to very high ratings of both leadership practices ($M \approx 3.37-3.51$) and organizational culture ($M \approx 3.43-3.51$) in the selected Catholic higher education institutions, suggesting that employees, in general, perceive effective leadership and a positive organizational environment. These results suggest that leadership and organizational culture influence employee motivation, performance, and professional development. The qualitative results further indicate this convergence by showing employees' experiences with leadership techniques and organizational culture in the day-to-day institutional existence. The results indicate that leadership and corporate culture interact to influence employee motivation, performance and professional development. Qualitative studies illuminate this convergence by portraying the lived experience of leadership practices and organizational culture in the daily life of the institution.

Table 20
Leadership Practices and Lived Experiences of the Participants

Major Theme	Codes
Leadership Support and Empowerment	Supportive leadership, encouragement, approachability, trust, autonomy
Communication and Transparency	Clear and transparent communication helps employees understand expectations and perform better.
Recognition and Employee Valuation	Appreciation, recognition, feeling valued, trust, incentives, lack of appreciation
Professional Growth and Career Development	Training, mentorship, seminars, coaching, learning opportunities, and career advancement
Participation and Inclusivity in Decision-Making	Participation, shared ideas, involvement, limited participation, and top-down leadership.
Work Environment and Organizational Climate	Team bonding, values, belongingness, and support.
Mission-Driven and Values-Based Leadership	Institutional policies, mission, vision, core values, and Christian community

A dominant pattern across the data is leadership support and empowerment. Most respondents (14 out of 30) described leaders as supportive, approachable, and encouraging. Employees link support directly to motivation

and performance. The responses illustrate that leadership behaviors directly foster employee confidence and commitment. This accounts for the high mean scores. These findings are consistent with Novianti et al. (2024), who stressed that leadership styles have a significant impact on employee well-being and motivation, and with Bou et al. (2025), who found that transformational leadership improves employee performance and commitment in higher education. Closely tied to this is communication and transparency in leadership. At least eleven (11) respondents emphasized clear direction, feedback, and expectations. Employees perform better when leaders communicate clearly. These findings are in agreement with Bwalya (2023), who argued that leadership affects communication, motivation, and decision-making in businesses. The results are backed up by the Denison Organizational Culture Model, with a specific focus on the engagement and consistency dimensions. Good communication creates alignment, a common understanding and organizational glue that results in better performance.

Ten (10) respondents reported that appreciation, trust, and incentives increase motivation. Employees respond to recognition with stronger effort. That's why leadership is high overall, but not optimal. The more employees feel valued, the more they emotionally tie themselves to the organization, and the more they want to stay. Differences in recognition approaches were also documented, which points out the need for more structured and equal recognition processes. These responses show that leadership extends beyond supervision and supports continuous development, reinforcing the high mean results. Leadership also shapes participation and inclusivity in decision-making. Some respondents reported being involved in meetings and planning. However, this is not consistent. Some respondents experienced top-down leadership. This difference indicates that involvement is present yet different among units. This variation accounts for discrepancies within the high ratings. These results are consistent with the work of Tan (2025) and Al-Azad et al. (2024), who noted that democratic leadership fosters collaboration, participation, and ownership among employees. These results are consistent with the involvement dimension of the Denison Model, which highlights employee participation as a key factor in organizational effectiveness. Participative leadership also embodies ideas of transformational leadership, where leaders empower employees and promote shared responsibility. This creates a feeling of ownership and enhances corporate commitment. However, the limited involvement stated by several participants suggested the gap between the desired and actual behaviors.

The theme of work environment and organizational climate further supports the findings. Eight (8) respondents described leadership as shaping a positive, fair, and motivating environment. Employees perform better in supportive conditions. At the same time, negative experiences also emerged. This shows that leadership can either strengthen or weaken the work environment. Another important theme is mission-driven and values-based leadership, which reflects the Catholic identity of the institutions. Leadership is aligned with institutional mission, vision, and core values. This alignment provides direction and shared purpose. It explains why employees remain committed despite challenges. Overall, there is high convergence of the quantitative and qualitative data. The high mean ratings ($M = 3.37-3.51$) are due to leadership methods being supportive, communicative, acknowledging, participative, growth-oriented, and value-driven. But the qualitative results also point to important gaps: inconsistent involvement, uneven recognition, and varied effects of leadership. The findings suggest that leadership effectiveness in Catholic higher education institutions is excellent but not uniform.

