

Individual Learning Capability, Organizational Culture, and Resilience as Related to Business Performance of a Maritime Educational Institution: Inputs to the Development of an Institutional Plan

*Karenina P. Depamayo*¹ and *Carmen Hernandez*²

School of Graduate Studies, Central Philippine University

ABSTRACT

The study examined the relationship of individual learning capability, organizational culture, and resilience with the business performance of a Maritime University to derive inputs in the development of an institutional plan. Business performance was measured using the financial statements and the internal stakeholders' satisfaction of the services provided by the University. The investigation included the students, faculty and staff of the three academic campuses of the Maritime University situated in Western Visayas, Philippines. Financial statements were secured to measure financial performance. Quantitative data were gathered through survey questionnaires while qualitative data were collected through interviews to contextualize the individual learning capability, organizational resilience, organizational culture and the performance of the University. Results of the investigation revealed the positive relationship of both the individual learning capability, and the prevailing culture to organizational resilience; while organizational resilience was found to be significantly related to the satisfaction of students. The financial statements revealed the liquidity and solvency of the campuses that compose the University in the midst of a crisis. Inputs to the institutional plan of the University were recommended based on the results of the investigation.

Keywords: *learning capability, organizational culture, organizational resilience, business performance, financial performance, satisfaction, maritime school*

INTRODUCTION

Abrupt changes in business firms caused by unforeseen events or circumstances create confusion among the human resources and rectification of

non-human resources. The turn of events requires responsive action from the firm as a whole in order to continually monitor internal and external events and trends so that timely changes can be made as needed (David, 2017). The various studies on business performance point out two business perspectives of business models which are static and dynamic (Haggège, Gauthier, & Ruling (2017). Static business models focus on value creation (Salaga, Bartosova & Kicova, 2015) and value capture (Gans & Ryall, 2016), while the dynamic perspective links business model performance to long-term firm survival, and focuses on firms' economic sustainability, adaptation capacity, and resilience over time.

Higher Educational Institutions (HEIs) are no different from business organizations in dealing with changes in their environment that affect their existence. These rapid changes are usually caused by increasing and competing demands from stakeholders which include changes in government regulations, diversity of students, reliance on various modes of distance education, or rapid growth of the for-profit private education sector. The unpreventable circumstances made HEI administrators and managers, and leaders respond proactively to these changes in order to survive. With this, the Institutional Board of Trustees showed interest and applied business practices and procedures to the operation of an

HEI. Examples of these business actions include budgeting processes and institutional planning (El-Ghali, Yeager, & Kumar, 2013). Moreover, Haggège, Gauthier, & Ruling (2017) introduced cultivating strategic awareness and developing reconfiguration capacity as dimensions that drive performance for long-term survival. Most notable in the works related to the dynamic performance of the business are factors like learning, organizational culture, and resilience. However, the bulk of research related to the performance of HEIs points out key performance indicators as an academic institution such as the criteria included in the standard bodies (ISO 21001 or Educational Organizations – Management System, Commission on Higher Education regulations) and stakeholder's satisfaction survey.

Hence, it was the intention of this research study to determine the business performance of a Maritime Educational Institution, in Western Visayas Philippines, and its relationship with individual learning, organizational culture, and resilience of the University as an organization. The relationships of the identified variables were determined in order to provide scholarly-based inputs in the development of an Institutional Plan. Moreover, this investigation was targeted to look into the business performance and the factors associated with the Maritime University as a non-stock, non-profit corporation, and its three academic units.

Objectives

Specifically, this study was intended to attain the following specific objectives:

1. to ascertain the individual learning capability of the Maritime University;

2. to determine the dominant and preferred organizational culture prevailing in the Maritime University;

3. to determine the organizational resilience of the Maritime University;

4. to determine the business performance of the Maritime University in terms of the stakeholders' satisfaction of services, and financial performance;

5. to establish the relationship of individual learning capability to organizational culture, organizational resilience, and stakeholders' satisfaction of services of the Maritime University; and

6. to establish the relationship of organizational culture, and organizational resilience to the stakeholders' satisfaction of services of the Maritime University.

Hypotheses

The following null hypotheses were advanced:

1. There is no significant relationship between individual learning capability and organizational culture of the Maritime University.

2. There is no significant relationship between individual learning capability and organizational resilience of the Maritime University.

3. There is no significant relationship between individual learning and stakeholders' satisfaction of services of the Maritime University.

4. There is no significant relationship between organizational culture and stakeholders' satisfaction of services of the Maritime University.

5. There is no significant relationship between organizational culture and organizational resilience of the Maritime University.

6. There is no significant relationship between organizational resilience and stakeholders' satisfaction of services of the Maritime University.

Theoretical Framework

This study was principally anchored on Systems Theory. Systems theory investigates a phenomenon examined as a whole in its entirety and not just a sum of its basic parts (Mele, Pels & Polese, 2010). The concept stresses that the whole is greater than the sum of its parts (Newman & Newman, 2011). Specifically, this study is guided by one of the identified systemic theories, that is, the viable systems approach (VSA). Although the whole is greater than the sum of all its parts, the parts are important factors of the whole that are interdependent with each other that need to be understood and examined. VSA has been established within the disciplinary field of business management following a rich research stream of systems theories, such as the

theories of open and closed systems, socio-technical systems, the law of requisite variety, and systems dynamics (Barile, Pels, Polese and Saviano, 2012) and asserts that the goals of the viable firm are strongly linked to the dynamics and dialectical relationships that the organ of governance establishes with the relevant supra systems or the relevant systems in the environmental context, which is the decider that directs the strategic activity of the organization (Dominici, 2015).

Conceptual Framework

This investigation viewed an organization, a Maritime University, as an open system composed of elements from its internal and external environment within its boundaries that are interrelated to each other. The different crucial elements identified in this study that were deemed to have influences in the University’s business performance were identified from the two levels of the organization. From the individual level was the learning capability of each individual that made up the organization; and from the organizational level, the culture and resilience of the Maritime University.

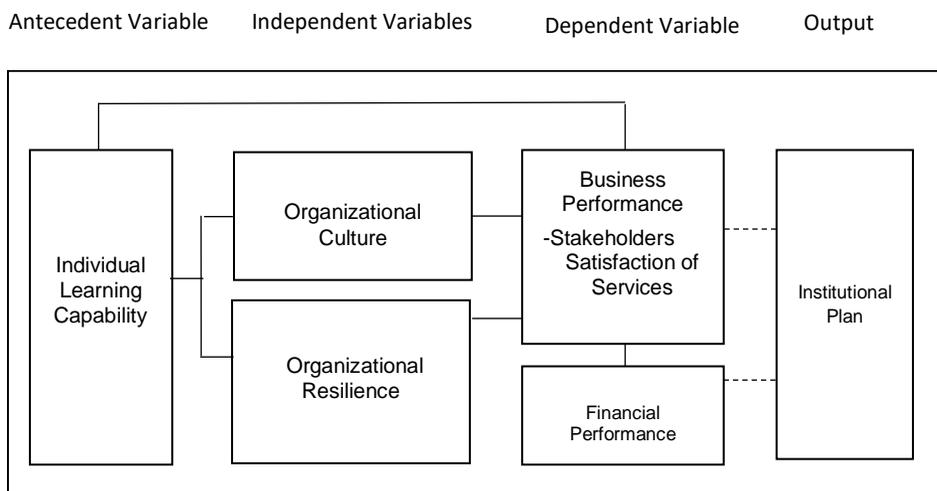


Figure 1. Individual Learning Capability, Organizational Culture and Organizational Resilience as Related to the Business Performance of the Maritime University as Basis for Inputs to the Institutional Plan

Significance of the Study

The results of the study will be beneficial to the Maritime University System which is the subject institution of the investigation, its faculty members, staff and students. This is so because the results of this study will serve as a feedback for control mechanisms of managers in the University as well as basis for strategical decision-making in pursuing the University's goals, specifically that of the three campuses of the University System. Other business organizations, human resource managers, and future researchers will also benefit from the results of this study which will serve as a benchmark for strategic decision making in considering factors related to business performance.

Scope and Limitations of the Study

This study investigated on the individual learning capability, organizational culture, resilience and business performance of the Maritime University, a non-profit higher education institution in Western Visayas, Philippines. The study covered the permanent faculty and administrative non-teaching staff who have been with the University for at least three years, and are bona fide employees at the time the study was conducted. Student participants were limited to the senior college students in the University. Excluded from the study were past employees and students, employees and students of the Training Center, Basic Education Department, and the Graduate School.

