

Predictors of Management Performance of Higher Educational Institutions (HEIs): Basis for Structural Model

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Abstract –This study delved on three dimensions crucial in management performance, effectiveness and survival of HEIs: organizational climate, culture and innovation. Data are gathered from ninety-nine selected respondents in Oriental Mindoro, Philippines. ANOVA results show that only indicators of organizational climate are significantly different specifically teamwork and recognition. It also reveals that only organizational climate and organizational culture were significantly related to management performance. Result of the path analysis indicates that organizational climate has higher effect to organizational culture than it does in the management performance but organizational culture has higher impact to management performance of the HEIs than the organizational climate to management performance. The fitted regression model confirms that management performance is best predicted by the organizational culture's shared rights, shared sayings, shared doings and a combination of organizational climate and innovation. Said predictors can greatly affect the management performance in terms of planning, directing, staffing, controlling and organizing. This study recommends for school heads to give more attention to assessing fairly the personnel and give recognition to their exemplary performance to boost their morale. Likewise, it is recommended to emphasize planning to ensure more success in the management performance with no aspect being left behind.

Keywords –organizational climate, organizational culture, organizational innovation, management performance

INTRODUCTION

In all spheres of societal development, organizations in the 21st century are facing more challenges than ever before. Due to today's trend where nation, states and people converge to respond to demands of the globalized world, educational organizations regardless of their structure and size are functioning in a complex and competitive world which continuously measures their performance and sustainability. Two distinct dimensions of social contexts –organizational climate and organizational culture –are known to determine the organization's performance and effectiveness. On the other hand, organizational innovations are found to be an important characteristic for HEIs survival and serves as a crucial factor in development and implementation. Organizational climate and organizational culture provide harmonious interpersonal atmosphere that enhance the extent of effective management; organizational innovation influences leaders to adapt an innovation-based development making them frontrunners in the

education market. In this sense, organizational climate, organizational culture and organizational innovation are found more imperative aspects in attaining the organizational goals and objective and in sustaining quality services to the clientele.

Organizational climate is created by employees' shared perceptions of psychological impact of their environment on their own personal well-being and functioning. These perceptions are shared within the work environment and represent an agreement with each member's appraisal of meaning and significance [1]. It is variable, a modifier which may decrease or increase job satisfaction and productivity and in turn, affect the overall performance and good results of the organization [2]. One fundamental foundation of "why" in climate perceptions is that individuals are motivated to make sense of their social environments and form climate perceptions to reduce the anxiety of social uncertainty and thereby facilitate successful group adaptation. Accordingly, Motivated Socio-cognitive Theory of Climate says individual expectation is embedded in social psychological

aspect of motivated social cognition wherein individuals have interconnected collective motivations for group belongingness, gain a shared sense of meaning with fellow members, and become effective members of the group and derive a sense of personal control. Demonstrated by human as inherently social beings, the foundational psychological motive is the need to connect with others and belong to social units, which in turn results to functioning effectively within the unit and gives significant motivating power for individuals to maintain the continued benefits of group membership and create themselves a more predictable social environment [3].

In the context of higher education, organizational climate is defined from the perspective of management theories and identified as the organizational members' perception of regulations, hypotheses and beliefs within the organization. In Taiwan, for example, a positive perception of institutional climate resulted to a relatively higher level of research resources, internationalization, and satisfaction with their teaching performance but a lower level of research collaboration, organizational justice and satisfaction with their research performance are also evident [4].

Relatively, organizational climate is significant in recognizing strategic management, as the strategically managed employees make a distinction in how well the group functions and the longer their membership is, the higher the organizational climate becomes [5]. It is also exemplified that females of higher designation have greater sense of teamwork and commitment proving that members' high satisfaction of the management effectiveness equates to the increase in the level of organizational climate [6].

Organizational culture, on the other hand refers to a set of important assumptions: beliefs and values - often unstated- that members of an organization share in common [7]. It is a complex of values, beliefs, and ways of thinking and acting which are shared by all the members and which determine the methods to be used within and outside the organization [8]. In other words, organization's culture is the sum of its shared values, beliefs and norms of behavior turned into action.

