



Influence of Cultural Dimensions on Employee's Commitment and Turnover Intention in Transnational Education Institutions in Nepal

Sriya K.C.¹, Navraj Bhusal²

¹ Student Service Department, Islington College, Kathmandu, Nepal.

² Business Academic Department, Islington College, Kathmandu, Nepal.

Article History

Received on - June 15, 2024

Revised on - August 21, 2024

Accepted on - September 10, 2024

Keywords:

Employee's Commitment, organizational cultural aspects, transnational educational institutions, turnover intention.

Online Access



DOI: <https://doi.org/10.58665/njiss.62>

Correspondence

Navraj Bhusal,
Business Academic Department, Islington
College, Kathmandu, Nepal.
Email: navraj.bhusal@islingtoncollege.edu.np

How to Cite APA Style

K.C., S., & Bhusal, N. (2024). Influence of cultural dimensions on employee's commitment and turnover intention in transnational education institutions in Nepal. *Nepalese Journal of Insurance and Social Security*, 7(1), 64-74. <https://doi.org/10.58665/njiss.62>

Abstract

Purpose: The study aims to understand organizational culture types and assess their influence on employee's commitment and turnover intention in transnational academic institutions (TAIs) in Nepal.

Design/methodology/approach: This study used a cross-sectional design with quantitative methods to examine the cultural influence on employee commitment, and turnover intention. Data were collected using psychometric tools from 397 respondents through convenience sampling. Further, SPSS was used for correlation and regression analysis ensuring validity and reliability.

Findings: The study found that TAIs predominantly exhibit a clan culture, which fosters a collaborative work environment. Notably, this research explores how distinct aspects of organizational culture influence employee commitment and turnover intention, focusing on the unique effects of these cultural component. It reveals how specific cultural aspects can have varying impacts, with positive effects on employee commitment and negative effects on turnover intention. In addition, it also shows the importance of cultivating a supportive organizational culture for effective staff commitment. By shedding light on the role of specific cultural types, the study fills a gap in the literature, offering actionable insights for HR managers and policymakers in shaping effective organizational environments within TAIs in Nepal.

Conclusion: This study examined organizational culture's impact on employee commitment and turnover intentions in TAIs. The research highlighted that, under the organizational culture framework in TAIs, clan culture is strongly desired and relatively impactful on both employee commitment and turnover intentions. In addition, the employee's commitment also partially intervenes the effect of organizational culture on turnover intentions.

Implications: The study highlights the need for HR and managers in TAIs to foster a clan culture that enhances employee commitment and reduces turnover. Tailoring strategies to different cultural types, such as adhocracy and market cultures, is crucial for improving commitment. Additionally, policymakers should focus on creating supportive environments that align with employee values, which can improve institutional performance and employee loyalty.

JEL Classification: J28, M12, M54

Introduction

Employee turnover is a major challenge in the organizations because it deteriorates the regular flow of organizational activities (Allen & Griffeth, 1999; Meredith, 2022; Putra et al., 2021). In addition, higher turnover rate of valuable and committed employees is also prone to wane the level of confidence among the existing employees (Mengstie, 2000) and ultimately declining the overall organizational productivity (See & Arta, 2023; Nzuba & Kimanzi, 2022; Stackhouse et al., 2022).



In the academic institutions as well, turnover issue is a serious concern (Albaqami, 2016). For instance, about 36% of academicians quit every year (Moirā & Jeffrey, 2022) in developed countries like the United States, Scotland and England. In the similar vein, the rate of turnover is 21% in higher education institutions in developing countries (Rahman & Ali, 2022). Such turnover rate impacts the education quality, student's learning and finally the institutional academic performance (Hoang, 2023). Therefore, it is always an utterly concern for all the types of organizations to comprehend the core cause of such a phenomenon and mitigate its effect.

In this regards, plethora of research studies pointed toward different affecting factors like job satisfaction (Akosile & Ekemen, 2022), work engagement (Russell et al., 2020), organizational culture (Mashile et al., 2021), organizational commitment (Zhou et al., 2020), work load (Anees et al., 2021), job dissatisfaction (McNaughtan et al., 2023), job stress (Mawardi, 2022), Job insecurity (Arijanto & Perkasa, 2020). Although most of the influencing factors of turnover were determined by the researchers, the majority of these factors fall under the perception of working practices in organizations, which is holistically be incorporated in organizational culture. Besides, most of the researchers highlighted the cultural issues and setbacks such as, lack of collaboration, innovativeness, inadequate focus on employee, scant growth opportunities, autonomy etc. as the detrimental to employee's commitment and retention (Ch et al., 2013; Alzubi, 2018; Ndife, 2020; Girma, 2019). Therefore, it should be the priority of the organization to maintain an impeccable culture that suits the organizational needs that improve and reduce the turnover rate and ultimately retain the finest and committed employees.

Organizational culture is the accepted norms of thinking and doing that guides overall activities of an organization (Jaques, 1951). It showcases the uniqueness of an organization through their shared beliefs and values that shape employee's perceptions and behavior (Deshpande & Webster, 1989). In addition, it influences organizational policies along with employees' dedication and willingness to act effectively as and when required (Habib et al., 2014). Besides, Boyce et al. (2015) claimed that, organization having a sound mission with high rate of institutional involvement, flexibility and consistency is the reflection of strong organizational culture. Thus, it is always vital to understand and maintain an effective organizational culture in shaping groups and individuals that underlie better work behavior regarding commitment and turnover.

Organizations with unmatched working culture can seriously dampen the overall organizational performance (Zheng et al., 2011). For example, it reduces productivity, increases turnover, deteriorates customer satisfaction and ultimately waning profitability (Putra et al., 2021). In this regard, higher education institutions, where it helps to impart and improve the responsive learning attitude of diverse students should have a rigorous and robust working environment for their staffs. This not only helps in fostering the student's intellect but also subtly facilitates overall nation development.

In Nepal there are 11 national universities, six provincial universities and four autonomous education institution with more than 1400 affiliated colleges that are currently in operation (Edusanjal, 2024; University Grant Commission, 2023). In addition, there are 56 colleges, affiliated to more than 31 foreign universities are also operating parallelly (Ministry of Education, Science and Technology; 2023; University Grant Commission, 2023). Among these institutions, foreign university affiliated colleges i.e. TAls are growing drastically in the last five years due to the high attraction among prospective students in Nepal (Edusanjal, 2024). However, the adoption of foreign courses and their teaching learning andragogy not only challenges the teachers but also to the managerial and operational

level working personnel. For instance, the differences, such as assessment flexibility, higher degree of student's independent learning curriculum, in-demand teaching, semester dedicated hours etc. are totally vary compared to the regular practices in local universities in Nepal, which further demands different working practices. Besides, the studies related to such TAls and their cultural types along with their effectiveness in adoption and implementation among teaching and non-teaching staff are scant, specifically when it comes to the commitment and turnover. In addition, the majority of studies explored the banking context with regards to job satisfaction, commitment, turnover intention etc. (Chalise, 2019; Parajuli & Shrestha, 2021; Yukongdi and Shrestha, 2020) which are likely to have different work process settings than educational institutions. Such, vivid contextual gap in this fraternity shows significance to its exploration. Therefore, this study aims to investigate the existing organizational culture types that have likely influence on employee's commitment and turnovers in TAls. In this regards, the study first determined to identify the existing organizational culture types adopted by TAls. Secondly, it was focused to analyze the influence of different cultural dimensions viz. clan, market, hierarchy, adhocracy culture on employee's commitment and finally, the probable mediation by the commitment on the linkage between organizational culture and employee's turnover intention was determined for analysis.