RELATED LITERATURE/STUDIES

Correlates of Performance

An organization's performance is understood to be its capacity to achieve the set objectives and goals of the organization in an effective and efficient way (Ramli, Sosiawani, Mustafa & Yusoff, 2015). Scholars who took interest in studying performance in business, the concepts, measures, and influences, claimed several factors that affect business performance, but the field of strategic management consistently points out to strategic planning as a major factor that contributes to

performance. Ramli et al., (2015) pointed out that formality, tools of strategic planning, time horizon, and control of strategic planning are dimensions of strategic planning that are related to business performance. Other factors which include the three variables identified in the study and their relationship to performance were examined. For example, a learned organization is most of the time linked by scholars not only with knowledge acquisition but also of improved performance. The link between

organizational learning and performance was explored by Prieto and Revilla (2006) and they found that organizations with high levels of knowledge stocks and learning flows achieved higher financial and non-financial performance. The results also supported the many theoretical and empirical studies showing a positive relationship between organizational learning and performance as shown in various studies (Bontis et al., 2002; Keskin, 2006; Rhodes et al., 2008; Camps and Luna-Aroca, 2012, in Aragon et al., 2014). Koçoglu, Imamoglu, and Ince (2012) likewise found in their work the high degree of relationship between organizational learning capability, innovation, and firm performance. Authors suggested managerial implications to improved performance in business such as putting energy in the development of organizational learning capability, and achieve innovation through learning-based pathway.

Understanding the culture of the organization was recognized to help managing an organization and improve business performance. The work of Shahzad, Luqman, Khan & Shabbir, (2012) stressed that employees need to adopt the culture of the organization to help them work effectively and efficiently. The results of their study also showed that if employees are committed and their norms and values are the same as that of their organization, it will help increase the performance of the

employees and the achievement of the overall organizational goals. In addition, Abdullahi and Hilman (2019) found in their study that decision-makers in business need to find the fit between the organizational culture and strategic direction of the business enterprise in order to attain improved performance. Joseph and Kibera (2019) likewise found that a balanced organizational culture is essential for superior performance. They were able to identify a positive link between organizational culture and financial outcomes wherein organizations with strong culture had more revenues, higher share price, and improved net income as compared with their counterparts with weaker cultures. Nevertheless, although there are sufficient studies that claim the direct link between culture and organizational performance, this remains unclear because of the existence of studies that proved otherwise. For example, only innovative culture has a direct effect to organizational performance while the competitive culture had both a direct and indirect effect as shown in the work of Liviu and Gavrea (2008).

A recent study by Young (2020) explored the contribution of resilient employees thru strategies in the HR policies in order to achieve organizational resilience. The study also indicates that organizational resilience capability contributes to organizational effectiveness. However, the need to have studies on the relationship of

organizational resilience to business performance is seemed to be wanting. The vast literature of the concept of organizational resilience seems to lead to understanding the concept, its dimensions and constructs.

A vast literature identified variables associated with business performance. Scholars and managers alike have provided results that link individual learning, organizational resilience, and organizational culture to the performance of a business. Performance is cited to be an organization's capacity to achieve its set objectives and goals in an effective and efficient way (Ramli et al., 2015). However, David (2017) explained that measurement of performance is a critical activity of a business since results will not only determine how a business organization fares in the achievement of its goals, but will also become inputs to future decisions and strategies of the organization to match the changes and demands in the business environment. Strategic management is likewise cited as responsible for ensuring performance improvement at its very core and is important in the theoretical, empirical, and managerial dimensions of an

organization in order to adapt and survive. Although there are various instruments to measure business performance, three dimensions of measurement were often emphasized: financial performance, financial and operational performance, and organizational effectiveness,

In the examination of organizational resilience and organizational culture however, learning at the individual level has been identified as a factor to set the two concepts. Individual learning for instance, needs to be effectively transferred to team and organizational levels. This learning become a part of the culture that creates a sense of direction for individuals and the organization (Basten & Haaman, 2018). Likewise, in an in-depth study conducted by Chen, Xie & Liu, (2021), the authors identified learning as a dimension of organizational resilience. It seems that the reviewed literature points to learning as a pre-condition to an effective culture and resilience in the organization. The bulk of literature for organizational resilience also showed that the concept is new in the field of research since most of the literature leads to the explanation of the concept, its definition and dimensions.

METHODOLOGY

The specific component in this mixed method approach used is QUAN qual giving emphasis to the quantitative

type of data gathered as the primary data set while the qualitative data were embedded to give support to the

quantitative data gathered (Edmonds & Kennedy, 2019). The first stage involved the collection of the quantitative data with the use of survey questionnaires. The second stage is the qualitative data gathering to provide contextual understanding and validate the findings of the quantitative data.

Participants of the Study

This study was conducted in the three campuses of a Maritime University in Western Visayas, Philippines. For the purpose of properly identifying the campuses in this investigation, the researcher assigned labels to the campuses as follows:

Campus A – located in Molo, Iloilo City

Campus B – located in Arevalo, Iloilo City

Campus C – located in Bacolod City

All of these campuses or units are given autonomy for managerial decision-making and operation, however, all units are under the leadership of the University Executive Council which serves as the coordinating body for the verification of programs and activities as well as the formulation of policies. Each campus offers maritime programs (Marine Engineering and/or Marine Transportation), business programs and senior high school.

The employees included permanent faculty and non-teaching administrative staff who have been with the University for at least three years. Only those who provided consent to participate and are bona-fide employees and students of the three campuses were included in the study. Past employees, employees of the Training Center, Basic Education Department and the Graduate School were excluded in the study.

Student participants included the senior college students in the University. They consisted of the graduating students of the maritime programs (BS Marine Engineering and BS Maritime Transportation Programs), and the business programs (BS Customs Administration, BS Tourism Management, BS Cruise Ship Management, and Bachelor of Science in Hospitality Management). They were chosen because they were able to experience the services of the University before and during the pandemic. Only duly enrolled students were considered in the investigation. Students of the Maritime High School, Training Center and TESDA were not included.

For the quantitative evaluation, a sample size of 308 participants was targeted as a result of the computation using the Slovin's formula with a total population of 1351 and .05 margin of error.

Table 1
Demographic Profile of the Participants

| Characteristics | f | % |
|-------------------------|------------|---------------|
| Entire Group | 308 | 100.00 |
| Classification | | |
| Senior College Students | 219 | 71.10 |
| Staff | 37 | 12.00 |
| Faculty | 52 | 16.90 |
| Academic Unit | | |
| Campus A | 108 | 35.10 |
| Campus B | 131 | 42.50 |
| Campus C | 69 | 22.40 |
| Sex | | |
| Male | 174 | 56.50 |
| Female | 134 | 43.50 |

The financial analysis of the University's financial statements for the past three years (2019, 2020 & 2021) were secured from the Securities and Exchange Commission and were used to determine the University's surplus, liquidity and solvency. The financial performance was highlighted with both the financial ratios and descriptive analyses.

For the qualitative data, they included information gathered from the face-to-face interviews and video conferencing with selected students and employees, and review of documentary records. The saturation point was reached with a total of eight (8) participants which included three faculty members, two non-teaching administrative staff, and three students, with all campuses well represented. The criteria used in selecting the employees included their number of years in the University which should be more than five years and their willingness to

become a participant and their availability during the interview. While for student participants, the researcher looked for student leaders who are in their senior year, willing to be a participant, and available during the interview schedule.

Research Instrument

Survey questionnaires were distributed to gather the quantitative data. A section to gather the demographic information of the participants was provided followed by the Individual Learning Questionnaire, the Organizational Culture Assessment Instrument (OCAI), the Organizational Resilience Questionnaire, and the Stakeholders' Satisfaction of the Maritime University Services. The questionnaires were duly validated and the internal consistency reliability was tested.

In terms of financial performance, the financial analysis included the

analysis of surplus, liquidity, and solvency using the financial statements of the University published by the Philippine Securities and Exchange Commission for the past three years (2019, 2020 and 2021).

For the qualitative data, the researcher made use of an interview guide with open-ended questions.

Ethical considerations as to the use and distribution of the questionnaires were also given attention. All permits and approval to conduct the research and gather data were secured prior to the conduct of the study.

Data Analysis Procedure

The mean and standard deviation were used to describe the individual learning capability, organizational

resilience, and stakeholders' satisfaction of services of the three campuses of the Maritime University while the Scoring Graphic for Organizational Culture Assessment was utilized in mapping the culture type of the Maritime University campuses.

For the financial performance of the University, financial ratios pertaining to the analysis of the campuses' surplus, liquidity, and solvency were determined and benchmarked with a competing Maritime HEI.

For quantitative correlation analysis between variables, the Pearson Product Moment Correlation was used.

The analysis of the qualitative data made use of the Framework method also known as thematic analysis or qualitative content analysis.

RESULTS AND DISCUSSION

The results of the individual learning capability, organizational culture, organizational resilience, stakeholders' satisfaction of services, and business performance of the three academic campuses of a Maritime University are presented in this chapter. The relationships of variables are also illustrated and discussed. In the presentation of results, the quantitative data are first illustrated and these are supported by the qualitative data for contextualization of results.

Individual Learning Capability of the Maritime University

Table 2 reflects the individual learning capability in the three campuses of the University. Campus A ($M=4.40$, $SD=.42$); Campus B ($M=4.43$, $SD=.58$); and Campus C ($M=4.27$, $SD=.56$), all are "very highly capable" in learning.

