Organizational Culture and Emerging Challenges of Internationalization Among Private and   Public Higher Education Institutions

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Abstract

This study explores the level of organizational culture and the emerging challenges faced by faculty in Higher Education Institutions (HEIs) offering Hospitality Management programs in Northern Mindanao. Specifically, it addresses the knowledge gap regarding how institutional culture influences the challenges faculty members face in adapting to internationalization demands. The primary objective was to assess the impact of leadership, support, cultural competence, innovation, and stakeholder engagement on emerging challenges such as resource constraints and faculty preparedness. A descriptive correlational research design was employed, utilizing surveys to gather data from faculty members. The results indicated a high level of organizational culture, particularly in areas of cultural competence and leadership, but revealed significant gaps in organizational support and resource allocation. Faculty reported low levels of preparedness and support in addressing challenges like resource constraints and institutional inefficiencies, which hindered their ability to engage in global initiatives. Despite the strong organizational culture, the study found no significant relationship between the culture and the emerging challenges, suggesting that the current institutional culture does not effectively address the practical needs of faculty. These findings underscore the need for HEIs to enhance resource allocation, streamline bureaucratic processes, and improve faculty training programs. Future directions should focus on aligning organizational culture with operational support mechanisms to better prepare both faculty and students for the demands of a globalized hospitality industry.

Keywords: Organizational Culture, Emerging Challenges, Hospitality Management, Faculty Preparedness, Internationalization

1. Introduction

The hospitality management industry in Northern Mindanao plays a vital role in supporting the region's tourism and economic growth. With its strategic location and diverse cultural heritage, the region has significant potential to produce globally competitive professionals in the field of hospitality. Higher education institutions (HEIs) offering hospitality management programs are pivotal in equipping students with the necessary skills and knowledge to meet international industry standards. However, these institutions face numerous challenges, including the need to integrate global practices, establish international collaborations, and ensure cultural competence among students and faculty.

As a researcher, several pressing issues within this context are apparent. Private HEIs in the region often grapple with resource constraints, particularly in funding and infrastructure, which

limits their ability to pursue international partnerships or provide students with global exposure. On the other hand, public HEIs may face bureaucratic hurdles and policy limitations, slowing their progress in adopting innovative internationalization strategies. Moreover, there is a lack of alignment between the organizational culture of these institutions and the dynamic demands of internationalization, creating a gap in the development of globally adaptive programs.

Another concern is the uneven preparedness of students and faculty in embracing internationalization. Many students come from socioeconomically challenged backgrounds, which impacts their access to global opportunities such as internships, exchange programs, or exposure to international practices. Faculty members, while academically proficient, may lack training in integrating international perspectives into their teaching. These challenges highlight the need for a deeper exploration of how organizational culture shapes the strategies and effectiveness of HEIs in addressing these issues.

Despite extensive research on organizational culture's role in employee performance and satisfaction within the hospitality sector (Tejayadi et al., 2019), there remains a notable gap in understanding how this culture influences the internationalization efforts of hospitality management programs in HEIs. Many studies focus on the practical applications of internationalization in businesses or the challenges faced by HEIs, such as resource allocation and curriculum development, without adequately considering the cultural dynamics at play (Dioquino et al., 2018). This gap is particularly pronounced in Northern Mindanao, where institutions vary significantly in governance and resource allocation between private and public sectors.

This study aims to address this gap by investigating the relationship between organizational culture and the emerging challenges of internationalization within hospitality management programs in private and public HEIs in Northern Mindanao. By doing so, it seeks to illuminate the cultural factors that enable or hinder institutions in achieving global competitiveness. Ultimately, this research contributes to the growing discourse on higher education internationalization, offering insights into how cultural alignment can enhance program efficacy and institutional reputation (González-Rodríguez et al., 2019).

Statement of the Problem

The study investigated the organizational culture and emerging challenges faced by faculty members in Hospitality Management programs in Higher Education Institutions (HEIs) in Northern Mindanao for the School Year 2023-2024. Specifically, it sought to answer the following questions:

1. What was the level of organizational culture in the institutions in terms of:
   a) Leadership and vision;
   b) Organizational support;
   c) Cultural competence;
   d) Innovation and flexibility;
   e) Stakeholder engagement?
2. What was the level of emerging challenges faced by faculty in terms of:
   a) Resource constraints;
   b) Bureaucratic hurdles;
   c) Faculty preparedness;

    d) Student preparedness; and

    e) Institutional challenges?