In human relations traditions, organizations are theaters for the playing out of man's needs. There is the need to adapt its structure and functions to allow its members to satisfy their needs through its organizational membership, or otherwise, the organizational itself will suffer severe dysfunctions

and attrition. In functionalist perspective, there is a need to build a more harmonious fit between the organization and the members' needs. Organizational culture, in the action and institutionalist perspectives, is a result of the unique conjunction of its genesis, history, socio-cultural context, technology and successive relationship may sustain its own system of symbols and meanings, widely shared by the organization's members and instrumental in eliciting or rationalizing their commitment to the organization [9].

Organizational culture is clearly an important ingredient of effective institutional performance. Three criteria are necessary in developing a suitable culture: 1) It must be strategically relevant; 2) it needs to be strong for people to care about what is important; and 3) it must have the ability to adapt to changing circumstances. Three important factors that greatly contribute to the establishment of a strong culture must also be given focused: a founder or an influential leader who established desirable values, a sincere and dedicated commitment to operate the business of the institution according to these desirable values and a genuine concern for the well-being of the institution's stakeholders. These criteria and properties of the culture when given emphasis and clarity by organizations will contribute to a more successful and effective performance [7].

In Russia, organizational culture relies primarily on the continuous involvement of teachers and students who realize personal and professional skills towards career development and at the same time harmonize the in-company and intragroup relations to improve the psychological climate. This kind of environment will inspire the people to work towards a common goal and in turn will increase the organization's strength, durability, quality and consequently, improve its performance. It is necessary to understand that organizational culture is taken as a holistic entity and requires a comprehensive approach in planning and shaping with consistent monitoring and stimulation to reach the ideal [10].

Organizations generate and adopt different types of innovations to meet short-term and long-term goals and make organizational operations efficient and effective. In educational institutions, innovation encompasses activities and mechanisms for the generation and adoption of new value-adding technological or non-technological ideas and practices. On the onset of 20th century, two perspectives of innovation has emerged: one is

focusing on the generation of new commercialized, technology-based products and processes and the other is for adapting to environmental changes and achieving strategic plans to maintain and improve performance. Basically, the first perspective aims to increase productivity and performance outcomes and the second one is for organizational change and sustainability [11]. Two prominent theories of innovation management include resource-based view (RBV) and dynamic capability approach. The resource-based view (RBV) does not see firms as a set of product-market positions, but treats as a collection of resources and capabilities, with emphasis on the development of resource-based capacities that is quite difficult for others to imitate or copy and makes performance difference with other firms based on firm specific, rent-generating and valuable resources and capabilities. Dynamic capabilities theory, on the other hand advocates for the “subset of the competences/capabilities which allow the firm to create new products and processes and respond to changing market circumstances”. These demand human resources and organizational learning, manufacturing process development, prioritization of R&D and other innovative outlets, the management of and inimitable capabilities and such [12].

In relation, The Philippine government has implemented Republic Act 10931 or the law on Universal Access to Quality Tertiary Education, otherwise known as the free college tuition law this academic year 2018-2019. The subsidy from the government covers not only tuition fees, but also other miscellaneous of Filipino students who enroll in undergraduate-post-secondary programs of State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs), private Higher Educational Institutions (HEIs), and other publicly run post-secondary Technical Vocational Institutions (TVIs). Earlier in 2013, Philippines have already shifted from the 10-year basic education to the K to 12 curriculum through Republic Act 10533 or the Enhanced Basic Education Act resulting to the rolling out of senior high school students in 2016. Due to the additional two years in the basic education, enrollment in college institution and universities decreased; curriculum is modified and reformed. Similarly, because of the free tuition law, a large number of students enrolled in private HEIs migrate to SUCs, diminishing their population.

Truly, global and local competition has defined organization's strategies today. It is in this situation

where management of human resource is very crucial. People who are on the top management should examine the pervading climate, shared culture and the emerging innovations on how these can actually affect the stakeholders, the clientele and the organization as a whole. Because it is believed that behind the successes of an organization is an effective management, and behind this managerial effectiveness are people who shared resources in an open and healthy working environment amidst the dynamics brought by social changes.

OBJECTIVES OF THE STUDY

The study takes a holistic approach to structurally analyze the interrelationship of the organizational climate, culture, innovation and management performance and determine the predictors of management performance of both private and public HEIs to come up with a structural model that will serve as a guide towards their pursuit of excellence.