Results of the investigation indicated that at the individual level, the University in all its three campuses are "very highly capable" in learning. People at the University are very much capable of symbolizing, forethought, learning thru

modelling, self-regulation, and self-reflection. They are capable of listening attentively, observing their environment and associating their experiences with their present situation. They are likewise very much capable of relating information they have gathered to imagine long-term actions that affect their conditions as individuals in the institution. Moreover, individuals at the three campuses can very much regulate their actions to wait for the proper time

and place in order to express their ideas. The results are imperative since being an educational institution that promotes quality education through effective learning, a high learning capability should be apparent. These results, however, are limited to the learning capability of the individuals and do not necessarily indicate that individuals at the University are able to transfer what was learned in their role at the University.

Table 2

Individual Learning Capability of the Maritime University

| Maritime University | Mean | SD | Description |
|---------------------|------|-----|---------------------|
| Campus A | 4.40 | .42 | very highly capable |
| Campus B | 4.43 | .58 | very highly capable |
| Campus C | 4.27 | .56 | very highly capable |

Scale: 1.00-1.80 Not Capable 1.81-2.60 Somewhat Capable 2.61-3.40 Capable
 3.41-4.20 Highly Capable 4.21-5.00 Very Highly Capable

For an in-depth understanding of the quantitative results, the results of the qualitative data analysis revealed an overarching theme of *self-motivation in learning supports the University as a learning organization and vice-versa* with forethought, self-regulation, self-reflection, dialogue, collaboration, and continuous learning as the codes.

The learning capability of the individuals in the Maritime University were the same all throughout the three campuses based on the common assertions made by the participants during the interview. The answers made by the participants which identified the capacity in forethought, self-regulation

and self-reflection of people in the University stood out. The development of the aforesaid capabilities was facilitated by the existence of the provisions to promote learning for personal and professional development such as the promotion of dialogue, collaboration, and continuous learning. Participants from the three units have given emphasis on forethought or how each believes that having to challenge themselves towards a new opportunity such as technological innovations and immersive situations, required by their role in the University, can equip them with performing their tasks not only in the present but as well as in the future.

The importance of training and development was highlighted since these were appreciated and pointed out by the participants. Specifically, those trainings that require practical application, innovated resources, and results of research activities were mentioned.

Moreover, as an educational institution, the Maritime University has exhibited the characteristics of a learning organization by giving importance to the personal and professional growth. With this, the participants believe that the University was able to assist the people in the University in learning through dialogue, collaboration and continuous learning. All employee-participants from the three campuses of the University conveyed their confidence in communicating with heads, and other superiors. They observed that informal communication between superiors and subordinates is common and this has become a way to express ideas and at the same time gather ideas quickly. Pep talks with superior were likewise appreciated. This is also common among peers as a way to discuss matters related to work. Participant 3 claimed, *“Confident ang isa kag isa kung may mga kinahanglan nga e’approach very approachable ang mga tawo, I mean confidence kita mag suggest daw open communication kita sa aton nga admin not only for the admin but of course sa CEO”* (Everyone is confident to approach each other because people are

approachable. I mean, we are confident to give suggestions because we have an open communication with our administration and also with the CEO).

Organizational Culture in the Maritime University

The organizational culture of the University shows the presence of the four types of culture with the dominant type being the clan culture.

In Campus A, the prevailing culture profile is dominated by the clan culture (31.90%), followed by the market culture (23.50%), adhocracy (23.20%), and hierarchy culture (21.40%). The preferred culture type, likewise, indicates that Campus A prefers a clan culture (33%), followed by the adhocracy culture (23%), and the market and hierarchy culture (22%). Campus B, likewise, reveals a culture profile dominated by the clan culture (34.50%), followed by the adhocracy culture (23.30%), market culture (21.60%), and hierarchy culture (20.60%). In Campus C, the clan culture dominated (28.00%) and is followed by market culture (24.30%), adhocracy culture (23.90%) and hierarchy culture (23.80%). The preferred culture also shows the preference for the clan culture (30.10%), followed by the adhocracy (24%), market culture (23.60%) and hierarchy culture (22.3%).

Results show that the University has strength in the collaboration of the individuals in all campuses. At present, the environment of the University is

dominated by filial-like relationships between leaders and among members, and where care for people, teamwork and participation are given priority. The dominance of the clan culture could be

due to the natural essence of the Maritime University as an educational institution and a not-for-profit organization.

Table 3

Organizational Culture in the Maritime University

| Culture Type | Prevailing (%) | Preferred (%) |
|--------------|----------------|---------------|
| Campus A | | |
| Clan | 31.90 | 32.50 |
| Adhocracy | 23.20 | 23.20 |
| Market | 23.50 | 22.40 |
| Hierarchy | 21.40 | 21.90 |
| Campus B | | |
| Clan | 34.50 | 33.90 |
| Adhocracy | 23.30 | 23.40 |
| Market | 21.60 | 21.70 |
| Hierarchy | 20.60 | 21.00 |
| Campus C | | |
| Clan | 28.00 | 30.10 |
| Adhocracy | 23.90 | 24.00 |
| Market | 24.30 | 23.60 |
| Hierarchy | 23.80 | 22.30 |

Plotting the results in the scoring graphic for organizational culture, figures show that both the prevailing dominant and the preferred culture of the campus is leaned towards the clan culture. The figures likewise indicate that a desire to change culture in the University is not needed. The preferred culture for all the campuses, closely matches the

prevailing culture. It could be said that the prevailing culture is likewise what the people at the University desires and therefore could be treated as a strength factor because this indicates that what people value and given emphasis when they organize activities are the same as their preference.

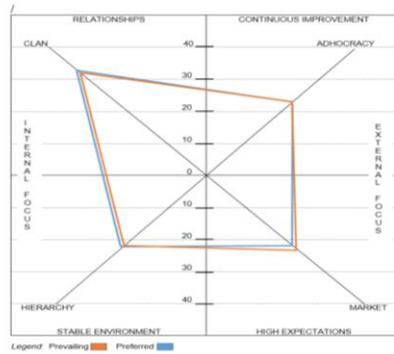


Figure 2. Prevailing and Preferred Culture Profile of Campus A

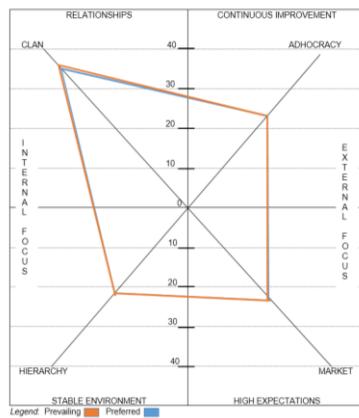


Figure 3. Prevailing and Preferred Culture Profile of Campus B

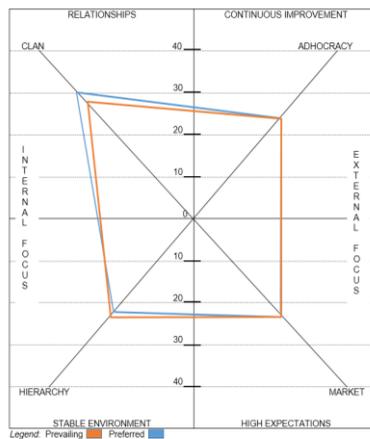


Figure 4. Prevailing and Preferred Culture Profile of Campus C

Analysis of the qualitative data generated an organizational culture theme of “*Working more than a team together for transformation*”. Observations and experiences of the participants in the University showed a culture that is welcoming and collaborative as stirred by transformational leadership. Responses which were deemed relevant led to the codes: relationships, care as a family, shared values, and transformational leadership, as components of the culture that prevails in the University.

Although the participants were situated in three different campuses of the University, all were able to agree that their relationships with each other in the campus, whether it be among peers or between superiors and subordinates, imbibe a friendly environment of mutual trust and respect. The participants acknowledged individual differences of people in the University but they claimed to ensure harmonious relationships since they see each other every day. All student participants mentioned that their instructors and other superiors are very much approachable. The elements of trust and respect in the relationship of the people in the University are apparent in the responses. As participant 7 mentioned, “*We’re trying to keep our relationship as healthy as possible so if there are differences, if there are misunderstandings, we are really trying our best to mend it as much as possible so that we can, so that there will be no*

conflicts kay it’s really difficult to go to school every day if there are conflicts” (We’re trying to keep our relationship as healthy as possible so if there are differences, if there are misunderstandings, we are really trying our best to mend it as much as possible so that we can, so that there will be no conflicts because it’s really difficult to go to school every day if there are conflicts).