Table 21

Organizational Culture and Lived Experiences of the Participants

Major Theme	Codes
Communication and Transparency	Open communication, clear guidelines, and coordination
Collaboration and Teamwork	Collaboration; teamwork; shared planning; cross-functional work
Participation and Inclusivity	Participation; shared decision-making; involvement; belongingness
Adaptability and Organizational Support	Adaptability; flexibility; policy adjustment; training
Professional Growth and Development	Training; mentoring; evaluation; learning opportunities
Work Environment and Organizational Climate	Team bonding; values; belongingness; support

The quantitative results showed that organizational culture in the selected Catholic higher education institutions was rated high to very high (overall mean ~ 3.43-3.51). This indicates that employees generally experience a strong, functional, and supportive organizational environment. The qualitative findings explain this result by showing how culture is practiced through communication, collaboration, participation, adaptability, development, and shared values, while also revealing structural and cultural gaps. A dominant pattern in the data is communication and transparency. Several respondents (at least 7) emphasized clear guidelines, open communication, and coordination. Employees rely on clarity to perform well. These responses show that communication reduces confusion and aligns employees with institutional goals. This directly supports the high mean scores. Another strong theme is collaboration and teamwork, reported by nearly half of the respondents. Employees described a culture where teamwork and shared planning are common. Real cases, such as accreditation work and school events, show that collaboration improves outcomes. This explains the high ratings in involvement and engagement. Closely related is participation and inclusivity. Participants reported being involved in meetings, planning, and decision-making. Participation increases ownership and motivation. This shows that inclusivity exists but is inconsistent, which explains the variation within the high ratings. The theme of adaptability and organizational support also explains the results. Participants described how institutions adjust policies and support employees during change. Pandemic modifications and new teaching techniques are examples of how being adaptable increases performance. This is why the mean ratings for adaptability are high. These results are consistent with Sun (2024), who highlighted that adaptability allows firms to respond effectively to changes and maintain success. Another key theme is professional growth and development. Employees reported training, mentoring, and evaluation systems that improve skills and performance.

These practices show that the institution invests in employee development, which aligns with the high ratings in organizational effectiveness. The theme of work environment and organizational climate further supports the findings. Participants described a positive environment built on teamwork, belongingness, and support. These responses show that a positive climate strengthens motivation and satisfaction, reinforcing the quantitative results. Another distinct theme is values-based culture, which reflects the Catholic identity of the institutions. Participants emphasized religious activities, mission, and values formation. While another highlighted that values such as integrity and service are embedded in practice. This shows that organizational culture is not only operational but also value-driven, which strengthens commitment and purpose. These findings explain why organizational culture, although rated high, is not uniformly experienced. Overall, the integration of quantitative and qualitative findings shows strong convergence.

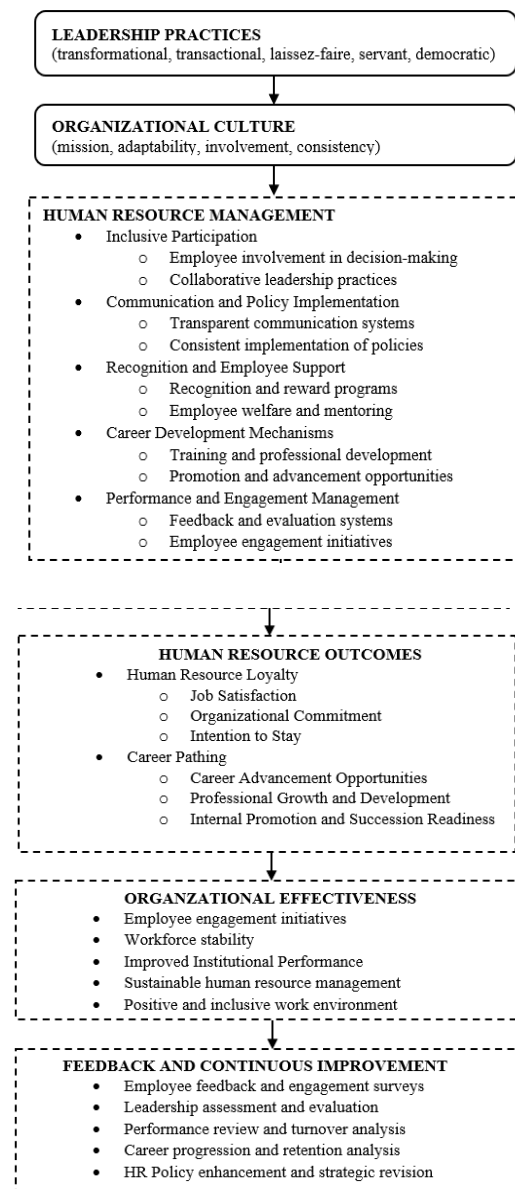
Table 22
Challenges on Leadership Practices and Organizational Culture and Lived Experiences of the Participants

Major Theme	Codes
Limited participation and top-down decision-making	Exclusion from decision-making processes, Decisions made solely by administrators, Minimal employee consultation
Inconsistency in policies and leadership practices	Unequal implementation of policies
Lack of recognition and appreciation	Insufficient acknowledgment of employee contributions
Communication gaps and a lack of clarity	Unclear dissemination of information
Resistance to change and reliance on traditional practices	Reluctance to adopt new systems and innovations
Poor coordination and role ambiguity	Lack of a clear division of responsibilities

A major challenge is limited participation and top-down decision-making. Some respondents reported that leadership does not always practice inclusivity. In school settings, this occurs during the planning of programs or policy decisions where meetings are conducted, but outcomes are already predetermined. This reduces employee voice and weakens engagement, even if participation is formally present. Another critical issue is inconsistency in policies and leadership practices. Participants observed that rules are not applied uniformly across departments. This often happens during transitions such as blended learning or new academic guidelines, where a lack of standardization leads to frustration and uneven performance expectations.