The research provides valuable insights for HR departments and educationist to develop strategies that better align with employee perspectives in TAls. Additionally, it helps managers, directors, and policymakers under education clusters, to identify the likely organizational cultural alignment issues and implement corrective measures to foster a better suited organizational culture. Lastly, the research also adds value to existing literature by linking organizational culture with employee's commitment and turnovers.

The research paper is structured by introducing the context of the issue, which is followed by empirical reviews and the framework. Next, the result and discussion are preceded by the methodological alignment and finally, concluding remarks with their likely implications are presented.

Literature Review

Organizational culture has gained the attention of researchers from various fields, including anthropology, sociology, and the applied sciences of organizational behavior and management (Lone & Nazir 2020). The concept is defined as a collection of common fundamental values developed by groups to meet internal integration and external adjustment difficulties (Schein, 1985). Whereas, Itzen and Newman (1995), stated corporate culture with regard to gender roles and discussed about shared symbols, language, practices, and deeply held beliefs and values. Likewise, organizational culture expert (Hofstede, 1980) described it as the "collective programming of the mind which distinguishes members of one organization from the other". Scholars' explanations of organizational culture converge on common values and ideals, despite being approached from various perspectives. This principle also applies to the academic environment within universities, where they are expected to cultivate their distinct cultures to align with objectives (Bartell, 2003), they also share collective customs, values, behaviors, beliefs, and assumptions shaping interactions and behaviors among members of the university (Kuh & Whitt, 1998).

Over the past two decades, universities globally have encountered escalating demands to adjust in rapidly shifting social, technological, economic, and political landscapes, whilst aiming to attract and

retain high-caliber employees (Bartell, 2003). However, employees lacking commitment and intending to leave can significantly impact the quality of education, the learning environment, and overall organizational performance (Naz et al., 2012). Therefore, fostering a positive organizational culture is imperative to enhance employee satisfaction, commitment and reduces turnover (Iqbal et al., 2017) further enabling the institutions in identifying the areas that need improvement and create strategies to retain key employees while safeguarding institutional knowledge (Batugal & Tindowen, 2019).

Employee's turnover intention plays a pivotal role in organizational dynamics and workforce management strategies (Hussein, 2015) where, Mobley (1977) identified three phase employee experiences prior to leaving the company; first, they think of quitting the company, then they intend to search for another employment, and finally they follow their decision to quit the job. Additionally, Robbins and Judge (2015) highlighted the significance of individual attitudes in analyzing turnover intention. In today's globalized landscape, staff turnover is expected to hinder and weaken an organization's competitiveness in terms of efficiency and profitability (Ekwosimba, 2022; Long et al., 2012) and increase the risk of losing highly qualified employees. Consequently, organizations must focus on prioritizing cultural components in mitigating turnover issues (Hussein, 2015; Kuh & Whitt, 1988).

Cameron and Quinn (2006) stated that commitment is also intricately linked with organizational culture, as it plays a vital role in fostering commitment among employees. Similarly, Allen and Meyer (1990) defined organizational commitment as "a psychological condition that binds an employee to an organization in such a way that s/he is less likely to leave". Further, Indridason and Wang (2008), claimed that involving employees in the decision-making process is associated with increased levels of commitment. However, organizations encounter challenges in bolstering employee commitment in aligning with the organizational cultural values and norms due to varying meaning across different organizational context (Ch et al., 2013). Therefore, understanding commitment with organizational culture might be enlightening in determining the needed strategies for organizational perpetuity and success (Meyer & Allen, 1991; Nikezić et al., 2016).

Numerous studies have undertaken theoretical models to measure organizational culture. (Post et al., 1997) suggested that evaluating organizational culture involves identifying specific cultural aspects that influence employee behavior. Accordingly, this study adopted the Competing Value Framework (CVF) model (Quinn & Cameron, 1983) to understand and examine organizational culture effectiveness. This model highlights four cultural quadrants of organizational practices: clan, hierarchy, market, and adhocracy. Clan culture emphasizes pleasant, close-knit relationships, fostering collaboration and engagement, whereas adhocracy culture exemplifies entrepreneurship and innovation. Hierarchy culture is characterized by well-established structural relations dedicated to smooth and productivity whereas, market culture represents competition to attain high productivity and market supremacy (Williams et al., 2020). Each quadrant showcases unique indicators, hierarchy (control) and adhocracy (create), clan (collaborate) and market (competition) (Quinn & Cameron, 1983). This model is widely used to investigate organizational culture in various organizations globally (Choi et al., 2010; Williams et al., 2020) and is known as the most influential and extensively used models in organizational culture research (Idris et al., 2015). Furthermore, the CVF model is approached from a variety of disciplines and perspectives (Buhumaid, 2022), including leadership roles and effectiveness, organizational culture, change, and human resource development (Choi et al., 2010).

Among the four cultural types, clan culture is the most preferred culture, surpassing hierarchy, market, and adhocracy cultures in private universities, due to its positive and employee-centric approach (Rumijati, 2019). In similar vein, Chennatuserry (2022) also found that, teachers prefer clan culture due to its emphasis on human capital development, elevating trust and transparency, and decision-making processes. However, at Hawassa University, despite staffs and students' preference for clan culture, hierarchy dominates (Demissie & Egziabher, 2022). Batugal and Tindowen (2019) also noted that clan culture positively impacts teachers' organizational commitment. Similarly, concerning the association between commitment and turnover intention, Indra et al. (2023) and Sartori et al. (2023) demonstrated a significant negative influence between supervisor support and turnover intention, mediated by commitment, suggesting that higher supervisor facilitation leads to increased commitment and decreased turnover intention. Additionally, the inverse relationship was found between turnover intentions and clan culture suggesting that organizational environments resembling family bonds promote retention (Dadgar et al., 2013; Haggalla & Jayatilake, 2017; Lone & Nazir, 2020).