Organizational Resilience of the Maritime University

When the organizational resilience of the University was determined, results revealed that the three campuses: A ($M=4.43$; $SD=0.58$), B ($M=4.53$; $SD=0.50$), and C ($M=4.29$; $SD=0.70$) have “very high” organizational resilience. The University is equipped with strategies that could enable it to identify and eliminate adverse factors that weaken operation especially during crisis. Moreover, the very high organizational resilience of the University conveys that it has the ability to cope with pressure and challenges and learn from it in order to achieve sustained growth. The University is also capable of navigating crises and withstand them because of strong organizational commitment and established reciprocal relationships with stakeholders. The “very high” organizational resilience of the University is deemed to be a strength in its internal operation that helps the University respond to crises to achieve recovery and growth.

Table 4

Organizational Resilience of the Maritime University

| Maritime University | Mean | SD | Description |
|---------------------|------|-----|-------------|
| Campus A | 4.43 | .58 | Very High |
| Campus B | 4.53 | .50 | Very High |
| Campus C | 4.29 | .70 | Very High |

Scale: 1.00-1.80 Very Low 1.81-2.60 Low 2.61-3.40 Average 3.41-4.20 High 4.21-5.00 Very High

In the analysis of the qualitative data gathered through interviews, the participants’ responses on resilience revealed this theme: *People and strategies give strength to the institution*. The narratives generated key terms like commitment, people learning, communication, and strategies.

When the institution is faced with difficulties and adversities, its established strategies were seen as important tools to adapt and survive. However, other than the strategies, participants also pointed out commitment, people learning, and effective communications to give strength to the University during difficult times.

Interviewees representing the various campuses of the University explained that when they are being challenged as members of the institution, their commitment to the institution kept them going. The commitment expressed by the participants came in two ways. First, the University’s commitment towards its mission, vision and values; and second, the employees’ continuance commitment motivated by the benefits and remuneration provided by the

institution. Four of the seven participants who represent the three campuses observed that during hard and difficult times, the University showed commitment to the goal of providing quality education and training, no matter what, and hold on to what the University value the most. Participant 1 said, *“Maski anu magkalatabo provide gid gyapon sang quality education no kay, kay as been said kay ang establishment naton, University kita so ma provide gid kita gyapon quality education, may pandemic man or wala man sa classroom setting, sa balay man nila ma hatag gid gyapon quality education mangita gid paagi”* (Whatever happens the University will still provide quality education because as what has been said, our establishment, as a University we will provide quality education whether there is a pandemic or not, whether it be in classroom setting or at home, the quality education will be provided, the University will find ways). To explain their continuance commitment, participant 5 said, *“Although nga na ka experience gid kami to sang crisis sa Unit, it is because nga syempri eh we cannot deny the fact that we are enjoying sang higher nga salary, pa salamat lang gid kami*

gihapon. Hambal ko sa mga fellow teachers nga siling ko kahit papano may ubra lang gid kita ya, ang importante may ubra pa kita” (Although we have experienced crisis in the Unit, of course we cannot deny the fact that we are enjoying higher salary, we are still thankful. I told my fellow teachers, what is important is we still have a job).

Stakeholders’ Satisfaction of Services of the Services of the Maritime University

Looking at the results of the stakeholder’s satisfaction of the services provided by the Maritime University, the data indicated that the stakeholders of the three campuses were “highly satisfied” to “very highly satisfied”. As noted in Table 5, both the students ($M=4.34$, $SD= .64$) and the employees ($M=4.28$, $SD= .65$) in Campus B are “very highly satisfied”. Further examination of the data showed that students of both Campus A ($M=4.39$, $SD=.70$) and C ($M=4.39$, $SD=.70$) were

“very highly satisfied”; while employees of these two campuses were “highly satisfied” ($M=3.96$, $SD=.70$; $M=3.87$, $SD= .71$, respectively). The three campuses of the University were able to provide services to the students based on expectations and even exceeded their expectations. The offices of the institution that act as frontlines for students were able to perform their function that satisfied their clients. This is despite of the challenges faced by the University due to adverse conditions in the environment. On the part of the employees, they were very much pleased and conformed with the services provided by each campus, although employees of Campus B rated a higher mean score than the two other campuses. The institution was able to respond to the needs of the employees and is doing very well in rendering services expected by the internal stakeholders.

Table 5

Stakeholders’ Satisfaction of Services of the Maritime University

| Stakeholder | Mean | SD | Description |
|-------------|------|-----|-----------------------|
| Campus A | | | |
| Students | 4.39 | .70 | Very Highly Satisfied |
| Employees | 3.96 | .70 | Highly Satisfied |
| Campus B | | | |
| Students | 4.34 | .64 | Very Highly Satisfied |
| Employees | 4.28 | .65 | Very Highly Satisfied |
| Campus C | | | |
| Students | 4.43 | .59 | Very Highly Satisfied |
| Employees | 3.87 | .71 | Highly Satisfied |

Scale: 1.00-1.80 Not Satisfied 1.81-2.60 Somewhat Satisfied 2.61-3.40 Satisfied 3.41-4.20 Highly Satisfied 4.21–5.00 Very Highly Satisfied

In support of the above findings, the results of the interviews revealed an overarching theme for stakeholder satisfaction is the *aligning of the goal as the foundation of performance*. Responses of the participants were focused on goal, commitment, financial security, and challenges.

The Maritime University showed how serious it is to attain the goals of the institution by committing itself to it. This was manifested by the participants during the interview who were also representatives of the significant stakeholders of the institution. However, there were likewise challenges that the University is facing.

Achieving and staying aligned to its expressed goals as stated in its mission and vision gives integrity to the institution. All participants spoke excitedly on how quality education and trainings for total development are provided in the institution. Three of the participants cited that the institution is serious in the attainment of its goals. The teachers are observed to be passionate in their work and that the target is achieved through the success of the students when they are deployed for employment. All employee participants cited that they feel lucky to belong to the institution. However, the participants also expressed concerns on the challenges which they believe are disturbing in the institution. These include financial instability, variety of strategies imposed in the campuses,

improvement of physical facilities and HR roles. Although financial instability was not specifically pointed out by the employee participants from Campus A and Campus B, the participant from Campus C highlighted this concern in their campus. Additionally, lending financial help among campuses was validated by one of the campuses' Chief Accountant. Moreover, participants from the three campuses noted a few improvements needed in the physical facilities of the institution. Specifically noted were the need for classroom improvements in terms of air conditioning, and improved restrooms as mentioned by representatives from Campus A and B, while Campus C representatives mentioned on dilapidated buildings. Additionally, all employee participants cited that the Human Resource Officer for each unit could still aspire for improvements as a partner of the human resources of the institution.

Financial Performance of the Maritime University

The business performance of the Maritime University in terms of its financial performance was measured using the analysis of its surplus, liquidity ratios and solvency ratios.

Excess of Revenue/Surplus

In consideration of revenue, the Statement of Comprehensive Income included tuition fees, miscellaneous

fees, laboratory, auxiliary income, interest income, rent and other income. For the past three years (2019, 2020, 2021), records showed that both Campus A and Campus B have consistently earned surplus in terms of peso value, while Campus C recorded deficit for 2019 and 2020. Further examination using the comparative analysis revealed that Campus A showed a decrease in surplus for the year 2020 (-82%) but recovered with an increase in surplus in 2021 (817%). Campus B recorded consistent increases in the comparative analysis with 19% increase in 2020 and 50% increase in surplus between 2020 and 2021. Conversely, Campus C recorded deficit in peso value in an absolute amount of Php29,168,148.00 in 2019, and Php 23,538,610.00 in 2020, but recovered in 2021 with a surplus in absolute amount of Php 4,789,873.00. The comparative analysis of the three-year performance of Campus C, however, showed that even with its recorded deficits, the Campus exhibited recovering performance with an increase of 19% in 2020 from 2019, and 120% increase in 2021 from the previous year. In an interview conducted with employee representatives of the campus, they noted a decline in enrollment of the senior high school students. The interviewee from Campus C also noted stiff competition with a neighboring maritime school that offers a lower tuition fee. It was noted from the vertical

comparative analysis of the Statement of Comprehensive Income that depreciation expense was appropriated at 14% to 15% of the total revenue in Campus C. Additional information gathered from interviews revealed that the University had purchased a training ship in 2015 for the use of the three campuses. The allocated expenses were shared by the three campuses although the training ship was not able to cater trainings and earn income during the pandemic (2020 to 2021).

While the campuses operate independently from each other, each one is still a component of a University System, thus they are interdependent with each other in order to thrive and survive. Since the three campuses are under the leadership of one set of Board of Trustees, intercompany transactions can arise in order to give assistance to one another. The financial data indicated that the University was adversely affected by the pandemic that broke during the period 2019 to 2021. On one hand, Campus B recorded consistent increases in surplus and contributed a higher surplus to the University compared to the other campuses; on the other hand, Campus C financially struggled particularly in 2019 and 2020. The strategies imposed by Campus B seemed to have worked well for them, while Campus C needs to evaluate its strategies related to finances in order to ensure financial resilience even before the crisis occurred. Nonetheless, records

also showed that all three campuses of the University were able to recover financially as shown by the recorded surplus in the latest year (2021). During the crisis, where students cannot attend their classes in school physically, the University was able to find strategies to continue its operation and therefore continue to accept students for enrollment. Moreover, all campuses of the University recorded decrease in expenses. The expenditures for school activities, travel and transportation, and seminars and conferences, have decreased in 2021 and are practically reasonable because of restrictions during the pandemic. However, expenditures increased for all campuses from 2019 to 2020. When the Statement of Comprehensive Income was examined, one noticeable increase in expenditure for all units from 2019 to 2020 was on the “security and janitorial services”. This was due to the expenses incurred to acquire tools, equipment and

facilities needed by each campus to address the health risk brought about by the pandemic.