MATERIALS AND METHODS

A questionnaire with four major parts served as the vital instrument employed in gathering data. This included level of organizational climate [13], status of organizational culture [14], extent of organizational innovation [15] and extent of management performance [15]; from which data are tabulated, analyzed and interpreted using a scale that ranges from 1 (lowest) to 5 (highest). The validity of the questionnaire was confirmed by experts' judgement and its reliability also supported by using Cronbach's alpha with computed values ranging from 0.91 to 0.97 described as excellent internal consistency and reliable variables of the study.

The study utilized the entire population of school heads and senior faculty from different Higher Educational Institutions (HEIs), public and private colleges in the Province of Oriental Mindoro. Purposive sampling was then used in the selection of the respondents of the study. However, 99 responded, accomplished, and returned the instrument from the two groups. Key Informant Interview was also used to substantiate the results of the survey. Ethical considerations and data privacy protocols were observed during gathering of data through keeping confidentiality and anonymity of the respondents' details and seeking their individual consent.

Correlational and comparative methods of research were utilized to determine the extent to which the paired variables relate to each other and the

differences across indicators through the variances of the variables paired and differed. Statistical tools such as Multiple Linear Regression, One-Way Analysis of Variance (ANOVA) and Path Analysis were used, analyzed and interpreted using Statistical Package for Social Sciences (SPSS) and Microsoft Excel Statistical Pack.

RESULTS AND DISCUSSION

The level of organizational climate of HEIs in terms of clarity, commitment, standards, responsibility, recognition and teamwork revealed that the working environment has positively affect the members’ personal well-being and functioning within the organization. Organizational culture of HEIs in terms of shared resources, shared rights, shared sayings, shared feelings and shared doings showed that educational institutions collectively have mutual ways of thinking, value system and beliefs which then reflect their good behavior and actions in carrying out the organizational objectives. Organizational innovation in terms of leadership; individual and interpersonal revealed that new organizational method in the undertaking’s operational practices, workplace organization or external relations are always implemented by the HEIs. This confirms that when individuals are motivated, they make sense of their organizational environments, adapt for group belongingness, gain a shared sense of meaning with their fellow members, and become effective members of the organization.

ANOVA showed that a significant difference exists on the level of organizational climate of HEIs but there exists no significant difference among the other variables. Result showed educational institutions have varying organizational goals, policies, practices and procedures by which variations are attributed to the fact that each university has a different team of members of different specializations and who have different personality traits. Same environmental condition is perceived differently by people because of individual and specific dimensions of personality [2]. No significant difference on the status of organizational culture of HEIs implied that heads of HEIs take shared resources, shared rights, shared feelings, shared sayings and shared doings at the same level conforming to the statement that attitudes of employees toward organizational culture are the same at all ages [16]. Indicators of organizational innovation has no significant difference, adding to the fact as stated that new ideas and practices

implemented in an organization are generated by employees in and/or outside the organization [17]. Such innovation initiated by the employees cannot be considered organizational innovation if not properly led and supervised by the school heads to ensure its alignment to the organization’s VMGO and thrust. Management performance in terms of planning, organizing, staffing, directing and controlling has no significant difference as well, parallel to the statement that management as an executive function involved setting direction, planning for goal achievement, efficient and effective organization of resources and controlling the process so as to improve standards. School heads are also involved management of material and human resources, public relations and communication, supervision and staff development of personnel, as well as determination of school mission, goals and objectives; of which are centrally concerned with the aims of education [18]. This conforms to the fact that all management is about change and not stability. [19]

Table 1. ANOVA of Variables used in the study

Variables	df	Computed F-value	F-critical
Organizational Climate	5, 558	4.66*	2.23
Organization Culture	4, 490	1.85	2.39
Organizational Innovation	2, 291	1.14	3.03
Management Performance	4, 490	1.33	2.39

*Significant at 5% level of Significance

Significant relationship between the organizational climate and management performance of HEIs agreed that organizational climate had influenced the managerial effectiveness of organizations. Coefficients of determination ranging from 24% to 48% attested that the variance in management performance of HEIs could be accounted to organizational climate. This supports that coordination as an organizational process has encouraged creativity and innovation, and reduces stress and managerial performance. Altruistic behavior creates a sense of belonging and trust; role clarity minimizes the role ambiguity and communication leverages the process and span of decision-making. Results-reward orientation keeps an employee persistently motivated. Interpersonal relationship leads to a more supportive work climate and collective work culture. These variables: organizational processes, altruistic behavior, results-reward orientation and interpersonal

relationship positively affect the managerial effectiveness [20].