3. Was there a significant relationship between the level of organizational culture and the level of emerging challenges faced by faculty members in Hospitality Management programs?

2. Research Methodology

This chapter outlines the methodology used in the study, detailing the research design, locale, respondents, instrument, validity of the instrument, data gathering, scoring procedure, and statistical treatment.

Research Design

The study employed a descriptive-correlational quantitative research design. This approach was chosen to describe the levels of organizational culture and the emerging challenges faced by faculty members in Hospitality Management programs in Higher Education Institutions (HEIs) in Northern Mindanao. The descriptive aspect of the design focused on assessing the levels of organizational culture and emerging challenges. On the other hand, the correlational aspect aimed to determine whether there was a significant relationship between the two variables, organizational culture and emerging challenges. This combination allowed for a comprehensive analysis of the current situation in the institutions and how one variable might influence the other.

Research Locale

The study was conducted in Northern Mindanao, a region characterized by diverse topography, ranging from coastal plains to mountainous areas. The region's landscape includes fertile valleys, rolling hills, and significant river systems, making it a geographically varied area that influences both rural and urban development. The Higher Education Institutions (HEIs) in this region are spread across urban centers and rural areas, where faculty members face varying levels of access to resources and professional development opportunities depending on their location.

Research Respondents

The respondents of this study were faculty members from the Hospitality Management programs of selected HEIs in Northern Mindanao. A total of 214 faculty members were chosen for the study, derived from a population of 460 faculty members in these institutions. The sample size was determined using Slovin's formula, which ensures a statistically representative sample. The respondents were selected through stratified random sampling to ensure that various categories of faculty members, based on experience and teaching levels, were adequately represented.

Research Instrument

The research instrument used in this study was a structured questionnaire, divided into two sections to assess both organizational culture and emerging challenges. The first section of the questionnaire focused on organizational culture, covering five sub-variables: Leadership and Vision, Organizational Support, Cultural Competence, Innovation and Flexibility, and Stakeholder Engagement. The second section examined the emerging challenges faced by

faculty members, assessing five key sub-variables: Resource Constraints, Bureaucratic Hurdles, Faculty Preparedness, Student Preparedness, and Institutional Challenges. The responses were gathered using a five-point Likert scale, which ranged from "Strongly Disagree" to "Strongly Agree." This scale allowed for a clear understanding of how faculty members perceived the organizational culture and the challenges in their respective institutions.

Validity of the Instrument

The instrument was reviewed by the research adviser to ensure content validity, making sure that it covered all the necessary aspects of organizational culture and emerging challenges. A pilot test was conducted with a small group of faculty members from a different region to ensure that the instrument was clear, relevant, and effective in capturing the intended data. Feedback from the pilot test led to revisions to improve the instrument's clarity and effectiveness. The final version of the instrument showed a high level of reliability, with a Cronbach's alpha coefficient of 0.93, indicating that the instrument was consistent in measuring the constructs of interest.

Data Gathering Procedure

Permission was sought from the relevant authorities at the participating HEIs, including department chairs and institutional administrators, before the data collection process commenced. The survey was administered online to facilitate easier access for respondents. The respondents were fully informed about the purpose of the study, and the confidentiality of their responses was assured. After the survey was completed, the data were collected and prepared for analysis. The researcher ensured that the data were handled with the highest level of integrity and that all ethical considerations were met.

Scoring Procedure

The responses from the organizational culture and emerging challenges sections of the questionnaire were scored using a five-point Likert scale. The scores for each statement were categorized as follows: a rating of 5 indicated "Strongly Agree," representing a very high level; a rating of 4 indicated "Agree," representing a high level; a rating of 3 indicated "Moderately Agree," representing a moderate level; a rating of 2 indicated "Disagree," representing a low level; and a rating of 1 indicated "Strongly Disagree," representing a very low level. These scores were used to calculate the overall levels of organizational culture and emerging challenges faced by the faculty members.