Looking at a rival school for benchmarking, although the rival school recorded a decrease in surplus by 43% in 2020, it has immediately recovered the following year (2021) with an increase of 30% from the recorded surplus in 2020. Campus A and B performed at par with the rival school, while Campus C performed under par. It can be observed that while the revenue in absolute value for all campuses were higher compared to the competing school, the expenses incurred were likewise higher for the Maritime University campuses. The expense line for salaries and employee benefits for the Maritime University were significantly higher in absolute value and accreditation expenses were recorded in the Maritime University. Table 6 and Figure 5 shows the graphical representation of Excess of Revenue.

Table 6
Excess of Revenue (Php)

| Institution | 2021 | 2020 | 2019 |
|--|------------------|------------------|------------------|
| Campus A | | | |
| Revenue | 174,609,479.00 | 199,006,509.00 | 180,147,685.00 |
| Expenses | (159,502,121.00) | (197,358,621.00) | (171,140,998.00) |
| Excess | 15,107,358.00 | 1,647,888.00 | 9,006,687.00 |
| Campus B | | | |
| Revenue | 189,702,074.00 | 202,306,457.00 | 173,495,587.00 |
| Expenses | (160,854,859.00) | (183,013,210.00) | (157,252,975.00) |
| Excess | 28,847,215.00 | 19,293,247.00 | 16,242,612.00 |
| Campus C | | | |
| Revenue | 138,788,825.00 | 145,962,281.00 | 140,269,975.00 |
| Expenses | (133,998,952.00) | (169,500,891.00) | (169,438,123.00) |
| Excess | 4,789,873.00 | -23,538,610.00 | -29,168,148.00 |
| University Consolidated Statements of Income | | | |
| Revenue | 503,100,378.00 | 547,275,247.00 | 493,913,247.00 |
| Expenses | (454,355,932.00) | (549,872,722.00) | (497,832,096.00) |
| Excess | 48,744,446.00 | -2,597,475.00 | -3,918,849.00 |
| Benchmark: Competing Maritime Institution | | | |
| Revenue | 120,841,452.00 | 134,826,558.00 | 134,556,456.00 |
| Expenses | (101,070,987.00) | (119,632,893.00) | (108,066,291.00) |
| Excess | 19,770,465.00 | 15,193,665.00 | 26,490,165.00 |

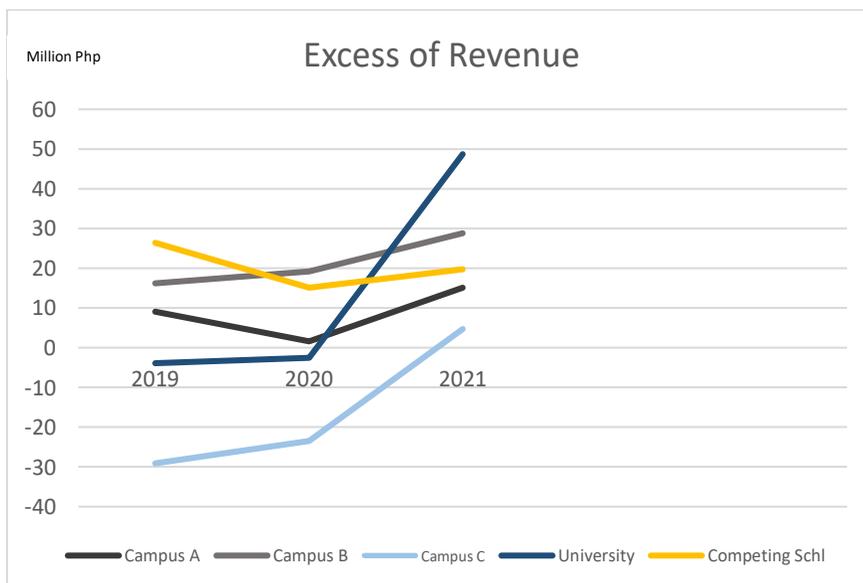


Figure 5. *Excess of Revenue for a Three-Year Period*

Measures of Liquidity

Liquidity of the University as Determined by Current Ratio. The current ratio of the three campuses of the University are shown in Table 7 below. The current assets included cash and cash equivalents, receivables, due from related parties, inventories, prepayments and inter-fund transfer. For current liabilities, these included accounts and other payables, deferred income, due to related parties, other current liabilities and income tax payable. The data

indicated the current assets to cover current liabilities. Except for Campus C, in year 2020, the current ratio of the campuses and in general, has steadily increased for the past three years as shown in Table 7. This implies that the University is not struggling to meet its current obligation because it is capable to pay its current liabilities when they fall due. It can also be noticed that the current liabilities of the University decreased in 2020 from the 2019, and in 2021 from the previous year.

Table 7
Liquidity of the University as Determined by Current Ratio

| Institution | 2021 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| Campus A | | | |
| Current Assets | 66,552,766.00 | 54,766,237.00 | 59,132,876.00 |
| Current Liabilities | 45,889,369.00 | 48,936,407.00 | 59,207,245.00 |
| Current Ratio | 1.45 | 1.12 | 1.00 |
| Campus B | | | |
| Current Assets | 171,621,089.00 | 124,572,048.00 | 103,140,628.00 |
| Current Liabilities | 29,186,895.00 | 27,499,659.00 | 31,386,685.00 |
| Current Ratio | 5.88 | 4.53 | 3.29 |
| Campus C | | | |
| Current Assets | 51,092,312.00 | 47,704,833.00 | 53,080,996.00 |
| Current Liabilities | 21,980,323.00 | 32,962,000.00 | 24,919,057.00 |
| Current Ratio | 2.32 | 1.45 | 2.13 |
| University Consolidated Financial Position | | | |
| Current Assets | 289,266,167 | 227,043,118 | 215,354,500 |
| Current Liabilities | 97,056,587 | 109,398,066 | 115,512,987 |
| Current Ratio | 2.98 | 2.08 | 1.86 |
| Benchmark: Competing Maritime Institution | | | |
| Current Assets | 91,750,780.00 | 47,426,072.00 | 26,939,399.00 |
| Current Liabilities | 1,018,305.00 | 7,922,251.00 | 8,258,705.00 |
| Current Ratio | 90.10 | 5.99 | 3.26 |

Note: Current Ratio = Current Assets /Current Liabilities

This could be due to the decline in the use of utilities in the campuses while

onsite classes were replaced with online instructions because of the pandemic.

Despite the ongoing crisis caused by the pandemic, the three campuses of the University are financially healthy and have no trouble in meeting their short term obligations.

When a current ratio based on the consolidated financial position was compared to the rival school, records showed that the rival school has a higher current ratio for the past three years as compared to the campuses of the University. The same condition was true when the consolidated financial position of the University was compared to the competing school. It is, however, underscored from the results that the rival University recorded a very high current ratio in 2021 which could also indicate that the school might have missed to efficiently use its current assets.

Liquidity of the University as determined by Quick or Acid Test Ratio. The quick ratio or acid test ratio was computed and presented in Table 8 to supplement the computed current ratio

of the three campuses of the University. The ratio presents more liquid assets available to pay the immediately payable liabilities. Except for Campus A which recorded a .98 quick ratio in 2019, the computed quick ratio of the three campuses of the University were more than 1.0 for the three-year period. It can also be seen in Table 8 that Campus B has recorded higher absolute amount of quick assets for the University in the past three years, while Campus A has recorded the higher absolute amounts of current liabilities for the past three years. Nonetheless, the results indicated that the University remains liquid despite the crisis and is capable to generate cash during emergency.

Records of the competing school showed that inventories for school operation amounted to zero for the years 2019 to 2021. The competing school showed a more liquid financial status based on the computed quick or acid test ratio.