Table 2. Correlation between Organizational Climate and Management Performance of HEIs

Organizational Climate	Management Performance				
	PLANNING	ORGANIZING	STAFFING	DIRECTING	CONTROLLING
	r	r	r	r	r
Clarity	0.59*	0.62*	0.49*	0.58*	0.55*
Commitment	0.64*	0.60*	0.55*	0.60*	0.58*
Standard	0.69*	0.70*	0.66*	0.67*	0.70*
Responsibility	0.64*	0.62*	0.66*	0.73*	0.65*
Recognition	0.57*	0.55*	0.56*	0.62*	0.66*
Teamwork	0.53*	0.54*	0.59*	0.67*	0.58*

*significant at $\alpha=5\%$ with critical value =0.195

The study shows that there is a significant relationship between the organizational culture and management performance of HEIs wherein coefficients of determination ranging from 37% to 59% attested that the variance in management performance of HEIs could be accounted to organizational culture. Three components of organizational culture have significantly influenced managerial effectiveness: Performance orientation is concerned with the responsibility of meeting objectives and results and the merit award has the strongest influence; people orientation reflects the extent of concern the organization shows for its member and their development as well as the individual feeling of belonging to a team; and organizational integration reflects the openness of internal communication and cooperation between individuals and units. Finding supports that these three aspects accounts for 73.403% of the organizational culture that directly influence managerial effectiveness, thus concluded that corporate culture could really improve the management performance [21].

Table 3. Correlation between Organizational Culture and Management Performance of HEIs

Organizational Culture	Management Performance				
	Planning	Organizing	Staffing	Directing	Controlling
	R	r	r	r	R
Shared Resources	0.66*	0.61*	0.62*	0.69*	0.61*
Shared Rights	0.62*	0.68*	0.73*	0.76*	0.73*
Shared Sayings	0.72*	0.75*	0.77*	0.77*	0.75*
Shared Feelings	0.67*	0.67*	0.67*	0.70*	0.70*
Shared Doings	0.66*	0.75*	0.75*	0.72*	0.75*

*significant at $\alpha=5\%$ with critical value =0.195

Correlation between the organizational innovation and management performance of HEIs reveals that there is

no significant relationship between the organizational innovation and management performance of HEIs. The low coefficients of determination indicated organizational innovation is not a significant factor for management performance.

Although organizational innovation initiated or performed by employees surely needs direction by the school heads, management performance remains independent of organizational innovation. This contradicts the statement that leadership has a significant role in creating a culture conducive to innovation and enabling staff to innovate. It is emphasized that distributed leadership plays a vital role in supporting innovation in the organization and it enables and empowers staff at all levels, supports organization's morale and creates a shared responsibility for change and development within the organization [22].

Table 4. Correlation between Organizational Innovation and Management Performance of HEIs

Organizational Innovation	Management Performance				
	Planning	Organizing	Staffing	Directing	Controlling
	r	r	r	r	r
Leadership	-0.03	0.01	0.02	0.14	0.09
Individual	-0.04	0.02	-0.01	0.05	0.06
Interpersonal	-0.09	-0.05	-0.07	0.06	-0.01

*significant at $\alpha=5\%$ with critical value =0.195

Result of the path analysis indicates that a significant correlation exists between the organizational climate, organizational culture and management performance of HEIs with p-values of 0.00.

Levels of organizational climate positively affect the level of organizational culture with beta correlation of 0.29. The higher the assessment in organizational climate of HEIs; the better the assessment in organizational culture. Likewise, organizational climate and organizational culture have positive impacts to the level of management performance of the HEIs with computed coefficients of 0.25 and 0.27, respectively. Organizational climate has higher effect to organizational culture than it does in the management performance of HEIs but organizational culture has higher impact to management performance of the HEIs than in the organizational climate.