A third challenge is a lack of recognition and appreciation. While many respondents experienced supportive leadership, others reported gaps. In practice, this occurs when employees consistently perform tasks beyond

expectations but receive little acknowledgment, incentives, or feedback. Over time, this leads to disengagement and burnout, even in otherwise supportive environments. Another issue is communication gaps and a lack of clarity. Although communication is generally strong, some respondents reported breakdowns. This happens when instructions are delayed, unclear, or not cascaded properly, especially during institutional changes or major events, resulting in confusion and inefficiency. The data also highlight resistance to change and reliance on traditional practices. This is seen when institutions hesitate to adopt new teaching methods, technologies, or systems, which slows innovation and limits professional growth. Another significant challenge is poor coordination and role ambiguity. Participants reported unclear responsibilities and overlapping tasks. These are the problems that make leadership and organizational culture rate high but are not experienced across the board for all workers. They call for more standardized, inclusive, and responsive leadership and organizational frameworks. Participants suggested a number of improvements, including improved communication, increased staff engagement, better recognition methods and teamwork. These ideas are consistent with the basic elements of the Denison Model, especially engagement and adaptability, which are central to organizational efficiency. Furthermore, the focus on inclusiveness, empowerment, and Cooperation is consistent with transformational and servant leadership, implying that these leadership styles are most effective in building a healthy work environment.



Proposed Human Resource Management Framework Based on Leadership Practices and Organizational Culture

The proposed framework, “Fostering Loyalty and Career Pathing: A Leadership and Organizational Culture–Based Framework for Higher Education Institutions,” is grounded in the findings of the study, which established that leadership practices and organizational culture significantly influence human resource outcomes. Quantitative results revealed strong and significant relationships between leadership practices, organizational culture, and both human resource loyalty and career pathing, indicating that these variables are critical drivers of employee attitudes and professional growth.

Despite the high levels observed, qualitative findings uncovered inconsistencies in the actual practice of leadership and organizational culture across units, particularly in areas such as participation, recognition, communication, and policy implementation. These gaps suggest that while leadership and culture are generally present and effective, their impact is not uniformly experienced by all employees. This creates a need for a structured and integrated approach that ensures consistency, inclusivity, and alignment across the institution.

The framework is therefore proposed to emphasize the confluence of leadership practices and organizational culture as the central mechanism through which human resource outcomes are shaped. Leadership practices—including transformational, transactional, servant, laissez-faire, and democratic—provide direction, influence behavior, and shape employee experiences. Organizational culture, characterized by involvement, consistency, adaptability, and mission,

reinforces these leadership practices by creating a shared system of values, norms, and expectations. When aligned, these two elements create a stronger and more sustained influence on employees.

This combined influence directly affects human resource loyalty, reflected in job satisfaction, organizational commitment, and intention to stay, as well as career pathing, which includes training and development, promotion opportunities, and career advancement. These outcomes are essential indicators of effective human resource management, as they contribute to employee retention, engagement, and long-term organizational performance. Grounded in the principle of organizational alignment, the framework also draws support from the McKinsey 7S Model, which posits that organizational effectiveness depends on the alignment of key elements such as leadership (style), shared values (culture), and systems. In this study, leadership practices and organizational culture represent the core elements that, when aligned, produce effective human resource outcomes.

4. Conclusions

Based on the findings, the following conclusions are derived: Leadership practices effectively promote motivation, structure, collaboration, and autonomy. However, it is still important to improve recognition, consistency, employee involvement, and supportive guidance in order to make engagement and organizational effectiveness even better. Organizational culture is shown through strong involvement, consistency, adaptability, and a clear mission. This promotes involvement and alignment; nonetheless, enhancing trust, responsiveness, and organizational performance remains essential through increased employee participation, policy consistency, and feedback systems. Human resource loyalty suggests that the employees are stable and interested in their work. But to keep employees for a long time and help them do better work, it's still vital to give them more institutional support, emotional connection, and chances to grow in their careers. Career pathing reveals that there are good training and development options, chances for promotion, and programs to help employees advance in their careers. The interplay between leadership styles and organizational culture profoundly influences employee loyalty. Both of these factors are good at predicting loyalty, but organizational culture is the best at doing so. Leadership styles and organizational culture significantly and positively influence career pathing, with organizational culture emerging as the stronger predictor, collectively explaining a substantial portion of employees' career development and progression. Leadership and culture are generally strong, supportive, and value-driven. However, gaps exist in participation, recognition, and consistency. Key challenges include limited participation, inconsistent policies, weak recognition, and communication gaps. These issues affect engagement and effectiveness. The Human Resource Management Framework he proposed stresses that correlating the seven parts of the McKinsey 7S Model with leadership styles and the culture of the organization increases employee loyalty and career growth, which in turn increases employee commitment, retention, and overall effectiveness in higher education institutions.