Arrawatia and Zahidi (2019) found that employee commitment is more influenced by clan and adhocracy cultures than by market and hierarchical cultures. But, Ozturk et al. (2014) found that market, adhocracy, and clan cultures significantly reduced turnover intentions, with no clear link between hierarchical culture and turnover. Lee and Park (2015) explored the moderating effect of organizational culture on teachers' turnover intentions, finding that adhocracy and market cultures influenced this relationship. Studies in Saudi Arabia Ldhuwaihi and Shee (2015) and Fakhri (2020) also found a negative correlation between adhocracy culture and turnover intentions, suggesting that environments valuing creativity and innovation reduce turnover. Mullins (2019) highlighted the importance of adhocracy culture in academia for fostering flexibility and creativity.

Hierarchy and market cultures are linked to poor staff engagement (Staniulienė & Gavenaitė, 2021). In similar vein, Marzec and Wronka (2016) found that workers view least supportive to commitment compared to clan culture and adhocracy culture. Further, Haggalla and Jayatilake (2017) found a positive correlation between market and hierarchical cultures and turnover intention, while clan and adhocracy cultures had a negative effect. Furthermore, Dóra et al. (2019) investigated the relationship between perceived organizational culture and employee well-being, finding team culture to be significantly associated with lower turnover intention compared to hierarchy, with no substantial differences between market and adhocracy cultures.

Arrawatia and Zahidi (2019) claimed that, a pleased and devoted workforce may be found in firms that allow workers to engage in decision-making, provide suitable training and development opportunities, and reward innovation. Likewise, they found employee's commitment to be more impacted by clan and adhocracy cultures than by market and hierarchical cultures. However, several empirical research have supported the conclusions that market culture positively affects the desire to leave a job across various sectors and job types. For example, San and Hyun (2009), Staniulienė and Gavėnaitė (2021) found that turnover intention was favorably correlated with hierarchical and market cultures, but negatively correlated with clan and adhocracy cultures.

In summary, clan and adhocracy cultural environment is mostly preferred compared to hierarchy and market culture by the working personnel, which could be manifested in the TALs as well. Besides, the intervening effect of commitment among the employees cannot be ignored while exploring the effect of cultural aspects on

turnover intention. Therefore, the following conceptual model and hypotheses were developed to better understand the dynamics of cultural components along with employee's commitment on turnover intentions in transnational institutions in Nepal.

From the reviews of numerous aspects of organizational culture and their connections with employee's commitment and turnover intention the conceptual framework and hypotheses were drawn. This framework (Figure 1) shows the theoretical explanation of how turnover intentions get affected by the direct and indirect influence of organizational culture.

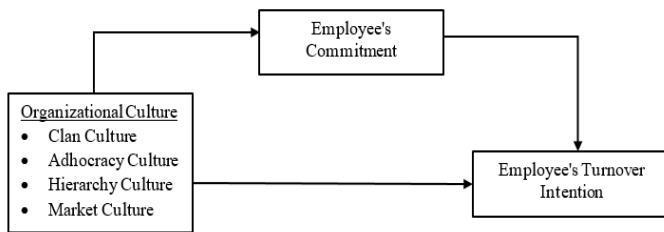


Figure 1: Direct and Indirect Linkage of the Predictors with Employee's Turnover Intention

H1: Organizational culture types have the influence on employee commitment in TAs.

H2: Organizational culture types influence the turnover intentions in TAs.

H3: Employee's commitment mediates the relationship between all four culture types and turnover intentions in TAs.

Methods

This study primarily assumes the phenomena regarding cultural aspects along with commitment and turnover intention as the situational induced behavioral reactions which can be gauged by using psychometric scale. Therefore, hypothetico-deductive approach under cross sectional research design with quantitative methods were applied to examine the likely direct and indirect predictability of different organizational cultural types on employee's turnover intention.

The study was carried in 17 out of 56 transnational colleges (University Grant Commission, 2023) that were affiliated to different foreign universities and were in operation during study. However, due to unwillingness of college management to disclose the number of staffs and their positions and unavailability of authentic secondary sources we relied on hypothetical student-teacher ratio along with verbal query to the respondents both teaching and non-teaching to ensure the tentative population of working personnel. Besides, we only focused on permanent staffs with relatively minimum of six months of experience in their institutions.

There were approximately 25000 students (University Grant Commission, 2023) studying in transnational colleges all over Nepal. So, as considering average of 20:1 student-teacher ratio, nearly 1300 teaching staff should be working in such institutions. In addition, for non-teaching staffs we calculated the number on the basis of pro-rata basis as per the size of students in that institution along with verbal queries. Further, we only took those non-teaching staffs who were involved in administration and marketing assuming

that they were fully aware of their organizational policies and culture. There were approximately 600 non-teaching staffs working during the study period in the transnational colleges.

From the assumed study population of teaching and non-teaching staffs, the data were collected from the total of 397 with the response rate of 88.22% from the 450 questionnaire distributed, using convenience sampling. However, only 384 samples were remained after data refinement maintaining sample adequacy (Cochran, 1977; Roscoe, 1975) where, most of them have the tenure of 1 to 5 years. In addition, the ratio of teaching and non-teaching staffs was 2.37:1 (see Table 1). To minimize the responses bias, the respondents were contacted beforehand and clarified the need of the data and their involvement in responding the questionnaire. The data got filled-in voluntarily, only after the consents were granted from them. In addition, the respondents were given full autonomy to decline anytime they wanted, even after the consents were taken. In that process, the queries were immediately resolved where and when required for maintaining higher response rate and possible mitigation of endogeneity issue.

Measurement Instruments and Tools for Analysis

The primary data was collected from the standard structured questionnaire comprising 41 questions to extract the demographic and study variables related data. The questions were closed ended with five-point Likert scale ranging from strongly disagree to strongly agree with study variables like organizational culture, employee's commitment, and employee's turnover intention along with the demographic items at the beginning. Among these questions, organizational culture was measured using two different psychometric tools (Ozturk et al., 2014; Garcia et al., 2012). These questions mainly focus on four different cultural aspects viz. clan, adhocracy, hierarchical, and market cultures. Altogether, there were six items under clan culture with the statements like "My organization defines success on the basis of teamwork", "My organization is like an extended family to me" etc. were used, where all items were targeted to capture the collaborative norms practicing in the institutions. Similarly, there were six items in adhocracy culture's statements focused to address creative aspect in organizational culture. Mainly the items include "The leadership in my organization focusses on coming up with new ideas", "My organization makes the best use of the employee skills to develop better product or services". In addition, the items like "The leadership in the organization is authoritative", "My organization defines success on the basis of employee's productivity" etc. were used to gauge the control theme under hierarchical culture. Further, competitive culture was reflected in market culture items like "Reward is given on the basis of performance", "My organization specifies the targets to be achieved" etc. Apart from this, questions to measure the employee's commitment were adopted from (Faloye, 2014; Al-Haroon & Al-Qahtani, 2020). The statements like "I would feel guilty if I left my organization right now" and "I feel as if this organization's problem are my own" were used included in the seven items questionnaire. Finally, five reverse items of turnover intention were used. The statement such as "I often look forward to another day at work", "My current job satisfies my personal needs" etc. were included in the questionnaire. The final draft questionnaire was reexamined simultaneously by the subject expert and by pilot testing with 35 samples, for its effectiveness. Once the confirmation of content validity from both the expert opinion and pilot testing, the final questionnaire was distributed among the prospective respondents. All the items of the survey questionnaire were revised as per their need to match the context.