Results are paralleled to the statement that managerial performance is more or less influenced by both organizational climate and culture. However, its effect varies in direction depending on the nature of the educational institution; as organizational culture positively influences private institutions and

negatively on public organizations [23; 7]. Clarity and standard of organizational processes, communication, and recognition and team coherence are factors that accelerate the managerial and employee effectiveness, as well [8]. Furthermore, organizational culture improves managerial performance and effectiveness [8].

Based on the fitted regression model, significant predictors of the management performance of HEIs include several indicators of status of management culture such as shared rights, shared sayings, and shared doings, as well as the combination of organizational climate and innovation.

This means that as the rate of assessment in terms of shared rights increases by one unit holding all other factors constant, the management performance increases by 0.6018. On the other hand, when the assessment of shared sayings increases by one unit,

the management performance of the HEIs is expected to increase by a factor of 0.6609 holding all other factors constant. Management performance will increase by 0.5384 when the rating in shared doings increases by one.

Table 5. Path Analysis for the relationship between the organizational climate organizational culture and management performance of HEIs

Variables	Coefficient	OIM Std. error	z	P> z
CoV (Climate, Culture)	0.29	0.05	5.38	0.00
CoV (Climate, Performance)	0.25	0.05	5.28	0.00
CoV (Culture, Performance)	0.27	0.05	5.46	0.00

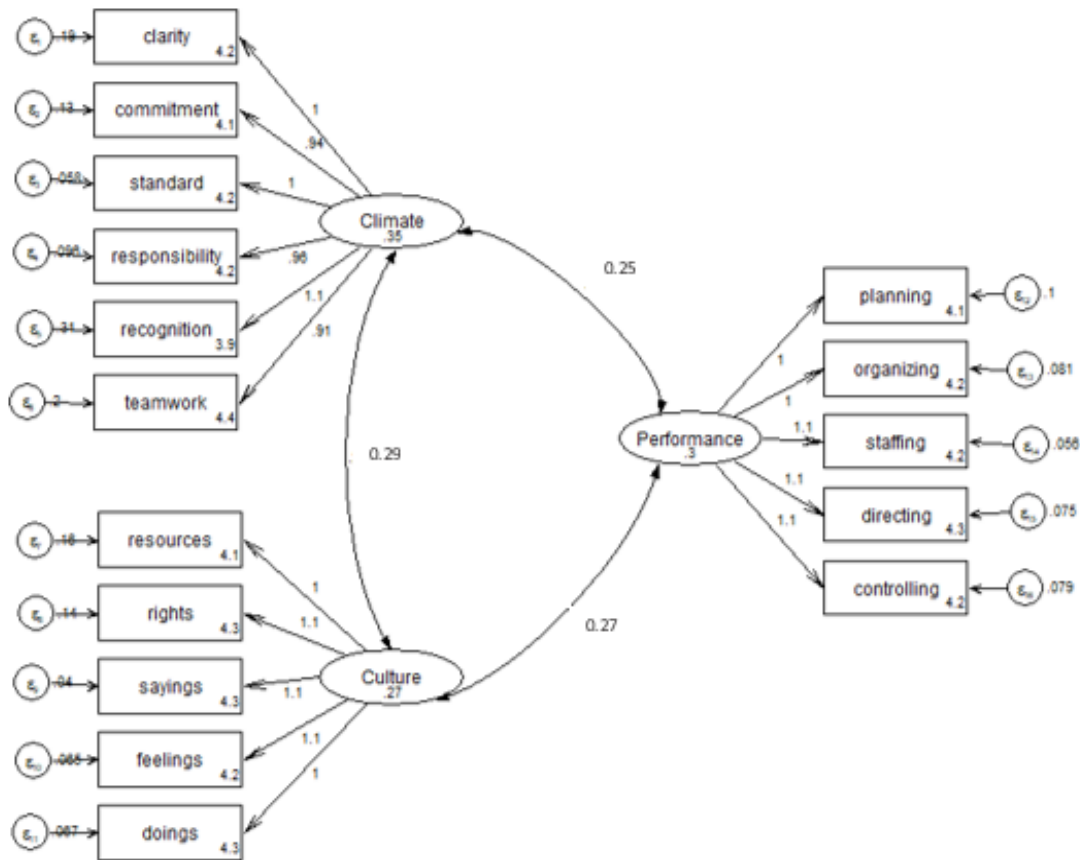


Figure 1. Path model for the relationship between the organizational climate, organizational culture and management performance of HEIs

In addition, when the assessment in the level of organizational climate and organizational innovation are combined and increases by one unit, the management performance of the HEI is expected to increase by 0.4006.