Recommendations- Based on the significant findings, the following recommendations are presented: The school administration, through the Human Resource Office and Academic Affairs, may strengthen leadership practices by conducting regular leadership development programs focused on communication, recognition, and participative leadership. Department heads may consistently provide feedback, recognize employee contributions, and actively involve employees in decision-making to improve engagement and leadership effectiveness. The administration, in coordination with the Quality Assurance Office, may enhance organizational culture by standardizing policies, strengthening communication systems, and improving coordination across departments. The institution may ensure that policies are applied consistently and that information is clearly and promptly communicated to all employees. The Human Resource Office may implement programs that strengthen employee retention, such as recognition initiatives, wellness programs, and support systems that improve job satisfaction, organizational commitment, and intention to stay. The institution may also address workload balance and provide adequate resources to sustain employee motivation. The Human Resource Office, in collaboration with department heads, may enhance career pathing by developing clear career pathway maps, establishing transparent promotion systems, and ensuring equal access to training and development opportunities. Structured systems may be implemented to support long-term employee growth. The administration may align leadership practices with organizational culture to maximize its combined influence on human resource loyalty. Leaders may model

institutional values, promote engagement, and ensure that leadership behaviors are consistent with the organization's culture to strengthen employee commitment. The Human Resource Office and department heads may integrate leadership and organizational culture in designing career development programs. Leadership may actively support employee growth, while organizational systems may provide structured opportunities for training, promotion, and advancement.

The institution may sustain strong leadership and organizational culture practices by reinforcing support, communication, collaboration, and values-based leadership. At the same time, the administration may address gaps in participation, recognition, and consistency to ensure that these practices are experienced uniformly across all units. The administration may address identified challenges by promoting inclusive decision-making, ensuring consistent policy implementation, strengthening recognition systems, improving communication flow, and enhancing coordination among departments. Efforts may also be made to reduce resistance to change by encouraging innovation and continuous improvement. The institution may adopt and implement the proposed Human Resource Management Framework to align leadership styles and organizational culture in strengthening human resource loyalty and career pathing. The Human Resource Office may lead its implementation, monitoring, and evaluation to ensure continuous improvement and sustainability of human resource practices. Future researchers are encouraged to explore additional variables such as compensation, workload, and external factors that may influence employee outcomes. They may also expand the study's scope by including more institutions or by applying different research designs to validate further and enrich the findings.

5. References

- Abane, J. A., Adamtey, R., & Ayim, V. O. (2022). Does organizational culture influence employee productivity at the local level? A test of Denison's culture model in Ghana's local government sector. *Future Business Journal*, 8(1), 1–13. <https://doi.org/10.1186/s43093-022-00145-5>
- Agazu, B. G., Kero, C. A., & Debela, K. L. (2025). Transformational leadership and firm performance: a systematic literature review. *Journal of Innovation and Entrepreneurship*, 14(1). <https://doi.org/10.1186/s13731-025-00476-x>
- Al-Azad, N., Yong, F. L., & Tan, N. (2024). Servant, Democratic, and Transformational Leadership Styles: Implications on Higher Educational... *ResearchGate*, 10–16.
- Antonopoulou, H., Halkiopoulou, C., Barlou, O., & Beligiannis, G. N. (2021). Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic. *Emerging Science Journal*, 5(1), 1–15. <https://doi.org/10.28991/esj-2021-01252>
- Arulsamy, A. S., Singh, I., Kumar, M. S., Panchal, J., & Bajaj, K. K. (2023). Employee Training and Development: Enhancing Employee Performance – a Study. *Employee Training and Development Enhancing Employee Performance – a Study*, 16(3), 406–416. *Researchgate*.
- Awuah, E. B., & Agyei, S. (n.d.). Leadership Styles in Tertiary Institutions: Cape Coast Technical University in Perspective. *International Journal of Education and Evaluation E-ISSN*, 6.
- Benedict, J., Francis, J., Unico, M. G., & Abante, M. V. (2024). The Impact of Career Pathing Practices on Job Satisfaction of Employees at BIR Document Processing Division in RR4 - PAMPANGA. *International Journal of Entrepreneurship and Sustainability Studies*, 4(2). <https://doi.org/10.31098/ijeass.v4i2.2806>
- Bertoni, B. (2023a). Leadership styles in education: Nine ways educators guide talent. *Keiser University*. <https://www.keiseruniversity.edu/leadership-styles-in-education-nine-ways-educators-guide-talent/>
- Bituin, J. T., & Callo, E. C. (2025). View of Transformational and Transactional Leadership towards Organizational Commitment. *TWIST Journal*. <https://twistjournal.net/twist/article/view/382/285>
- Bhatia, M., & Williams, A. (2023). Identifying Job Satisfaction Parameters among the Employees in Higher Educational Institutions: A Mathematical Model. <https://arxiv.org/pdf/2309.07553>
- Buenvinida, L. P., & Ramos, A. T. S. (2025). View of transformational leadership practices of school heads and performance of city schools in the first district of Laguna, Philippines. *Grdspublishing.org*. <https://grdspublishing.org/index.php/people/article/view/711/663>