Table 8

Liquidity of the University as determined by Quick or Acid Test Ratio

| Institution | 2021 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| Campus A | | | |
| Quick Assets | 66,214,321.00 | 54,427,792.00 | 57,829,019.00 |
| Current Liabilities | 45,889,369.00 | 48,936,407.00 | 59,207,245.00 |
| Quick Ratio | 1.44 | 1.11 | 0.98 |
| Campus B | | | |
| Quick Assets | 166,202,607.00 | 123,244,331.00 | 101,304,950.00 |
| Current Liabilities | 29,186,895.00 | 27,499,659.00 | 31,386,685.00 |
| Quick Ratio | 5.69 | 4.48 | 3.22 |
| Campus C | | | |
| Quick Assets | 50,450,230.00 | 47,275,143.00 | 52,651,688.00 |
| Current Liabilities | 21,980,323.00 | 32,962,000.00 | 24,919,057.00 |
| Quick Ratio | 2.30 | 1.43 | 2.11 |
| University Consolidated Financial Position | | | |
| Quick Assets | 282,867,158.00 | 224,947,266.00 | 211,785,657.00 |
| Current Liabilities | 97,056,587.00 | 109,398,066.00 | 115,512,987.00 |
| Quick Ratio | 2.91 | 2.06 | 1.83 |
| Benchmark: Competing Maritime Institution | | | |
| Quick Assets | 91,750,780.00 | 47,426,072.00 | 26,939,399.00 |
| Current Liabilities | 1,018,305.00 | 7,922,251.00 | 8,258,705.00 |
| Quick Ratio | 90.10 | 5.99 | 3.26 |

Note: Acid Test Ratio = $\frac{\text{Current Assets} - \text{Inventory} - \text{Prepaid Expenses}}{\text{Current Liabilities}}$

While the data indicated that the competing school is more liquid, it does not imply that it performed better. The Maritime University considered other managerial factors in its financial decisions on having high liquidity vis-à-vis efficient utilization of quick assets to finance short-term investments (accreditation, employee training and development, facilities upgrade) in midst of a health crisis.

Measures of Solvency

Solvency of the University as Determined by Debt-to-Equity Ratio. The measure of the University's future

obligations relative to equity are presented in Table 9. On one hand, Campus B and C have recorded debt-to-equity ratio below 1.0 for the three-year period. On the other hand, Campus A, in 2019 and 2020, has a recorded debt-to-equity ratio of above 1.0 but has a recorded decrease to 0.79 in 2021. It can also be noted that Campus A recorded higher liabilities for the past three years when compared to Campus B and Campus C. Nonetheless, in general the University can be considered as not financially at risk with computed debt-to-equity ratio of below 1.0, especially on the latest period, when all three

campuses of the University showed fund balances that are higher than the debts.

As a not-for-profit organization, the University is not reliant on debt financing and is not at risk of rising interest rates.

When compared with a rival school, records showed that with lower amount of liabilities, majority of the assets of the rival school are mostly financed from its fund balance which indicate the similarity of both maritime schools.

Table 9

Solvency of the University as Determined by Debt-to-Equity Ratio

| Institution | 2021 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| Campus A | | | |
| Liabilities | 62,373,107.00 | 69,083,730.00 | 78,903,783.00 |
| Fund Balance | 78,415,189.00 | 63,307,829.00 | 61,681,840.00 |
| Debt-to-Equity Ratio | 0.79 | 1.09 | 1.27 |
| Campus B | | | |
| Liabilities | 51,963,860.00 | 46,926,509.00 | 49,081,426.00 |
| Fund Balance | 227,528,755.00 | 198,681,892.00 | 179,428,940.00 |
| Debt-to-Equity Ratio | 0.23 | 0.24 | 0.27 |
| Campus C | | | |
| Liabilities | 47,051,224.00 | 64,541,075.00 | 53,231,625.00 |
| Fund Balance | 157,030,182.00 | 152,240,587.00 | 175,784,046.00 |
| Debt-to-Equity Ratio | 0.30 | 0.42 | 0.30 |
| University Consolidated Financial Position | | | |
| Liabilities | 161,388,191.00 | 180,551,314.00 | 181,216,834.00 |
| Fund Balance | 462,974,126.00 | 414,230,308.00 | 416,894,826.00 |
| Debt-to-Equity Ratio | 0.35 | 0.44 | 0.43 |
| Benchmark: Competing Maritime Institution | | | |
| Liabilities | 1,018,305.00 | 7,922,251.00 | 8,258,705.00 |
| Fund Balance | 281,669,647.00 | 261,899,182.00 | 246,705,517.00 |
| Debt-to-Equity Ratio | 0.004 | 0.03 | 0.03 |

Note: Debt-to-Equity Ratio = Liabilities/Fund Balance

Solvency of the University as Determined by Debt-to-Asset Ratio. The debt-to-asset ratio of the University is found in Table 10. The computed debt-to-asset ratio of the three campuses has been steadily below 1.00 for the past three-year period. This means that the University has more assets than liabilities and is not at risk of potential solvency issues. Moreover, the Maritime

University in all its three campuses, is highly financed by its fund balances. This could be considered as a strength since the average for the past three-year period indicated that the University can still acquire financial leverage to fund new projects or services that are needed to pursue its mission and vision.

Table 10

Solvency of the University as Determined by Debt-to-Asset Ratio

| Institution | 2021 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| Campus A | | | |
| Liabilities | 62,373,107.00 | 69,083,730.00 | 78,903,783.00 |
| Total Assets | 140,788,296.00 | 132,391,559.00 | 140,585,622.00 |
| Debt-to-Asset Ratio | 0.44 | 0.52 | 0.56 |
| Campus B | | | |
| Liabilities | 51,963,860.00 | 46,926,509.00 | 49,081,426.00 |
| Total Assets | 279,492,615.00 | 245,608,401.00 | 228,510,366.00 |
| Debt-to-Asset Ratio | 0.19 | 0.19 | 0.21 |
| Campus C | | | |
| Liabilities | 47,051,224.00 | 64,541,075.00 | 53,231,625.00 |
| Total Assets | 204,081,406.00 | 216,781,662.00 | 229,015,671.00 |
| Debt-to-Asset Ratio | 0.23 | 0.30 | 0.23 |
| University Consolidated Financial Position | | | |
| Liabilities | 161,388,191.00 | 180,551,314 | 181,216,834.00 |
| Total Assets | 624,362,317.00 | 594,781,622 | 598,111,659.00 |
| Debt-to-Asset Ratio | 0.26 | 0.30 | 0.30 |
| Benchmark: Competing Maritime Institution | | | |
| Liabilities | 1,018,305.00 | 7,922,251.00 | 8,258,705.00 |
| Total Assets | 282,687,952.00 | 269,821,533.00 | 254,964,222.00 |
| Debt-to-Asset Ratio | 0.004 | 0.029 | 0.032 |

Note: Debt to Asset = Liabilities/Total Assets

When compared with the competing school, records showed that the Maritime University owns more assets than the competing school but also records higher liabilities for the past three-year period. The computed debt to asset ratio revealed that the competing school is very much highly financed by the fund balances of the institution with a debt to asset ratio of .004, 0.029 and 0.032 for the years 2021, 2020 and 2019, respectively, as compared with the three campuses of the University.

Solvency of the University as Determined by Equity Ratio. Table 11 is

presented to show the equity ratio of the Maritime University and throws light on its general financial strength. Two of the three campuses, Campus B and Campus C, showed an equity ratio of above .70 which indicates long-term solvency position for this two academic campuses of the educational institution. On the contrary, Campus A has lower equity ratio for the three-year period although the computed ratio was seen to have been steadily increasing from 0.44 in 2019, to 0.48 in 2020 and 0.56 in 2021. This means that the Maritime University could still take risk in undertaking loans or

leverages in acquiring new projects to better serve the stakeholders of the educational institution.

In comparison with the competing school, it can be seen that the University

has lower equity ratio but similarly the assets are financed mainly by fund balance rather than borrowings.

Table 11
Solvency of the University as Determined by Equity Ratio

| Institution | 2021 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| Campus A | | | |
| Fund Balance | 78,415,189.00 | 63,307,829.00 | 61,681,840.00 |
| Total Assets | 140,788,296.00 | 132,391,559.00 | 140,585,622.00 |
| Equity Ratio | 0.56 | 0.48 | 0.44 |
| Campus B | | | |
| Fund Balance | 227,528,755.00 | 198,681,892.00 | 79,428,940.00 |
| Total Assets | 279,492,615.00 | 245,608,401.00 | 228,510,366.00 |
| Equity Ratio | 0.81 | 0.81 | 0.79 |
| Campus C | | | |
| Fund Balance | 157,030,182.00 | 152,240,587.00 | 175,784,046.00 |
| Total Assets | 204,081,406.00 | 216,781,662.00 | 229,015,671.00 |
| Equity Ratio | 0.77 | 0.70 | 0.77 |
| University Consolidated Statements of Income | | | |
| Fund Balance | 462,974,126.00 | 414,230,308.00 | 316,894,826.00 |
| Total Assets | 624,362,317.00 | 594,781,622.00 | 598,111,659.00 |
| Equity Ratio | 0.74 | 0.70 | 0.53 |
| Benchmark: Competing Maritime Institution | | | |
| Fund Balance | 281,669,647.00 | 261,899,182.00 | 246,705,517.00 |
| Total Assets | 282,687,952.00 | 269,821,533.00 | 254,964,222.00 |
| Equity Ratio | 1.0 | 0.97 | 0.97 |

Note: Equity Ratio = Fund Balance/Total Assets

Relationship between Individual Learning Capability and Organizational Culture in the Maritime University

Table 12 is presented to show the relationship between the individual learning capability and organizational culture in the Maritime University.