The following scale was used to interpret the level of Organizational Culture

Scale	Range	Description	Interpretation
5	4.51–5.00	Strongly Agree	Very High Level
4	3.51–4.50	Agree	High Level
3	2.51–3.50	Moderately Agree	Moderate Level
2	1.51–2.50	Disagree	Low Level
1	1.00–1.50	Strongly Disagree	Very Low Level

The following Scale was used to interpret the level of support given to the faculty by institutions about tackling the emerging challenges:

Scale	Range	Description	Interpretation
5	4.51–5.00	Strongly Agree	Very High Support
4	3.51–4.50	Agree	High Support
3	2.51–3.50	Moderately Agree	Moderate Support
2	1.51–2.50	Disagree	Low Support
1	1.00–1.50	Strongly Disagree	Very Low Support

Statistical Treatment

To analyze the data, several statistical tools were used. Mean and standard deviation were applied to assess the levels of organizational culture and emerging challenges across the respondents. To determine if there was a significant relationship between the levels of organizational culture and the levels of emerging challenges faced by faculty members, Pearson Product-Moment Correlation was used.

3. Discussion of Results

1. What was the level of organizational culture in the institutions in terms of:
   a) Leadership and vision;
   b) Organizational support;
   c) Cultural competence;
   d) Innovation and flexibility;
   e) Stakeholder engagement?

Table 1 presents the mean and standard deviation of the level of organizational culture in Higher Education Institutions (HEIs) offering Hospitality Management programs, as assessed across five sub-variables: Leadership and Vision, Organizational Support, Cultural Competence, Innovation and Flexibility, and Stakeholder Engagement.

Table 1. Result on the Level of Organizational Culture

Sub-variables	Mean	Standard Deviation
Leadership and vision	4.714	0.512
Organizational support	4.124	0.548
Cultural competence	4.820	0.585
Innovation and flexibility	4.290	0.407
Stakeholder engagement	4.202	0.567
Overall	4.430	0.493

Legend:
4.51-5:00 Very High Level
3.51-4.50 High Level
2.51-3.50 Moderately Level
1.51-2.50 Low Level
1.50-1.50 Very Low Level

The results for Leadership and Vision indicate a very high level, with a mean score of 4.714 and a standard deviation of 0.512. This demonstrates that HEIs prioritize initiatives that provide global exposure for students and foster inclusivity and collaboration with international

stakeholders. The ability of institutions to effectively integrate global cultural perspectives into their programs and curricula highlights their commitment to a forward-looking strategic vision and strong leadership principles. Such initiatives are vital for maintaining competitiveness and enhancing institutional reputation in the global hospitality landscape.

Organizational Support received a mean score of 4.124 and a standard deviation of 0.548, signifying a high level. This result reflects the institutions' efforts to support faculty through training in innovative teaching practices and promoting intercultural communication skills among students. However, it also underscores the need for more consistent cultural sensitivity training and regular curriculum updates to meet evolving international standards. This gap suggests that while current support structures are effective, there is room for further development to strengthen the institutions' ability to prepare students and faculty for a globalized industry.

With a mean score of 4.820 and a standard deviation of 0.585, Cultural Competence emerged as the highest-rated sub-variable, reflecting a very high level. This finding indicates that HEIs excel in adapting policies for global competitiveness, utilizing digital tools for international learning, and leveraging support from alumni and industry partners. These efforts not only enhance the institution's global standing but also affirm their commitment to equipping students and faculty with the skills needed to thrive in a multicultural and competitive environment.

The sub-variable Innovation and Flexibility attained a mean score of 4.290 and a standard deviation of 0.407, indicating a high level. Institutions have demonstrated adaptability by engaging students with international professionals, refining strategies based on stakeholder feedback, and involving faculty in global networks. However, the results suggest a need to expand creative approaches and foster greater flexibility to meet the demands of a dynamic industry. Addressing this would further enhance the institutions' ability to remain at the forefront of hospitality education.

Stakeholder Engagement scored a mean of 4.202 with a standard deviation of 0.567, also reflecting a high level. The results show that HEIs actively collaborate with global partners, value inclusivity, and align their objectives with their mission. However, there is potential for stronger dissemination of initiatives and the creation of even more conducive environments for stakeholder engagement. Enhancing these areas could strengthen the institutions' ability to build lasting relationships with key partners and achieve sustained success in program delivery.