- Bwalya, A. R. (2023, August). Leadership styles. ResearchGate; Fundacja Upowszechniająca Wiedzę i Naukę Cognitione.
- Cayanan, N., Pabustan, I., Mallari, M., & Florencondia, N. (2025). Relationship between Democratic Leadership Characteristics and Student Academic Performance at Holy Angel University. | IRE Journals |, 8, 2456–8880.
- Chen, S., Abdul Kadir, S., & Mohd Sufian Kang, E. K. (2024). Factors Influencing Lecturers' Organizational Commitment in Higher Education: A Systematic Literature Review. *Journal of Curriculum and Teaching*, 13(4), 192. <https://doi.org/10.5430/jct.v13n4p192>
- Chhom, C., Vy, S., Chheav, R., Bou, D., Kheuy, S., & Sam, R. (2024). The Laissez-Faire Leadership Style in Higher Education Institutions: A Systematic Literature Review. *European Journal of Contemporary Education and E-Learning*, 2(6), 140–168. [https://doi.org/10.59324/ejceel.2024.2\(6\).09](https://doi.org/10.59324/ejceel.2024.2(6).09)
- Choudhary, J., Dada, M., & Singh, J. (2024). Effect of Career Advancement Opportunities, Training and Development Programs and Corporate Culture on Employee Loyalty of Alibaba in China. *International Journal of Advanced Business Studies*, 3(Special Issue 1), 135–148. <https://doi.org/10.59857/ijabs.1175>
- Columna, F. J., & García, F. (2024a). An Analytical Exploration of Factors Contributing to Increasing Turnover and Employee Retention Challenges in a Private Educational Institution. *JPAIR Institutional Research*, 23(1), 1–19. <https://doi.org/10.7719/irj.v23i1.903>
- Desiderio, L. (2023, January 6). 60% of workers quietly quitting, study reveals. Philstar.com. <https://www.philstar.com/business/2023/01/06/2235578/60-workers-quietly-quitting-study-reveals>
- DJ, Y. R., Setyanti, S. W. L. H., Handriyono, Prihatin, D., & Susanto, A. B. (2024). Enhancing Employee Performance through Career Development, Organizational Climate, and Employee Loyalty: The Mediating Effect of Quality of Work Life in Indonesian Export-Import Expedition Companies. *Journal of System and Management Sciences*. <https://doi.org/10.33168/jsms.2024.0830>
- Edu, D. N. (2024). The role of transformational leadership in shaping the future of higher education. 30(1), 67–74.
- El-Hage, U., & Sidani, D. (2024). View of An exploration of the role of transformational leadership in times of institutionalization of change. *Tuningjournal.org*. <https://tuningjournal.org/article/view/2130/3493>
- Esogon, S. G. T., & Gumban, J. L. (2024). Transformational Leadership of School Heads in Public Elementary Schools in Bacolod City, Philippines - *International Journal of Research and Innovation in Social Science*. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/transformational-leadership-of-school-heads-in-public-elementary-schools-in-bacolod-city-philippines/>
- Gutterman, A. S. (2024, September 25). Dimensions of Organizational Culture. ResearchGate.
- Hamidi, Y., Mohammadibakhsh, R., Soltanianid.org/, A., & Behzadifar, M. (2017). Relationship between organizational culture and commitment of employees in health care centers in the west of Iran. *Electronic Physician*, 9(1), 3646–3652. <https://doi.org/10.19082/3646>
- Hancock, M. L. (2019). Leadership in Christian higher education: the impact of different leadership styles on students. <https://firescholars.seu.edu/honors/106>
- Herbert, K. (2023, October). What is employee training and development? HR Software. <https://www.techtarget.com/searchHRSoftware/definition/employee-training-and-development>
- Hieng Sophon, Hum, C., Sopha Seoung, Sam, R., Phorn, P., & Vy, S. (2024). Transactional Leadership Style in Higher Educations: A Systematic Literature Review. *Scientia. Technology, Science and Society*, 1(3), 126–144. [https://doi.org/10.59324/stss.2024.1\(3\).08](https://doi.org/10.59324/stss.2024.1(3).08)
- Hosen, S., Hamzah, S. R., Arif Ismail, I., NoormiAlias, S., Faiq Abd Aziz, M., & Rahman, M. M. (2023). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon*, 10(1), e23903.
- Howell, J. L., Bullington, K. E., Gregory, D. E., Williams, M. R., & Nuckols, W. L. (2022). Transformational Leadership in Higher Education Programs. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 51–66. <https://doi.org/10.52547/johepal.3.1.51>
- Indeed. (2022, June 25). What Is Transformational Leadership Theory? Indeed Career Guide.