Results revealed that there is a positive, negligible, and not significant relationship ($r=.09$, $p>.05$) between the

individual learning capability and the prevailing clan culture in the institution. The null hypothesis that there is no significant relationship between individual learning capability and organizational culture is not rejected. The individual learning capability of the employees and students in the University is not associated with the dominant family-like practices of the institution.

Clan culture focuses on human relations welfare, commitment, and cohesiveness which pertains to the internal orientation of the University and which factors do not necessarily require a capability on the adoption of new ideas and opportunities.

The innate capability of the individuals in acquiring knowledge do not contribute to the dominant culture of the University, nonetheless, could be associated with other culture orientation which is likewise present in the institution.

Table 12
Relationship between Individual Learning Capability and Organizational Culture in the Maritime University

| | Clan Culture | |
|---------------------------------------|---------------------|------|
| Individual Learning Capability | Pearson Correlation | .088 |
| | Sig. (2-tailed) | .124 |
| | N | 308 |

p>.05

The result corroborates with the result of a study pointing out that clan culture factors are not significantly linked to innovations in the organization, adding that the clan culture factors may influence innovations and new learning in the organization when other values related to external orientation (adhocracy and market cultures) are considered (Naranjo-Valenciaa, Jiménez-Jiménez & Sanz-Valle, 2015).

Relationship between Individual Learning Capability and Organizational Resilience in the Maritime University

The relationship between the individual learning capability and organizational resilience in the Maritime University was determined and the result is presented in Table 13.

A positive, moderate and significant relationship ($r=.659$, $p<.01$) was found to exist between the individual learning capability and organizational resilience of the Maritime University. The sample contains sufficient evidence to reject the null hypothesis. This result implies that the extent of the learning capability of individuals in the University is significantly related or associated to the organizational resilience of the institution. The result supports the content of the literature reviewed indicating that learning is an aspect of organizational resilience. The capability of the individuals in the University to learn from past and near events supported the institution to enhance the capabilities needed to respond to any crisis or adverse condition.

This result also showed that the learning capabilities of the individuals in the University were factors that contributed to the actions and processes imposed by the institution to cope with the stresses as it went through various challenges in operation, and consequently learn from the experience in order to survive and thrive, especially during the pandemic, in which period this study was conducted. New processes to provide services, innovative techniques in teaching and learning were

introduced, and several work adjustments were made. Both employees and students of the University were expected to adapt to the changing circumstances which require learning capabilities. The result of the present study also conforms to the various studies showing that learning capabilities of individuals in an organization is a factor of organizational resilience (Chen et al., 2021; Morales et al., 2019).

Table 13

Relationship between Individual Learning Capability and Organizational Resilience in the Maritime University

| | | Organizational Resilience |
|---------------------------------------|---------------------|----------------------------------|
| Individual Learning Capability | Pearson Correlation | .659** |
| | Sig. (2-tailed) | .000 |
| | N | 308 |

** $p < .01$

Relationship between Individual Learning Capability and Stakeholders' Satisfaction of Services in the Maritime University

Table 14 contains the result of the test of relationship between the individual learning capability and stakeholder satisfaction of services in the Maritime University. The data revealed a positive, negligible and not significant relationship ($r = .106$, $p > .05$) between the individual learning capability and students' satisfaction of the services of the Maritime University.

The sample contains sufficient evidence not to reject the null hypothesis.

The result implies that the extent of the learning capability of the students are not significantly related to their level of satisfaction of the services provided by the University. The innate characteristic for learning of the students who also served as clients of the University, does not seem to influence their approval of the services that they get from the institution. The performance of the University to the student stakeholders is mostly assessed according to the extent

and quality of services provided by the University to the students based on experiences and expectations, notwithstanding, the students' capability of acquiring new knowledge. Then again, the performance of the institution for the primary stakeholders must rely mainly on the institutional characteristics rather than the customer characteristics.

The result also gives way to the theory of Castañeda and Rios (2007) in their organizational learning process model which gives consideration to the various processes like attention, retention, production and motivation which are needed in order to embed individual learning capabilities to learning in the organizational level that leads to performance.

Table 14

Relationship between Individual Learning Capability and Stakeholders' Satisfaction of Services in the Maritime University (Students)

| | Students' Satisfaction | |
|--------------------------------|------------------------|------|
| Individual Learning Capability | Pearson Correlation | .106 |
| | Sig. (2-tailed) | .062 |
| | N | 308 |

$p > .05$

As to the relationship between individual learning capability and employee's satisfaction of services in the Maritime University, Table 15 is presented.

As shown in Table 15, a negative, negligible and not significant relationship ($r = -.027$; $p > .01$) is found between the individual learning capability and employees' satisfaction of the services in the University. The null hypothesis is not rejected.

The extent of learning capability of employees as internal stakeholders is not significantly related to their level of satisfaction of the services offered by the institution. The not significant

relationship also conforms to the result that the performance of the institution for the primary stakeholders must rely mainly on the institutional characteristics rather than the characteristics of those who receive the service. With this results, it seems imperative for universities who aim to satisfy primary stakeholders to pay attention to institutional characteristics that influence performance and how services are delivered to the stakeholders.

The services provided by the University among employees to meet their expectations and their need satisfaction is not directly assessed by employees based on how well they can

acquire knowledge but on other factors which need to be further explored. The result also supports the theory of Castañeda and Rios (2007) in their organizational learning process model, stating that various processes like

attention, retention, production and motivation which are needed in order to embed individual learning capabilities to learning in the organizational level that leads to performance.

Table 15
Relationship between Individual Learning Capability and Stakeholders' Satisfaction of Services in the Maritime University (Employees)

| | Employees' Satisfaction | |
|---------------------------------------|--------------------------------|-------|
| Individual Learning Capability | Pearson Correlation | -.027 |
| | Sig. (2-tailed) | .631 |
| | N | 308 |

p>.05

Relationship between Organizational Resilience and Organizational Culture in the Maritime University

Table 16 is presented to show the data on the relationship between organizational resilience and organizational culture in the Maritime University.

When the organizational resilience is correlated with the prevailing culture in the University, results indicated that there is a weak, positive and significant relationship ($r=-.210$; $p<.01$) between the two variables. The null hypothesis is rejected.

The clan culture prevailing in the University is related to the organizational resilience. Somehow, the prevailing family-like culture in the University has influenced the organizational resilience

of the institution. A clan culture gives value to both the internal orientation of the institution and flexibility in order to adapt to competitive environment. With this focus on internal orientation and flexibility, the cohesiveness, commitment, and human development at the University has contributed to the ability of the University to cope with stresses during crisis and give strategic reactions to thrive during challenging circumstances. The strength of the University to face threats can partly be influenced by teamwork, participation and consensus. This result also follows previous investigations (Morales et al., 2019; Chen et al. 2021) citing organizational culture as a predictor of organizational resilience.

Table 16

Relationship between Organizational Resilience and Organizational Culture in the Maritime University

| | Clan Culture | |
|---------------------------|---------------------|--------|
| Organizational Resilience | Pearson Correlation | .210** |
| | Sig. (2-tailed) | .000 |
| | N | 308 |

p<.01

Relationship between Organizational Culture and Stakeholders' Satisfaction of Services in the Maritime University

Table 17 revealed the results of the relationship between the prevailing clan culture and the satisfaction of students in the University. A positive, negligible and not significant relationship ($r=.082$, $p>.05$) between the two variables was found. The null hypothesis is not rejected.

The prevailing clan culture is not associated with the satisfaction of students in the services provided by the University. The family like relationship, teamwork, and consensus characteristics that prevail in the

University do not affect the satisfaction of students in the services it provided. This result further showed that in meeting the needs and expectations of the students, the clan culture does not directly influence performance in the University. However, the study only correlated the prevailing culture and not with the other culture types that make-up the culture profile of the University. For instance, in the work of Liviu and Gavrea (2008), authors pointed out that only innovative culture has a direct effect to organizational performance while the competitive culture had both a direct and indirect effect.

Table 17

Relationship between Organizational Culture and Stakeholders' Satisfaction of Services in the Maritime University (Students)

| | Students' Satisfaction | |
|--------------|------------------------|------|
| Clan Culture | Pearson Correlation | .082 |
| | Sig. (2-tailed) | .149 |
| | N | 308 |

p>.05

When the University's clan culture was correlated with the employees'

satisfaction, the result revealed a negative, negligible and not significant

relationship ($r=-.057$, $p>.05$). The null hypothesis is not rejected. The prevailing culture of the University is not related to the satisfaction of employee. The data are shown in Table 18.