Original Research Article

Moreover, Cronbach's Alphas of each variable items were also gauged to examine the internal consistency of used scale. The alpha values of clan, adhocracy, hierarchy, market culture, employee's commitment and labor turnover were above 0.7 meeting the measurement tool's reliability (Cochran, 1977; Nunnally, 1978). In addition, the average data of each variable were examined for possible existence of outliers using cut-off point of standardized value ± 3 and box-plots. The value beyond this cut-off point and that exceeded the inter-quartile range assumptions were removed. Further, low standard deviation also confirmed the likely absence of data extremity. Furthermore, normality was examined by calculating the value of skewness and kurtosis of each data distribution, these values for all the variables were less than 1 (see Table 2), suggesting the fulfillment of normality assumption (Muthen & Muthen, 2017).

The data were further analyzed by using Pearson's correlation to examine the linear relationship between the study variables. In addition, simple regression was used to examine the influence of various cultural components on employee's commitment. Further, Process macro version 4.2 by Andrew Hayes was used to examine the mediation effect of employee's commitment on turnover intention. For all the analysis, the Statistical Package for the Social Science (SPSS) version 27 was used.

Results and Analysis

Table 1 shows the demographic characteristics of study participants, where majority of them are male i.e.75%. In addition, about 83.6% of are less than 36 years of age, where most of them are in bachelors and masters with the length of services between 1 to 5 years.

The findings suggest that clan culture is predominant in the TAIs (see Table 2) with higher mean of 3.75 revealing a collaborative work culture (Quinn & Rohrbaugh, 1983). Notably, competitive culture is also being observed in such institutions, which might be the influence of the increasing number of transnational institutions year-on-year along with affiliated foreign universities working culture. Further, positive moderate linear relationships (with the coefficient values between 0.331 to 0.558) are observed between different cultural types and employee's commitment, indicating that, when

there are changes in each cultural type then it is likely to observe similar changes in the level of commitment. However, a negative linear relationship is observed in the case of an employees' turnover intention.

Table 1: General Demographic of Sample Respondents

Variables	Category	Frequency	Percent
Gender	Male	288	75
	Female	96	25
Age	<= 25	128	33.3
	26 – 35	193	50.3
	36 – 45	57	14.8
	46 – 55	6	1.6
Educational Qualification	Bachelors	153	39.8
	Masters	200	52.1
	MPhil. Level	26	6.8
	Ph.D. Level	5	1.3
Employment Status	Teaching Staff	270	70.3
	Non-Teaching Staff	114	29.7
Employment Contract	Full-Time	234	60.9
	Part-Time	150	39.1
Length of Services	Less than a year	95	24.7
	1 to 5 years	195	50.8
	5 to 10 years	59	15.4
	More than 10 years	35	9.1

Note. Field Survey, (2024)

Table 2: Descriptive Statistics of Variables with Correlation and the Cronbach Alpha (α) Value with their Items

Variables	Mean (SD)	α (Items)	1	2	3	4	5	6
1	3.749(0.699)	0.844(6)	1					
2	3.696(0.698)	0.833(6)	0.644**	1				
3	3.634(0.729)	0.760(4)	0.463**	0.467**	1			
4	3.731(0.704)	0.760(5)	0.514**	0.510**	0.627**	1		
5	3.199(0.711)	0.764(7)	0.558**	0.438**	0.362**	0.331**	1	
6	3.277(0.728)	0.743(5)	-0.488**	-0.437**	-0.356**	-0.374**	-0.589**	1
Skewness			-0.548	-0.609	-0.158	-0.41	-0.13	-0.202
Kurtosis			0.598	0.757	-0.069	0.099	0.16	0.306

Note(s). Calculation of Survey Data, (2024); ** Correlation is significant at the 0.01 level (1-tailed). Where, in variables column, 1= Clan culture, 2=Adhocracy culture, 3=Hierarchy culture, 4= Market culture, 5=Employee's commitment, 6= Turnover intentions

Table 3 shows the possible relative linkage of different cultural components with employee's commitment using simple regression independently. It is observed that all the cultural types have a positive impact on the commitment, supporting the H1. Among them, clan culture stood effective in-terms of building the higher level of commitment among the employees in TAIs with the standardized beta

coefficient of 0.588 and effect size of 31%. Subsequently, adhocracy, hierarchy and market culture show the positive diminishing influence on the commitment, suggesting the collaborative environment is imperative compared to create, control and compete environment, to have a significant level of employee's commitment.

Table 3: Simple Linear Regression Coefficients of Organizational Culture and Employee’s Commitment

Intercept	Clan	Adhocracy	Hierarchy	Market	R ²	F-Value
1.071 (6.503)**	0.567 (13.136)** 0.588				31%	172.549**
1.552 (8.811)**		0.445 (9.511)** 0.438			19%	90.465**
1.917 (11.123)**			0.353 (7.582)** 0.362		13%	57.489**
1.949 (10.521)**				0.335 (6.865)** 0.331	11%	47.130**

Note(s). Calculation of Survey Data, (2024); *t-statistics are in Parenthesis with ** as significant P value <0.01; Standardized Coefficient in Italics

Table 4 shows the mediation effect of employee’s commitment on the relationship between organizational culture and turnover intentions. Here, the total effect of organizational cultural components on turnover intentions were significant with P value <0.05, indicating negative influence of cultural components on the turnover intentions, supporting the research hypothesis H2, where hierarchy and market culture have also shown negative influence on turnover intentions, contrary to research hypothesis. In addition, as the employee’s commitment get introduced the direct influence of organizational

cultural components were still significant at 95% level of confidence with consistent explanation of turnover intention variances (i.e. R²≈38%) by all the organizational cultural components. Furthermore, the indirect effect of organizational components on the turnover intentions were also negative and significant indicating the partial mediation effect of organizational commitment fully supporting the research hypothesis H3. Further, it could be said that, as the organizational cultural components get improved, the commitment levels also get increased which in-turn decreased the level of turnover intention. While comparing with each organizational cultural aspects, clan culture’s effect on turnover intention is relatively higher which support the effectiveness of collaborative culture on minimizing the turnover issue in such academic institutions.