- <https://www.indeed.com/career-advice/career-development/transformational-leadership-theory>
Indeed Editorial Team. (2023, August 1). 16 Reasons Employees Leave Their Jobs. Indeed Career Guide.
- <https://www.indeed.com/career-advice/career-development/reasons-employees-leave>
Iqbal, Z. A., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. (2021). Impact of Authoritative and Laissez-Faire Leadership on Thriving at Work: the Moderating Role of Conscientiousness. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 667–685.
- Janse, B. (2020, February 10). Denison Culture Survey. Toolshero.
<https://www.toolshero.com/management/denison-culture-survey/>
- Kamal, F., Ridwan, R., & Rachman, A. (2024). Laissez-faire leadership: a comprehensive systematic review for effective education practices. *Journal of Education and Learning (Edisi Elektronik)/Journal of Education and Learning*, 18(4), 1460–1467. <https://doi.org/10.11591/edulearn.v18i4.21407>
- Kanus, E. (2025). Work Relationship Stressors and Performance of Academic Staff In Private Universities In Kenya. *European Journal of Education Studies*, 12(10). <https://doi.org/10.46827/ejes.v12i10.6248>
- Labrada, L. (2022). Management of Career Pathways Through Faculty Development Programs of the Department of Education. *International Journal of Advanced Multidisciplinary Studies*, II. <https://www.ijams-bbp.net/wp-content/uploads/2022/09/IJAMS-AUGUST-1-29.pdf>
- Lazona, C. I. P. L., & Salabao, A. (2025). Factors Affecting Employee Retention of a State University in Eastern Visayas, Philippines. *Global Journal of Management and Business Research: Administration and Management*, 25(4). https://globaljournals.org/GJMBR_Volume25/2-Factors-Affecting-Employee.pdf
- Li, X., Zhang, Q., & Gamble, J. H. (2022). Teacher Burnout and Turnover Intention in Higher education: the Mediating Role of Job Satisfaction and the Moderating Role of Proactive Personality. *Frontiers in Psychology*, 13(13). <https://doi.org/10.3389/fpsyg.2022.1076277>
- Maalouf, G. Y. (2023). The Role of Servant Leadership Style in Improving Innovation in Higher Education Institutions. *International Journal of Professional Business Review*, 8(9), e01787–e01787. <https://doi.org/10.26668/businessreview/2023.v8i9.1787>
- Mahfouz, S., Abd Halim, M. S., Bahkia, A. S., & Alias, N. (2022). The impact of organizational justice on intention to stay: The mediating role of organizational commitment. *Corporate Governance and Organizational Behavior Review*, 6(1), 139–149. <https://doi.org/10.22495/cgobrv6i1p10>
- Mahmoud, E., Shashidhar Belbase, & Alsheikh, N. (2023). Academic Chairs' Leaderships Styles and Teachers' Job Satisfaction in Higher Education Institutions in the UAE. *European Journal of Educational Management*, 6(2), 119–134. <https://doi.org/10.12973/eujem.6.2.119>
- Makundi, C., & Ntimba, J. (2024). Effects of Head of Schools' laissez-faire Leadership Style on Teacher's Professionalism in public secondary schools in Temeke Municipality, Tanzania. https://www.allmultidisciplinaryjournal.com/uploads/archives/20240712182133_A-24-112.1.pdf
- Mampuru, M. P., Mokoena, B. A., & Isabirye, A. K. (2024). Training and development impact on job satisfaction, loyalty and retention among academics. *SA Journal of Human Resource Management*, 22. <https://doi.org/10.4102/sajhrm.v22i0.2420>
- Maqbool, S., Zafeer, H. M. I., Maqbool, S., Zeng, P., Zineb Draissi, & Javed, S. (2024). Stance of numerous leadership styles and their effect on teaching to sustain academic performance at the high school level. *Heliyon*, 10(16), e36438–e36438. <https://doi.org/10.1016/j.heliyon.2024.e36438>
- Matandiko, G., & Hambulo, F. (2025). The effect of Transactional Leadership style on leadership outcomes among head teachers. *Allsubjectjournal.com*. <https://www.allsubjectjournal.com/assets/archives/2025/vol12issue10/12254>
- Matulčíková, M., & Breveníková, D. (2020). Creation of Personal Career Path: Basis for the Development of Educational Products of Further Education. *SHS Web of Conferences*, 83, 01044. <https://doi.org/10.1051/shsconf/20208301044>
- Mboya, M. A., Were, S., & Otieno, R. O. (2018). *Research Publish Journals*. www.researchpublish.com. <https://www.researchpublish.com/upload/book/EFFECT%20OF%20TRANSACTIONAL-5487.pdf>
- Meng, H. (2022). Analysis of the Relationship between Transformational Leadership and Educational Management in Higher Education Based on Deep Learning. *Computational Intelligence and*