The fitted model is considered to be significant with computed p-value of 0.0000 which is less than the 5% level of significance. The value of the R² is 0.7290 which indicates that 72.90% of the variation in the values of the management performance of the HEIs can be explained by the model while the remaining 27.10% can be attributed to other factors which are not considered in the study.

Table 6. Predictors of Management Performance of HEIs

Performance	Coefficient	Std. error	T	P> t
Clarity	-0.1582	0.1988	-0.8000	0.4280
Commitment	-0.0817	0.1972	-0.4100	0.6800
Standard	-0.2487	0.1846	-1.3500	0.1820
Responsibility	-0.1685	0.1862	-0.9000	0.3680
Recognition	-0.1157	0.1881	-0.6100	0.5400
Teamwork	-0.2592	0.1754	-1.4800	0.1430
Resources	0.3540	0.2101	1.6800	0.0960
Shared Rights	0.6018	0.2440	2.4700	0.0160
Shared Sayings	0.6609	0.2140	3.0900	0.0030
Shared Feelings	0.1894	0.2294	0.8300	0.4120
Shared Doings	0.5384	0.2162	2.4900	0.0150
Leadership	-0.2228	0.1913	-1.1600	0.2480
Individual	-0.2252	0.1878	-1.2000	0.2340
Interpersonal	-0.1867	0.1960	-0.9500	0.3440
Climate*Culture	-0.1204	0.0752	-1.6000	0.1130
Climate*Innovation	0.4006	0.2139	1.8700	0.0450
Culture*Innovation	-0.2648	0.2260	-1.1700	0.2450
Constant	1.0916	2.1287	0.5100	0.0400

p-value = 0.0000 R²=0.7290

$$\begin{aligned}
 \text{Management Performance of HEIs} \\
 = 1.0916 + 0.6018\text{SharedRights} \\
 + 0.6609\text{SharedSayings} \\
 + 0.5384\text{SharedDoings} \\
 + 0.4006\text{Climate} * \text{Innovation}
 \end{aligned}$$

CONCLUSION AND RECOMMENDATION

Organizational culture is healthy as assessed by respondents in terms of shared rights, shared sayings, shared feelings and shared doings. Shared resources need to be developed more to enhance a healthier and better organizational culture. Organizational climate, as a whole manifest a positive impact to the respondents' well-being and functioning particularly along the dimensions of clarity, commitment, standard, responsibility and teamwork. Recognition has to be developed further to have an enhanced organizational climate. Organizational innovation is

evident among the respondents especially on the interpersonal aspect. As for the combination of organizational climate and innovation, management performance can be better if clarity, commitment, standard, responsibility, recognition and teamwork are utilized well in the implementation of organizational innovation especially in the aspect of leadership either individual or interpersonal.

This study recommends to strengthen a comprehensive and functional system of rewards and incentives for good performance of the personnel. Administrators should recognize and reward faculty and staff accordingly by using an objective instrument to evaluate their subordinates. Shared resources, which are a manifestation of organizational culture, should be given attention. Dialogue and consultations should be held more often among students, faculty, employees and administrators to identify the resources needed thus developing a stronger organizational culture among members. There is a need for more conscious and deliberate efforts of the College faculty and staff to be displayed and re-orient them about this mission, goals and objectives of the institution in order to rekindle from time to time and to strengthen interpersonal aspect. The management should have a consistent sensitivity to the needs of the faculty, staff and students in order to attain cordial organizational climate and better organizational culture and innovation. Replication of the study is recommended to integrate other variables and items which are not included in the questionnaire to assess organizational climate, culture and innovation as well as management performance in a dynamic perspective. A follow-up study on predictors of management performance of higher educational institutions is recommended after the implementation of the proposed structural model.

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