Table 4: Total, Direct, and Indirect Relationship among each Cultural Components, Employee’s Commitment\12d Turnover Intentions

Relationship	Total	Direct	R ²	Indirect	Confidence interval		t-stat.
					Lower	Upper	
Clan Culture	(-0.509)**	(-0.242)**	38%	(-0.267)**	-0.343	-0.195	(7.079)**
Adhocracy Culture	(-0.456)**	(-0.232)**	38%	(-0.224)**	-0.292	-0.161	(6.732)**
Hierarchy Culture	(-0.355)**	(-0.164)**	37%	(-0.191)**	-0.257	-0.129	(5.829)**
Market Culture	(-0.387)**	(-0.208)**	38%	(-0.179)**	-0.255	-0.112	(4.853)**

Note(s). Calculation of Survey Data, (2024); *The Parenthesis with ** Sign Suggests the Significant at 95% Level of Confidence.

Discussions

When it comes to identifying the prevalence of cultural types in TAls as in first objective, the study indicates that clan culture predominates within TAls, signifying a strong emphasis on collaborative practices which is consistent with Quinn and Rohrbaugh’s (1983) framework. In addition, the significant presence of competitive culture followed by adhocracy is presumably driven by the expanding number of transnational institutions and their market-oriented strategies, as discussed by Lacatus (2013). Further, the positive linear relationships between various cultural types and employee commitment, suggested that enhancements in organizational culture can lead to increased commitment, corroborating Yusuf’s study which stated that building integrity, competence, consistency, and commitments is possible where there is presence of positive and supportive organizational culture (Yusuf, 2020). Conversely, the negative relationship between cultural types and turnover intentions aligns with Mwita et al. (2023), indicating that a positive organizational culture could be likely mitigating factor of employee’s turnover.

Furthermore, regression analysis for the second objective demonstrates that clan culture significantly enhances employee commitment in TAls. This is corresponding with prior research by Batugal and Tindowen (2019), Ch et al. (2013), and Koutroumanis et al. (2015), which also highlighted the beneficial impact of clan culture on employee commitment. In contrast, adhocracy, hierarchy, and market cultures exhibit diminishing positive effects on commitment contrary to (Haggalla & Jayatilake 2017), suggesting that a collaborative environment is relatively essential for sustaining high employee commitment in TAls than environments focused on innovation, control, or competition.

Moreover, in gauging the third objective, the analysis indicates that the effect of various cultural types gets strengthened significantly with the increasing level of employees’ commitment while tackling the likely turnover intentions. This finding is consistent with the Arrawatia and Zahidi (2019) study. Notably, hierarchy and market cultures also exhibit a negative impact on turnover intentions, contrary to the studies’ findings of San and Hyun (2009) and Staniulienė and Gavėnaitė (2021).

Lastly, the effect sizes (i.e. R^2) and standardized beta values highlights the highest degree of positive and negative impact of clan culture on TAls staff commitment and turnover intention respectively which is also succeeded by adhocracy, market and hierarchical culture. This findings emphasizes the need of collaborative and creative environments for better commitment and lower turnover which is also consistent with the existing studies (Ozturk et al., 2014; Lee & Park, 2015; Ldhuwahi & Shee, 2015; Fakhi, 2020; Mullins, 2019; Marzec & Wronka, 2016)

Conclusions and Implications

This study aimed to explore how different organizational cultures impact employee commitment and turnover intentions in TAls. It is significant for bridging gaps in existing literature by providing empirical evidence on the effects of various cultural types on these outcomes. The research reveals that among the CVF's organizational culture framework in TAls, particularly clan culture is strongly desired and relatively impactful on both employee commitment (i.e. significant positive) and likely turnover intentions (i.e. significant negative). In addition, TAL employee's commitment complements the organizational cultural types through partial mediation in mitigating the likely turnovers. Therefore, it can be said that understanding these dynamics is crucial for academics and education industry professionals to work on fostering a supportive, collaborative and creative culture to boost commitment and in reducing turnover problems.

Mainly, this study can be helpful in identifying the cultural types in the TAls. In addition, it can also be useful in comprehending the importance of employee's commitment in reducing the level of turnover intention, which further helps HR managers and policy makers of such organizations to identify and develop strategies in improving the cultural dynamics along with commitment level for employees.

Limitations and Further Research

This study focus on teaching and non-teaching staff in TAls limits the generalizability of the findings to other educational settings. Future research should expand to include a broader range of academic institutions, both transnational and domestic, to explore if similar cultural types and norms influence employee commitment and turnover in different contexts. Additionally, employing qualitative and mixed-method approaches could offer a deeper understanding of these dynamics. Further studies should also investigate how cultural practices interact with other organizational factors, such as leadership styles and external conditions, to better understand their impact on employee behavior. Addressing these areas could provide valuable insights for HR managers and policymakers aiming to enhance employee retention and organizational effectiveness.

Acknowledgements

We the authors gratefully thank to all the institutions and the working staffs for their supports in fulfilling our research work. Further, we express sincere gratitude to the anonymous referees of the journal for their progressive comments and suggestions to improve the effectiveness of this research work.

Funding


No funding was received before, during and after the completion of this research work from any person or institutions.

Conflict of Interests

The authors declare that, there is no potential conflict regarding this research paper on the authorship and publication.

Authors' ORCID Information

Sriya K.C.  <https://orcid.org/0009-0002-5176-6922>

Navraj Bhusal  <https://orcid.org/0000-0002-1929-5684>

References

- Akosile, A. L., & Ekemen, M. A. (2022). The impact of core self-evaluations on job satisfaction and turnover intention among higher education academic staff: Mediating roles of intrinsic and extrinsic motivation. *Behavioral Science, 12*(7), 236.
DOI: [10.3390/bs12070236](https://doi.org/10.3390/bs12070236)
- Allen, D. G., & Griffeth, R. W. (1999). Job performance and turnover: A review and integrative multi-route model. *Human Resource Management Review, 9*(4), 525–548.
DOI: [10.1016/S1053-4822\(99\)00032-7](https://doi.org/10.1016/S1053-4822(99)00032-7)
- Albaqami, A. (2016). *Determinants of Turnover Intention among Faculty Members in Saudi Public Universities* [Doctoral Thesis]. University of Salford.
- Al-Haroon, H. I., & Al-Qahtani, M. F. (2020). Assessment of organizational commitment among nurses in a major public hospital in Saudi Arabia. *Journal of Multidisciplinary Healthcare, 13*, 519–526.
DOI: [10.2147/JMDH.S256856](https://doi.org/10.2147/JMDH.S256856)
- Allen, N.J. and Meyer, J.P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology, 63*, 1–18.
- Alzubi, Y. Z. W. (2018). Turnover intentions in Jordanian universities: The role of leadership behaviour, organizational commitment and organizational culture. *International Journal of Advanced and Applied Sciences, 5*(1), 177–192.
DOI: [10.21833/ijaas.2018.01.024](https://doi.org/10.21833/ijaas.2018.01.024)
- Anees, R. T., Heidler, P., Cavaliere, L. P. L., & Nordin, N. A. (2021). Brain drain in higher education. The impact of job stress and workload on turnover intention and the mediating role of job satisfaction at universities. *European Journal of Business and Management Research, 6*(3), 1–8.
DOI: [10.24018/ejbmr.2021.6.3.849](https://doi.org/10.24018/ejbmr.2021.6.3.849)
- Aniek Rumijati. (2019). The types of organizational culture in private higher education. *Proceedings of the 6th International Conference on Community Development (ICCD 2019)*.
DOI: [10.2991/iccd-19.2019.23](https://doi.org/10.2991/iccd-19.2019.23)