The overall mean score of 4.430 (SD = 0.493) reflects a high level of organizational culture in HEIs offering Hospitality Management programs in Northern Mindanao. The findings imply that these institutions are well-positioned to provide quality education and training in hospitality management by fostering leadership, cultural competence, and stakeholder engagement. However, the relatively lower scores for organizational support and innovation highlight areas that require attention to ensure holistic development. Improving these areas could lead to better preparedness of students and faculty for the challenges of the global hospitality industry.

The implications of these findings are significant for institutional policymakers and educators. A strong organizational culture contributes to higher faculty satisfaction, better student outcomes, and enhanced institutional reputation. By addressing gaps in support and innovation, HEIs can further align their strategies with global standards and prepare graduates who are not only skilled but also culturally adept and industry-ready. This alignment would also attract more international collaborations and partnerships, solidifying the institutions' positions as leaders in hospitality education.

This study is consistent with Sarhan et al. (2020), who highlighted the positive effects of strong organizational culture and leadership on fostering global engagement and inclusivity within the hospitality sector. Similarly, González-Rodríguez et al. (2019) found that a well-established organizational culture enhances institutional performance and reputation, particularly through the integration of corporate social responsibility. These findings align with the high ratings for cultural competence and stakeholder engagement in this study.

Conversely, the results contrast with Balaji et al. (2020), who noted that organizational culture often struggles to adapt to the complexities of customer demands and incivility in hospitality settings. While this study found a high level of innovation and flexibility, Balaji et al. suggest that broader industry challenges might hinder consistent implementation across all settings. This contrast underscores the importance of continued efforts to improve organizational support and innovation to ensure sustained adaptability and resilience in the face of industry demands.

2. What was the level of emerging challenges faced by faculty in terms of:
   a. Resource constraints;
   b. Bureaucratic hurdles;
   c. Faculty preparedness;
   d. Student preparedness; and
   e. Institutional challenges?

Table 2 presents the mean and standard deviation of the level of support for emerging challenges faced by Higher Education Institutions (HEIs) offering Hospitality Management programs, assessed across five sub-variables: Resource Constraints, Bureaucratic Hurdles, Faculty Preparedness, Student Preparedness, and Institutional Challenges.

Table 2. Result on the Level of Support for Emerging Challenges

Sub-variables	Mean	Standard Deviation
Resource constraints	1.914	0.912
Bureaucratic hurdles	2.124	0.848
Faculty preparedness	1.920	0.985
Student preparedness	2.190	0.807
Institutional challenges	2.102	0.967
Overall	2.050	0.893

Legend:
4.51-5:00 Very High Support
3.51-4.50 High Support
2.51-3.50 Moderate Support
1.51-2.50 Low Support
1.50-1.50 Very Low Support

The sub-variable Resource Constraints scored a mean of 1.914 with a standard deviation of 0.912, indicating a low level of support. This result suggests that HEIs face significant limitations in providing adequate financial, material, and infrastructural resources necessary to sustain internationalization efforts. The lack of sufficient resources hinders institutions' ability to invest in modern facilities, technologies, and programs that could enhance their global competitiveness.

Bureaucratic Hurdles received a mean score of 2.124 and a standard deviation of 0.848, also reflecting a low level of support. This finding highlights the challenges posed by rigid administrative processes and excessive regulations, which can delay or complicate the implementation of internationalization initiatives. The presence of inefficient policies and procedures likely discourages faculty and staff from engaging in international collaborations, thus limiting the institution's capacity to address emerging global demands effectively.

The mean score for Faculty Preparedness was 1.920 with a standard deviation of 0.985, reflecting a low level of support. This result underscores the insufficient training and professional development opportunities available for faculty members to enhance their skills in international teaching and research. The lack of preparedness among faculty members can impede their ability to mentor students effectively in a globalized learning environment and align academic programs with international standards.

Student Preparedness recorded a mean score of 2.190 with a standard deviation of 0.807, indicating a low level of support. This suggests that students are not adequately equipped to engage in international opportunities, such as global internships or academic exchange programs. Limited exposure to cultural diversity and insufficient training in intercultural communication skills likely contribute to students' unpreparedness for the demands of a global industry.