- Neuroscience, 2022, 1–8. <https://doi.org/10.1155/2022/5287922>
- Muhammad Tito Andrianto, Anoesyirwan Moeins, & Widodo Sunaryo. (2023). The Influence of Leadership Style on Employee Performance and Loyalty Mediated by Organizational Climate. *Journal of World Science*, 2(8), 1180–1187. <https://doi.org/10.58344/jws.v2i8.386>
- Mwita, K. M., & Mrema, G. A. (2025). View of The Influence of Transformational and Transactional Leadership on Organisational Performance: A Case of a Higher Education Institution in Tanzania. *Ijhess.com*. <https://ijhess.com/index.php/ijhess/article/view/477/406>
- nextSource. (2023, December 12). The Higher Education Brain Drain: Why Your Institution Is Struggling with Workforce Retention. NextSource. <https://nextsource.com/blog/the-higher-education-brain-drain-why-your-institution-is-struggling-with-workforce-retention/>
- Nguyen, C. M. A., & Ha, M.-T. (2023). The interplay between internal communication, employee engagement, job satisfaction, and employee loyalty in higher education institutions in Vietnam. *Humanities and Social Sciences Communications*, 10(1), 1–13. <https://doi.org/10.1057/s41599-023-01806-8>
- Novianti, N., Ayuni, S., & Sunimah. (2024). The Role Of Leadership, Organizational Culture, Emotional Intelligence On Employee Loyalty. <https://www.ajmesc.com/index.php/ajmesc/article/download/816/528/>
- Nurtjahjani, F. (2022). Job Satisfaction in Higher Education (Study at Universities in Indonesia). <https://www.atlantis-press.com/article/125971125.pdf>
- Nurtjahjani, F., Noermijati, N., Hadiwidjojo, D., & Irawanto, D. W. (2020). Transformational Leadership in Higher Education: (A Study in Indonesian Universities). *Proceedings of the 3rd Asia Pacific International Conference of Management and Business Science (AICMBS 2019)*, 135. <https://doi.org/10.2991/aebmr.k.200410.015>
- Olga, L., & Nurraihan, F. (2024, December 4). The role of career development in enhancing employee loyalty: A literature review. <https://share.google/YMxCcULQsAt6Hoe69>
- Park University. (2025, April 16). Transformational Leadership in Education: How to Inspire Change. Park University. <https://www.park.edu/blog/transformational-leadership-in-education-how-to-inspire-change/>
- Parveen, S. J., & Chary, D. P. Subramanya. (2025). Navigating Employee Retention in Higher Education: A Systematic Review of the New Normal. *International Journal of Environmental Sciences*, 11(14), 1890–1910. <https://doi.org/10.64252/5rnz2v94>
- Qian, H., & Balwi, M. K. B. M. B. (2024). Understanding the Complexity of Intention to Stay: Influencing Factors and Strategic Insights for Enhancing Employee Retention. *Advances in Economics, Management and Political Sciences*, 93(1), 129–135. <https://doi.org/10.54254/2754-1169/93/20241126>
- Ramdan, M. R., Yin, K. Y., Wahab, N. Y. A., Samsudin, N., Abdullah, N. L., Aziz, N. A. A., Mazlan, C. A. N., & Rambeli, N. (2024). The Impact of Applying the Servant Leadership Style among Educators in Educational Institutes: A Scoping Review. *TEM Journal*, 1068–1079. <https://doi.org/10.18421/tem132-21>
- Reclusado, A. (2022). Transformational leadership practices and leadership characteristics as predictors of institutional productivity in higher educational institutions. *Globus Journal of Progressive Education, a Refereed Research Journal*, 12(1). <https://doi.org/10.46360/globus.edu.220221021>
- Rellora, M. G. P. (2025). Faculty Satisfaction and Retention of Small Private Higher Educational Institutions in Naga City. *Cognizance Journal of Multidisciplinary Studies*, 5(2), 359–378. <https://doi.org/10.47760/cognizance.2025.v05i02.025>
- Rubia, J. R., Niere, M. I. E., & Jortil, M. O. (2025). View of Transformational Leadership and Organizational Commitment of Selected Higher Education Institutions in Zamboanga Peninsula. *Sprinpub.com*. <https://sprinpub.com/sjahss/article/view/sjahss-2-6-3-19-30/293>
- Saldevia, E., & Pedroso, J. E. (2025). The Case of Teacher Turnover in a Private School from the Philippines. *EIKI Journal of Effective Teaching Methods*, 3(2). <https://doi.org/10.59652/jetm.v3i2.557>
- Sarong, J. S. (2023). Exploring Transformative Leadership Approaches in Modern Educational Institutions. *Randwick International of Education and Linguistics Science Journal*, 4(4), 873–881. <https://doi.org/10.47175/rielsj.v4i4.845>
-