- Arijanto, A., & Perkasa, D. H. (2020). The effect of service leadership on innovation with knowledge sharing as a variable of mediation at small micro and medium enterprises Furniture Klender in East Jakarta. *IOSR Journal of Business and Management*, 22(6), 52–64
- Arrawatia, D. A., & Zahidi, F. (2019). Relationship between organizational culture, job-satisfaction and employee commitment – A review. *International Journal of Innovation in Engineering Research & Management*, 5(6), 2348–4918.
- Arta, D. N. C. (2023). Implementation of knowledge management and turnover intention on employee performance (HR study on employees of CV. Cendekia Muda). *Jurnal Darma Agung*, 31(1), 383.
DOI: 10.46930/ojsuda.v31i1.3014
- Bagga, G. (2013). How to keep the talent you have got. *Human Resource Management International Digest*, 21(1), 3–4.
DOI: 10.1108/09670731311296401
- Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, 45, 43–70.
- Batugal, M. L. C., & Tindowen, D. J. C. (2019). Influence of organizational culture on teachers' organizational commitment and job satisfaction: The case of catholic higher education institutions in Philippines. *Universal Journal of Educational Research*, 7(11), 2432–2443.
DOI: 10.13189/ujer.2019.07112
- Bosomtwe, T. E., & Obeng, B. (2018). The link between organizational culture and turnover intention among employees in Ghana. *International Journal of Contemporary Research and Review*, 9(08), 20951–20958.
DOI: 10.15520/ijcrr/2018/9/08/566
- Boyce, A. S., Nieminen, L. R. G., Gillespie, M. A., Ryan, A. M., & Denison, D. R. (2015). Which comes first, organizational culture or performance? A longitudinal study of causal priority with automobile dealerships. *Journal of Organizational Behavior*, 36(3), 339–359.
DOI: 10.1002/job.1985
- Buhumaid, M. (2022). Identifying an organizational culture model/framework to effectively approach quality management: A comprehensive literature review. *International Journal For Research In Business, Management And Accounting*, 8(4), 1-8.
DOI: 10.53555/bma.v8i4.2086
- Cochran, W.G. (1977). *Sampling Techniques* (3rd ed.). John Wiley & Sons.
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (Rev. ed.). Jossey-Bass.
- Ch, A. S., Zainab, N., Maqsood, H., & Sana, R. (2013). Impact of organizational culture on organizational commitment: A comparative study of Public and Private organizations. *Research Journal of Recent Sciences*. 2(5), 1-8.
- Chalise, D. R. (2019). Employee retention in Nepalese commercial banks. *Management Dynamics*, 22(1), 95–106.
DOI: 10.3126/md.v22i1.30243
- Chennatuserry, J. C., Elangovan, N., George, L., & Thomas, K. A. (2022). Clan culture in organizational leadership and strategic emphases: Expectations among school teachers in India. *Journal of school administration research and development*, 7(1), 50-59.
DOI: 10.32674/jsard.v7i1.3585.
- Chiedu, C. K., Long, C. S., & Ashar, H. B. (2022). The relationship among job satisfaction, organizational commitment and employees' turnover at Unilever Corporation in Nigeria. *European Journal of Multidisciplinary Studies*, 7(1), 62–83.
DOI: 10.26417/ejms.v5i1.p370-383
- Choi, Y. S., Seo, M., Scott, D., & Martin, J. (2010). Validation of the organizational culture assessment instrument: An application of the Korean version. *Journal of Sport Management*, 24(2), 169–189.
DOI: 10.1123/jsm.24.2.169
- Dadgar, H., Barahouei, F., Mohammad, M., Ebrahimi, M., & Ganjali, A. (2013). The relationship between organisational culture, job satisfaction, organisational commitment and intention to stay of health personnel's of Zahedan University of Medical Sciences. *World Applied Sciences Journal*, 21(8), 1220- 1228.
DOI: 10.5829/idosi.wasj.2013.21.8.108
- Demissie, D., & Egziabher, F. G. (2022). An investigation of organizational culture of higher education: The case of Hawassa University. *Education Research International*, 2022, e1222779.
DOI: 10.1155/2022/1222779
- Deshpande, R., & Webster Jr., F. E. (1989). Organizational culture and marketing: Defining the research agenda. *The Journal of Marketing*, 53(1), 3-15.
DOI: 10.1177/00222429890530010
- Dóra, K., Péter, R., Péter, S. Z., & Andrea, C. (2019). The effect of organizational culture on employee well-being: Work-related stress, employee identification, turnover intention. *Journal of International Cooperation and Development*, 2(2), 19.
DOI: 10.36941/jicd-2019-0010
- Edusanjal. (2024, July 4). *Foreign University Affiliated Colleges and Courses in Nepal 2081*. <https://edusanjal.com/blog/list-foreign-university-affiliated-courses-nepal/>
- Ekwosimba, O. P. (2022). Impact of turnover intention on employee performance in information technology (IT) organization. *International Journal of Management, Social Sciences, Peace and Conflict Studies*, 5(2), 207- 218.
- Faloye, D. O. (2014). Organisational commitment and turnover intentions: Evidence from Nigerian paramilitary organisation. *International Journal of Business and Economic Development*. 2(3), 23-34.