Finally, the sub-variable Institutional Challenges attained a mean score of 2.102 and a standard deviation of 0.967, also reflecting a low level of support. This finding points to systemic issues within the institutions, such as inadequate leadership, fragmented policies, and a lack of strategic vision for internationalization. These challenges create barriers to institutional progress and hinder the ability of HEIs to sustain their global engagement efforts.

The overall mean score of 2.050 (SD = 0.893) reflects a low level of support for emerging challenges faced by HEIs offering Hospitality Management programs. The results suggest that despite the global demand for skilled professionals in the hospitality industry, HEIs in this region struggle to address key challenges that impede their internationalization efforts. Resource constraints and bureaucratic inefficiencies highlight the need for enhanced funding and streamlined processes to support institutional growth. Additionally, the low preparedness levels among faculty and students indicate an urgent need for capacity-building initiatives, such as professional development programs for educators and global competency training for students.

The implications of these findings are critical for policymakers and institutional leaders. Addressing these gaps requires a comprehensive approach that prioritizes resource allocation, simplifies bureaucratic processes, and fosters a culture of continuous improvement. Strengthening faculty and student preparedness is essential to equip HEIs with the tools needed to thrive in a competitive global market. Furthermore, addressing institutional challenges through strategic leadership and cohesive policy frameworks could enhance the institutions' ability to adapt to international trends and demands.

This study is consistent with Apritado and Borbon (2022), who emphasized that resource limitations and bureaucratic challenges significantly hinder the ability of HEIs to pursue internationalization goals. Similarly, Armada and Armada (2023) found that faculty and student preparedness play crucial roles in fostering global engagement, aligning with the findings of this study. Both studies highlight the importance of capacity-building efforts to overcome barriers to internationalization.

However, the results contrast with Ahmad and Scott (2021), who noted that Malaysian hospitality institutions successfully navigated internationalization challenges by leveraging collaborative networks and government support. This suggests that while resource constraints and institutional inefficiencies are prevalent in some contexts, effective strategies and partnerships can mitigate these issues. Addressing these disparities may require benchmarking successful practices from other regions and adapting them to the local context to enhance institutional readiness for global engagement.

> 3. Was there a significant relationship between the level of organizational culture and the level of emerging challenges faced by faculty members in Hospitality Management programs?

Table 3 presents the correlation analysis between organizational culture sub-variables and emerging challenges. The sub-variables include leadership and vision, organizational support, cultural competence, innovation and flexibility, and stakeholder engagement. The results indicate weak and non-significant correlations for all variables, suggesting that these aspects of organizational culture have minimal measurable influence on addressing emerging challenges. Consequently, the null hypothesis stating that there is no significant relationship between organizational culture and emerging challenges is accepted.

Table 3. Correlation between the Organizational Culture and the dependent variable-emerging challenges

VARIABLES	R-value	P-VALUE
Organizational Culture		
Leadership and vision	-0.146	0.835 [NS]
Organizational support	0.005	0.943 [NS]
Cultural competence	-0.074	0.284 [NS]
Innovation and flexibility	-0.078	0.255[NS]
Stakeholder engagement	-0.023	0.742 [NS]

NS= Not Significant

Leadership and vision exhibit a negligible negative correlation, indicating that the alignment between institutional leadership strategies and vision has little impact on mitigating challenges. This suggests that leadership alone may not be sufficient to address systemic issues without complementary mechanisms like robust resource allocation and operational planning. Similarly, organizational support, while slightly positively correlated with emerging challenges, shows no statistical significance. This implies that support mechanisms such as training, funding, and mentoring programs are either insufficiently implemented or not effectively aligned with institutional needs.

Cultural competence also demonstrates a weak negative correlation, highlighting a limited connection between efforts to promote inclusivity and the ability to address organizational challenges. This result suggests a potential gap between diversity practices and their practical outcomes. Innovation and flexibility, another critical component of organizational culture, display a weak and non-significant negative relationship. This indicates that while institutions may emphasize adaptability and creativity, these efforts do not translate effectively into mitigating challenges, possibly due to inconsistent implementation or misalignment with strategic objectives.