This result reiterates the result for student stakeholders that the prevailing clan culture does not influence the University’s performance as measured in terms of service satisfaction. The case of employee stakeholders also pointed out that the value given by the institution to give internal focus and flexibility in the institution as characteristics of the

dominant culture in the University, do not directly affect the stakeholder satisfaction of services provided by the institution. The dominance of family-like relationship in the organization is not a factor that could influence employee stakeholders in their assessment of the performance of the University in meeting their expectations or needs through the services. However, the result does not reflect the relationship of the University’s entire culture profile to employees’ satisfaction.

Table 18

Relationship between Organizational Culture and Stakeholders’ Satisfaction of Services in the Maritime University (Employees)

| | Employees’ Satisfaction | |
|--------------|-------------------------|-------|
| Clan Culture | Pearson Correlation | -.057 |
| | Sig. (2-tailed) | .322 |
| | N | 308 |

$p>.05$

Relationship between Organizational Resilience and Stakeholders’ Satisfaction of Services in the Maritime University

The data as shown in Table 19 indicated that the University’s organizational resilience has a positive, weak, and significant relationship ($r=.220$, $p<.01$) with students’ satisfaction. The hypothesis stating that the University’s organizational resilience is not significantly related to students’ satisfaction is rejected.

The organizational resilience of the University can somehow be associated

with the students’ satisfaction. The preparedness and stability of the institution amidst threatening situations reflect their services to the stakeholders that indicate performance. Highlighting the pandemic period as a state of adverse conditions, the University was able to provide alternative and innovative actions to continue its services to its stakeholders which exhibits its capacity to respond to challenging times. The continuity and availability of services despite the challenging times met student expectations and reflects the

performance of the University. This supports the study made by Young (2020) indicating that organizational

resilience capability contributes to organizational effectiveness.

Table 19

Relationship between Organizational Resilience and Stakeholders' Satisfaction of Services in the Maritime University (Students)

| | Students' Satisfaction | |
|----------------------------------|------------------------|---------|
| Organizational Resilience | Pearson Correlation | .220*** |
| | Sig. (2-tailed) | .000 |
| | N | 308 |

$p < .01$

When the relationship between organizational resilience and employees' satisfaction of services in the University was determined, result presented in Table 20 revealed a negative, negligible and not significant ($r = -.035$, $p > .05$) relationship. The null hypothesis is not rejected.

Organizational resilience is not related with the employees' satisfaction. This result could be attributed to the role of the employees as part of the University's service providers who also contribute effort during difficult times.

Thus, organizational resilience cannot seem to be related with employees' satisfaction. In this regard, organizational resilience cannot be associated to performance. Nonetheless, this refutes the result of the relationship of organizational resilience and students' satisfaction. The role of the stakeholder in the service delivery process is a possible factor that should be considered in the investigation of the relationship between resilience and stakeholder satisfaction.

Table 20

Relationship between Organizational Resilience and Stakeholders' Satisfaction of Services in the Maritime University (Employees)

| | Employees' Satisfaction | |
|----------------------------------|-------------------------|-------|
| Organizational Resilience | Pearson Correlation | -.035 |
| | Sig. (2-tailed) | .546 |
| | N | 308 |

$p > .05$

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The internal stakeholders of the University are capable of setting goals, regulate behavior, find various modes to acquire knowledge, and aspire for continuous learning. The University is doing well in enhancing the learning capability of the individuals in the institution through continuous training and learning activities. Being an educational institution that promotes quality education through effective learning, a high learning capability should be apparent.

Additionally, the University is dominated by the culture of inward development, collaboration and coordination. Its culture profile gives priority to people and strategizes on team spirit, long-term human resource development and addressing the needs of clients and attention to processes and structures in the organization and the factors in the external environment.

The strategies, corporate culture, relationships and learning processes inside the University worked well to help the institution continuously achieve its goals and objectives despite the challenges. Its financial performance for the past three years indicates resilience as shown by the recorded net surplus, high liquidity and stability. Visionary leadership manifested by its leaders who are aggressive to achieve set goals, consistent innovation, mindfulness of

the core values attributed to the resilience and performance of the school as pointed out by students and employees.

In terms of performance, the University has achieved its quality policy to exceed customer expectations as shown by the results. The internal stakeholders' feedback indicated that the University considers intent in the set goals of the institution as experienced in the services provided. In terms of finances, it has performed proficiently in terms of the financial aspects of the operation. The Maritime University was able to keep up with its commitment of a long-term financial sustainability through an efficient and effective use of resources and a robust financial management system.

Moreover, the factors individual learning capability, and the prevailing clan culture type, are significantly related to organizational resilience, while the organizational resilience of the University is significantly related to students' satisfaction. The relationships proved the theoretical perspective that individual learning influences organizational resilience, as does the prevailing clan culture and that the organizational resilience influence students' satisfaction. The capability of the institution to withstand adverse conditions is influenced by the capability of the employees and students to learn

new ideas, target goals, evaluate actions and the capability to come up with innovations to respond to crisis.

Additionally, the clan culture aided in the resilience of the organization. The mutually beneficial relationships of the internal stakeholders and the University contributed to the ability of the institution to withstand crisis and treat the adverse conditions that negatively affects the institution.

Relationships in the organization among the students, employees and leaders influence organizational resilience in the University. The organizational resilience of the University, which was highlighted especially during the time of crisis, has impacted the satisfaction of its clients.

Finally, the results of this investigation contradicted the theoretical perspective used in the study that individual learning capability is associated to stakeholders' satisfaction. Employees and students of the University who took the challenge of technological innovation in learning as users and providers had inconveniences and hesitations but committed themselves to changes as these are necessary for their role in the University.

In terms of the prevailing culture that is found to be not related to stakeholders' satisfaction which contradicts the theoretical assumption of this study, the internal stakeholders of the University value their affiliations with each other and with this they are willing

to share the burden and difficulties in the institution as though they are members of a family. Having these characteristics in the organization create commitment in individuals and cohesion among members who relate themselves as part of the institution rather than being a client or receiver of its services.

Recommendations

Based on the findings and conclusions, the researcher would like to provide the following recommendations:

1. Considering the results of the present study, the researcher would like to recommend that the following be considered as inputs to the institutional plan of the Maritime University.

- 1.1 Engage the employees and students in setting plans and actions to achieve goals since the high extent of learning capability of individuals in the University is a strength for the institution.

- 1.2 Include teams in the identification of responsible persons rather than administrative positions in the strategic plan. This will set a collaborative responsibility and enhance group effort to achieve set objectives.

- 1.3 Take up the challenge that requires financial stability and liquidity and should therefore consider its financial performance as a strength in deciding whether or not to pursue a new project, specifically, the physical

improvements and new technology needed by students and employees.

1.4 Strengthen policies that are aimed towards continuous learning of the individuals in the University, specifically, those that involve innovative learning or the integration of technology for students, teachers, and non-teaching personnel to be equipped with tools needed and adapt to the changes in the environment.

1.5 Reinforce the clan culture in the University through activities, projects, and policies that exhibit genuine care for the individuals in the institution to strengthen the team spirit in the institution.

1.6 Highlight the responsibility of the HR manager (for employees) and teachers (for students) in the strategic plan and corresponding operational plan as they are instrumental in the strategic utilization of learnings and reinforcement of culture that influences organizational resilience which would impact performance.

1.7 Include individual learning capability, organizational culture, and organizational resilience to assess the strengths and weaknesses of the institution to create strategies targeted to improve performance.

1.8 Have a tangible policy to effect downward communication to relay plans, and upward

communication for feed-backing and suggestions should be in place so that the internal stakeholders could appreciate the importance of the plans and actions of the University, and therefore bring them onboard in achieving the objectives for competitive advantage.

1.9 Include innovations, new programs, new ventures and continuous development in the strategic plan to challenge and motivate both employees and students to make the most of the organizational resilience as a strength of the University and contribute to better performance.

2. HR Managers should consider that at the individual level, learning capability contributes to organizational resilience, thus, individual knowledge related to the organization must be continuously developed and utilized. Activities aimed towards continuous development like seminars, workshops, and simulations should also include metrics that ensure the effective learning transfer as well as provide activities that supplement training or create opportunities for practice. The individual knowledge should be a part of the organizational repository that helps anticipate and prepare the organization when adverse conditions arise.

3. Organizational leaders who are responsible in exerting greater influence to organizational culture should identify the prevailing culture in the organization

in order to match effective strategies that will influence actions related to achieving organizational resilience.

4. The ability of the organization to anticipate, and respond to difficulties and adapt to changing conditions of time influences customer satisfaction and so organizations should include strategies in the plans to anticipate and readily address possible adversities in operation. This should include continuity plans and innovative projects to avoid disruptions in operations which would also lead to competitive advantage for the organization.

5. Business organizations may use the identified factors individual learning capability, organizational culture, and organizational resilience to examine strengths and weaknesses in their internal environment during strategic planning. Business organizations may as well assess their organizational resilience to strengthen performance of the business.

6. Future researchers with similar investigation on business performance may consider prediction models to point out predictors to performance in business.

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