Original Research Article

- Fakhi, L. (2020). The relationship between organisational culture and employee turnover in commercial banks. *International Journal of Business Management*, 23(6), 234-255.
- García, L. E., Sanchez, M. G., Cuevas, H., Hernández, R., & Vargas, B. E. (2012). Organizational culture diagnostic in two Mexican technological universities: Case study. *Innovación y Desarrollo Tecnológico Revista Digital.4* (4), 77-94.
- Girma, T. N. (2019). The effects of organizational culture on turnover intention: The mediating role of job satisfaction, a case of Oromia Forest and Wild Life Enterprise. *African Journal of Business Management*, 13(2), 82–89.
DOI: 10.5897/AJBM2018.8612
- Habib, S., Aslam, S., Hussain, A., Yasmeen, S., & Ibrahim, M. (2014). The impact of organizational culture on job satisfaction, employees commitment and turn over intention. *Advances in Economics and Business*, 2(6), 215–222.
DOI: 10.13189/aeb.2014.020601
- Haggalla, K. H. U., & Jayatilake, L. V. K. J. (2017). Study on organisational culture and turnover intention in international information technology firms in Sri Lanka. *International Journal of Scientific Research and Innovative Technology*, 4(2), 48-63.
- Hoang, A.-D. (2023). A bibliometrics analysis of research on teachers' satisfaction from 1956 to 2022. *International Journal of Educational Management*, 37(1), 164–185.
DOI: 10.1108/IJEM-01-2022-0009
- Hofstede, G. (1980). *Culture's Consequences: International Differences in Work Related Values*. Sage Publications.
- Hussein Alkahtani, A. (2015). Investigating factors that influence employees' turnover intention: A review of existing empirical works. *International Journal of Business and Management*, 10(12), 152.
DOI: 10.5539/ijbm.v10n12p152
- Idris, S. A. M., Wahab, R. A., & Jaapar, A. (2015). Corporate cultures integration and organizational performance: A conceptual model on the performance of acquiring companies. *Procedia - Social and Behavioral Sciences*, 172, 591–595.
DOI: 10.1016/j.sbspro.2015.01.407
- Indra, I. P., Sudiro, A., & Rofiq, A. (2023). Organizational and supervisor support on turnover intention mediated by affective commitment. *Interdisciplinary Social Studies*, 2(4), 1816–1828.
DOI: 10.55324/iss.v2i4.381
- Indridason, T., & Wang, C. L. (2008). Commitment or contract: What drives performance in public private partnerships? *Business Strategy Series*, 9(2), 78–90.
DOI: 10.1108/17515630810857049
- Iqbal, S., Guohao, L., & Akhtar, S. (2017). Effects of job organizational culture, benefits, salary on job satisfaction ultimately affecting employee retention. *Review of Public Administration and Management*, 05(03).
DOI: 10.4172/2315-7844.1000229
- Itzen, C., & Newman, J. (1995). *Gender, culture and organizational change*. Routledge.
DOI: 10.4324/9780203427965
- Jaques, D. E. (1951). *The changing culture of factory*. Tavistock Publications Ltd.
- Kim, S., Tam, L., Kim, J.-N., & Rhee, Y. (2017). Determinants of employee turnover intention: Understanding the roles of organizational justice, supervisory justice, authoritarian organizational culture and organization-employee relationship quality. *Corporate Communications: An International Journal*, 22(3), 308–328.
DOI: 10.1108/CCIJ-11-2016-0074
- Koutroumanis, D.A., Alexakis, G. and Dastoor, B.R. (2015). The influence organizational culture has on commitment in the restaurant industry. *Small Business Institute*, 11(2), 27–40.
- Kuh, G.D. and Whitt, E.J. (1998). *The invisible tapestry. Culture in American Colleges and Universities*. Association for the Study of Higher Education. <https://files.eric.ed.gov/fulltext/ED299934.pdf>
- Lacatus, M. L. (2013). Organizational culture in contemporary university. *Procedia - Social and Behavioral Sciences*, 76, 421–425.
DOI: 10.1016/j.sbspro.2013.04.139
- Ldhuwaihi, A., & Shee, H. (2015). Organisational culture and employee turnover in Saudi Arabian Banks. *The International Journal of Management*, 4(4), 1-12.
- Lee, J., & Park, J. (2015). The moderating effects of organizational culture on teachers' problems-turnover intention link in early childhood settings. *Advanced Science and Technology Letters*, 115(9), 43–46.
DOI: 10.14257/astl.2015.115.09
- Lone, M. A., & Nazir, U. (2020). Organisational culture and turnover intentions: A study of health sector. *International Journal for Research in Engineering Application & Management*, 4(9), 205–212.
DOI: 10.35291/2454-9150.2020.0732
- Long, C.S., Thean, L.Y., Ismail, W.K.W. and Jusoh, A. (2012). Leadership styles and employees' turnover intention: Exploratory study of academic staff in a Malaysian college. *World Applied Sciences Journal*, 19(4), 575–581.
- Madueke, C.V. and Emerole, I.C. (2017). Organizational culture and employee retention of selected commercial banks in Anambra state. *Journal of Business and Management Studies*, 2(3), 244–252.
- Marzec, I., & Frączkiewicz-Wronka, A. (2016). Organizational culture as a driver of employees' commitment in labour offices. *International Journal of Contemporary Management*, 15, 31–46.
DOI: 10.4467/24498939IJCM.16.016.5839