Stakeholder engagement shows the weakest correlation among the sub-variables, emphasizing that involvement of internal and external stakeholders has minimal direct impact on emerging challenges. This finding points to the need for deeper collaboration and more structured engagement strategies that align stakeholders' contributions with organizational goals.

The findings reveal that the sub-variables of organizational culture, as operationalized in this study, are not significantly influencing emerging challenges. This suggests a need to reassess how these cultural dimensions are integrated into institutional strategies. The results are consistent with Sarhan et al. (2020), who noted that organizational culture often influences outcomes indirectly and requires alignment with operational mechanisms to be effective. However, the findings diverge from González-Rodríguez et al. (2019), who found significant positive correlations between organizational culture and institutional adaptability. The contrasting results underscore the importance of context, suggesting that resource availability, institutional maturity, and strategic alignment play critical roles in realizing the potential of organizational culture to address emerging challenges.

4. Conclusion

The study concludes that the level of organizational culture in HEIs offering Hospitality Management programs is predominantly high, with cultural competence achieving the highest rating at a very high level. This finding underscores the institutions' strong capacity to integrate global perspectives and foster inclusivity within their programs. However, sub-variables such as organizational support and innovation and flexibility, while rated high, highlight areas for improvement, particularly in enhancing resource provision and adaptive strategies to meet evolving industry demands. These results affirm the importance of organizational culture in positioning HEIs as competitive players in the global hospitality landscape while identifying specific areas that require further development.

The level of support for emerging challenges faced by faculty members was generally low, indicating significant gaps in addressing resource constraints, bureaucratic hurdles, faculty preparedness, student preparedness, and institutional challenges. These findings suggest systemic issues within HEIs, such as inadequate resource allocation, inefficient administrative processes, and insufficient capacity-building initiatives for both faculty and students. Addressing these challenges requires a strategic and holistic approach to foster resilience, adaptability, and alignment with international standards. The low support for these challenges highlights an urgent need for institutional reforms to prepare educators and learners for the demands of a globalized industry.

Finally, the study found no significant relationship between organizational culture and the level of emerging challenges faced by faculty members. The weak and non-significant correlations across all sub-variables suggest that organizational culture, as currently implemented, has limited measurable influence on mitigating challenges. This highlights the need to reassess and align cultural practices with institutional strategies to ensure that their potential benefits are effectively realized. While the findings are consistent with studies that suggest the indirect influence of organizational culture, they also emphasize the importance of addressing contextual factors such as resource availability and operational alignment to enhance the impact of cultural initiatives on institutional challenges.

Recommendations

It is suggested that administrators in Higher Education Institutions (HEIs) prioritize strategic investments in resource allocation to address gaps in organizational support and innovation. Streamlining bureaucratic processes and improving access to modern facilities and technologies may help create a more adaptive and globally competitive educational environment. Additionally, implementing capacity-building initiatives for faculty and students, focusing on global industry trends, international teaching methodologies, and intercultural communication skills, may better prepare stakeholders for the demands of the hospitality sector.

Policymakers and local government entities are encouraged to collaborate with HEIs to explore opportunities for providing structural and financial support. Developing policies and funding initiatives to improve HEI infrastructure, training programs, and international partnerships may contribute significantly to institutional progress. Establishing frameworks for public-private partnerships could also enhance the institutions' capacity for global engagement.

Faculty members are encouraged to engage in professional development opportunities, such as international workshops, collaborative research, and seminars, to enhance their global competencies. Exploring innovative teaching methods and contributing to curriculum updates may help align academic programs with international standards. Collaboration with institutional leadership and industry stakeholders could also assist in developing strategies to effectively address emerging challenges.

Students may consider pursuing international exposure opportunities, including global internships, academic exchange programs, and cultural immersion activities, which may help them develop the global competencies necessary for the dynamic demands of the hospitality industry. Additionally, engaging with institutional feedback mechanisms could help identify and address challenges in program delivery.

Future researchers may explore additional dimensions of organizational culture and their influence on addressing institutional challenges. Investigating successful models of HEI internationalization from comparable contexts and designing tailored strategies for implementation could provide valuable insights. Longitudinal studies examining the long-term effects of resource allocation and strategic reforms on institutional performance and global competitiveness may also be beneficial for future improvements.

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