- Schneider, J., & Bichsel, J. (2025, September 17). The CUPA-HR 2025 Higher Education Employee Retention Survey. CUPA-HR. <https://www.cupahr.org/resource/higher-ed-employee-retention-survey-findings-september-2025/>
- Shah, I. A., Yadav, A., Afzal, F., Shah, S. M. Z. A., Junaid, D., Azam, S., Jonkman, M., De Boer, F., Ahammad, R., & Shanmugam, B. (2020). Factors Affecting Staff Turnover of Young Academics: Job Embeddedness and Creative Work Performance in Higher Academic Institutions. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.570345>
- Sianipar, A., & Putri, A. Y. (2024). How Transformational Leadership Enhancing School's Performance: A Systematic Literature Review. *Education Quarterly Reviews*, 7(4). <https://doi.org/10.31014/aior.1993.07.04.537>
- Silva, I., Dias, Á., & Pereira, L. (2023). Determinants of employee intention to stay: a generational multigroup analysis. *The International Journal of Organizational Analysis*. <https://doi.org/10.1108/ijoa-06-2023-3796>
- Sinclair, J. (2025). Impact Of Transformational Leadership 1 The Impact of Transformational Leadership on Teacher Burnout and School Culture. <https://files.eric.ed.gov/fulltext/ED673539.pdf>
- Sun, M. (2024, June 25). The Denison Culture and Effectiveness Model - Maggie Sun - Medium. Medium. <https://maggiesunonline.medium.com/the-denison-culture-and-effectiveness-model-afa61b8b59db>
- Sunga, J. D. (2025, March 3). Transformational Leadership in Higher Education Institutions. Academia.edu. https://www.academia.edu/127989751/Transformational_Leadership_in_Higher_Education_Institutions
- Suriadi, S., Jasiyah, R., Farawowan, F. F., & Salma, N. (2024). The Role of Employee Training, Job Satisfaction, and Career Advancement in Enhancing Performance in Higher Education Institutions. *International Education Trend Issues*, 2(2), 352–364. <https://doi.org/10.56442/ieti.v2i2.892>
- Suthammanon, L., Boonsong, K., Rungmuang, T., & Akkakanjanasupar, P. (2024). Designing Strategic Career Pathways: A CompetencyBased Approach to Progression Management in The Educational Context of a Corporate University in Thailand. <https://kuey.net/index.php/kuey/article/download/966/1809/7165>
- Tan, S. (2025). Leadership styles and their impact on leadership effectiveness in education. *Academy of Educational Leadership Journal*, 29(1), 1–3. <https://www.abacademies.org/articles/leadership-styles-and-their-impact-on-leadership-effectiveness-in-education.pdf>
- Tembo, C. K., Tabalasa, K., & Muleya, F. (2025). View of Investigating the Relationship between Leadership Styles and Organizational Performance in Higher Education. *Iprjb.org*. <https://iprjb.org/journals/AJEP/article/view/3081/3657>
- Valdez, E. J. T., & Limos, J. G. (2023). The impact of career pathing on employees' loyalty among the private schools in San Jose, Occidental Mindoro. *International Journal of Research Studies in Management*, 11(1). <https://doi.org/10.5861/ijrsm.2023.1005>
- Vargas, R. (2024). Leadership Style of Academic Heads in Private Higher Education Institutions as Correlate of Work Motivation and Organizational Commitment of Faculty Members. *Psychology and Education: A Multidisciplinary Journal*, 17(6), 1–1. <https://ejournals.ph/article.php?id=25450>
- Vizcarra, G. C. (2019). PEJ Reader. *Ejournals.ph*. https://ejournals.ph/function/reader1/read2/web/reader.php?id=uploads%2Farchive%2FTTR%2FVol.+10+No.+1+%282019%29%2FArticles%2FArticle+2+_+TTR10.pdf&di=20003
- Wen, Y., & Harms, R. (2025). Transformational leadership transitions and employees' entrepreneurial behavior in higher education institutions: a fuzzy set qualitative comparative analysis. *International Journal of Leadership in Education*, 1–29. <https://doi.org/10.1080/13603124.2025.2559749>
- Woods, P. (2021). Democratic Leadership. *Herts.ac.uk*. https://uhra.herts.ac.uk/id/eprint/14100/1/Democratic_Leadership_revised_final_Jan2019.pdf
- Yang, X. (2023). View of The Transactional Leadership Style of University Leaders in The Teachers Job Satisfaction in Hunan Province: Basis for Managers Leadership Program. *Drpress.org*. <https://drpress.org/ojs/index.php/ijeh/article/view/14468/14024>
- Zaidi Aduce, S. A., Nordin, Z. S., & Phimmaseh, K. S. (2017). Training and Development Model for Higher Education Institution in the Context of Lao P.D.R. *International Journal of Learning and Development*,

7(3), 1. <https://doi.org/10.5296/ijld.v7i3.11304>

Zanabazar, A., Yondonrenchin, M., & Baljinnnyam, E. (2023). The Impact of Leadership Styles on Employee Loyalty and Engagement. *European Journal of Business and Management Research*, 8(4), 94–100. <https://doi.org/10.24018/ejbmr.2023.8.4.2048>

Zara, C. G. (2025). Perspectives on Batangas State University's direction toward a sustainable culture of quality. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1479967>

Zelege, B. (2021). The Link between Leadership Style and Institutional Culture in the Public Universities of Ethiopia. *Eastern Africa Social Science Research Review*, 37(1), 49–77. <https://doi.org/10.1353/eas.2021.0002>

Zhang, J., Wang, Y., & Gao, F. (2023). The dark and bright side of laissez-faire leadership: Does subordinates' goal orientation make a difference? *Frontiers in Psychology*, 14(14), 1–12. <https://doi.org/10.3389/fpsyg.2023.1077357>