- Mashile, D. A., Munyeka, W., & Ndlovu, W. (2021). Organisational culture and turnover intentions among academics: A case of a rural-based university. *Studies in Higher Education*, 46(2), 385–393. DOI: [10.1080/03075079.2019.1637844](https://doi.org/10.1080/03075079.2019.1637844)
- Mawardi, M. C. (2022). Alternative work arrangements, work environment, and job stress on job satisfaction and turnover intention. *Golden Ratio of Human Resource Management*, 2(1), 27–39
- McNaughtan, J., Garza, T., Eicke, D., Garcia, H. A., & Bodine Al-Sharif, M. A. (2023). Being our best: Understanding the relationship between empowerment and employee engagement among midlevel student affairs professionals. *Higher Education Quarterly*, 1–8, 774–791. DOI: [10.1111/hequ.12432](https://doi.org/10.1111/hequ.12432)
- Mengstie, M. M. (2020). Perceived organisational justice and turnover intention among hospital healthcare workers. *BMC Psychology*, 8(1), 1–11. DOI: [10.1186/s40359-020-0387-8](https://doi.org/10.1186/s40359-020-0387-8)
- Meredith, O. M. (2022). *The role of perceived organizational support and on the job embeddedness on employee turnover intention* [Doctoral Thesis]. The University of North Carolina
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. DOI: [10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Ministry of Education, Science and Technology. (2023). *List of foreign university affiliated colleges*. https://moest.gov.np/upload_file/files/post/1711014388_277495328_College%20List.pdf
- Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62(2), 237–240. DOI: [10.1037/0021-9010.62.2.237](https://doi.org/10.1037/0021-9010.62.2.237)
- Moira, H., & Jeffrey, W. (2022). The importance of starting well: The influence of early career support on job satisfaction and career intentions in teaching. *Journal of Further and Higher Education*, 46(4), 504–521. DOI: [10.1080/0309877X.2021.1985981](https://doi.org/10.1080/0309877X.2021.1985981)
- Muhammad, S. K. P. (2023). The influence of organizational culture on employee commitment and turnover intentions: A study of the importance of positive culture for retaining employees. *Global Research Journal of Management and Social Sciences*, 1(1), 85–94.
- Mullins, S. (2019). Change management in higher learning institutions: A systematic review. *Journal of Business and Leadership Studies*, 12(4), 45–57.
- Murtiningsih, R. S. (2020). The impact of compensation, training & development, and organizational culture on job satisfaction and employee retention. *Indonesian Management and Accounting Research*, 19(1), 33–50. DOI: [10.25105/imar.v19i1.6969](https://doi.org/10.25105/imar.v19i1.6969)
- Muthen, L.K. and Muthen, B. (2017). *Mplus Version 8 User's Guide* (8th ed.). Muthen & Muthen, Los Angeles.
- Mwita, K.M., Mwoka, D.D. and Mwakasangula, E. (2023). The impact of organisational culture on turnover intentions among lecturers in Tanzania's public universities. *East Africa Journal of Social and Applied Sciences*, 5(1), 80–97.
- Naz, S. (2012). Impact of teacher turn over on students motivation, psyche and performance. *International Review of Management and Business Research*, 1(1), 26–46.
- Ndife, C. F. (2020). Influence of organizational culture on employees' turnover. *IOSR Journal of Business and Management*, 22(6), 59–63.
- Nikezić, S., Dželetović, M., & Vučinić, D. (2016). Chester Barnard: Organisational-management code for the 21st century. *Procedia - Social and Behavioral Sciences*, 221, 126–134. DOI: [10.1016/j.sbspro.2016.05.098](https://doi.org/10.1016/j.sbspro.2016.05.098)
- Nunnally, J.C. (1978). *Psychometric Theory* (2nd ed.). McGraw-Hill, New York.
- Nzuva S.M. & Kimanzi P.M. (2022). The impact of organizational culture on employees' productivity: A comprehensive systematic review. *European Journal of Business and Management*, 14(4), 42–55.
- Ozturk, A. B., Hancer, M., & Wang, Y.-C. (2014). Interpersonal trust, organizational culture, and turnover intention in hotels: A cross-level perspective. *Tourism Analysis*, 19(2), 139–150. DOI: [10.3727/108354214X13963557455522](https://doi.org/10.3727/108354214X13963557455522)
- Öztürk, A. O. & Tetik, E. G., 2021. Preliminary identification of organizational culture styles in the process of strategic planning: Employee perception in the Turkish public higher education. *Journal of Mehmet Akif Ersoy University Economics and Administrative Sciences Faculty*, 8(1), 231–255.
- Parajuli, D. and Shrestha, P. (2021). Measures to reduce employee turnover in Nepalese bank. *IOSR Journal of Business and Management*, 23(2), 47–54.
- Putra, A. S., Eddy, Afriani, D., Gurning, L., & Hutabarat, G. C. (2021). Effect of employee retention factors on organizational commitment. *Journal of Industrial Engineering & Management Research*, 2(4), 67–80. DOI: [10.7777/jiemar.v2i4](https://doi.org/10.7777/jiemar.v2i4)
- Quinn, R. E., & Cameron, K. (1983). Organizational life cycles and shifting criteria of effectiveness: Some preliminary evidence. *Management Science*, 29(1), 33–51. DOI: [10.1287/mnsc.29.1.33](https://doi.org/10.1287/mnsc.29.1.33)
- Quinn, R.E. and Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management Science*, 29(3), 363–377.

Original Research Article

- Rahman, M. M., & Ali, N. A. (2022). Does work–family balance mediate the relationship between work–family conflicts and job satisfaction of academicians? *Journal of Community Psychology, 49*(2), 361–374. DOI: [10.1002/jcop.22464](https://doi.org/10.1002/jcop.22464)
- Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior*. Pearson Education, Inc.
- Roscoe, J.T. (1975), *Fundamental research statistics for the behavioral sciences* (2nd ed.). Holt Rinehart and Winston.
- Russell, M. B., Attoh, P. A., Chase, T., Gong, T., Kim, J., & Liggins, G. L. (2020). Examining burnout and the relationships between job characteristics, engagement, and turnover intention among US educators. *SAGE Open, 10*(4). DOI: [10.1177/2158244020972361](https://doi.org/10.1177/2158244020972361)
- San Park, J., & Hyun Kim, T. (2009). Do types of organizational culture matter in nurse job satisfaction and turnover intention? *Leadership in Health Services, 22*(1), 20–38. <https://doi.org/10.1108/17511870910928001>
- Sartori, R., Ceschi, A., Zene, M., Scipioni, L., & Monti, M. (2023). The relationship between perceived organizational support (POS) and turnover intention: The mediating role of job motivation, affective and normative commitment. *Informing Science: The International Journal of an Emerging Transdiscipline, 26*, 005–021. <https://doi.org/10.28945/5070>
- Schein, E.H. (2004). *Organizational culture and leadership* (3rd ed.). Jossey-Bass.
- Stackhouse, L.E., Zaman, F.M. and Turner, K.W. (2022). Effect of employee commitment on organizational performance; case of textile firms in Sweden. *Journal of Human Resource & Leadership, 6*(2), 1–10. <https://doi.org/10.53819/81018102t5074>.
- Staniulienė, S., & Gavėnaitė, E. (2021). Employee commitment in relationship to organizational culture: The case of Lithuanian companies. *Eurasian Business and Economics Perspectives, 19*, 35–52. https://doi.org/10.1007/978-3-030-77438-7_3
- Tran, K. T., Nguyen, P. V., Nguyen, T. D., & Hoang, U. N. (2020). The impact of organisational commitment on the relationship between motivation and turnover intention in the public sector. *International Journal of Innovation, 11*(12).
- University Grant Commission. (2023). *Education Management Information System-Report of Higher Education 2021/22*. <https://www.ugcnepal.edu.np/uploads/publicationsAndReports/kpyDIM.pdf>
- Van Der Post, W. Z., De Coning, T. J., & Smit, E. V. D. M. (1997). An instrument to measure organizational culture. *South African Journal of Business Management, 28*(4), 147–168. DOI: [10.4102/sajbm.v28i4.800](https://doi.org/10.4102/sajbm.v28i4.800)
- Williams, A. M., Joy, A. J., & Richard, G. (2020). The role of organisational culture in employee turnover intention: A survey of employees of public and private organizations in JOS. *African Journal of Research and Management Sciences, 1*(1), 91–109.
- Yukongdi, V., & Shrestha, P. (2020). The influence of affective commitment, job satisfaction and job stress on turnover intention: A study of Nepalese bank employees. *Integrative Business and Economics Research, 9*(1), 88–98.
- Yusuf, F. A. (2019). The effect of organizational culture on lecturers' organizational commitment in private universities in Indonesia. *International Journal of Higher Education, 9*(2), 16. DOI: [10.5430/ijhe.v9n2p16](https://doi.org/10.5430/ijhe.v9n2p16)
- Zheng, W., Yang, B., & McLean, G. N. (2011). Linking organisational culture, structure, strategy, and organisational effectiveness: Mediating role of knowledge management. *Journal of Business Research 63*(7).763-771.
- Zhou, S., Li, X., & Gao, B. (2020). Family/friends support, work-family conflict, organisational commitment, and turnover intention in young preschool teachers in China: A serial mediation model. *Children and Youth Services Review, 113*,104997. DOI: [10.1016/j.childyouth.2020.104997](https://doi.org/10.1016/j.childyouth.2020.104997)