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Profile Variables, Organizational Commitment, Trust in Peers and Management, and Readiness for Organizational Change: An Analysis towards Framework Development

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ABSTRACT

The study investigates the profile variables, organizational commitment; trust in peers and management, and readiness for organizational change toward framework development. This research utilizes a sequential mixed methods approach in the research design to answer the research problems at hand. A sequential mixed method research design is utilized by the researcher in collecting both quantitative and qualitative data, then analyzing and comparing them separately to see if the findings confirm or disconfirm with each other. Hence, purposive sampling is employed in gathering the sample size which is a non-probability sampling using the set criteria of the study. The study comprised four hundred respondents only. Results show that majority of the respondents are master's degrees which are needed in the organizational change, commitment and trust in peers. They have the necessary skills in leadership. Indeed, the extent of organizational commitment of employees shows that the company offers training and education relevant to their job at the correct time and company offers promotions without any discrepancy at the correct time as part of the organizational commitment in addition to the benefits received by the employees beyond expectation. In addition, the extent of trust in peers & management of employees shows that employees trust their colleagues and support during the change process where they express their readiness in the implementation of the change among the respondents. They are willing to suggest and support higher education institutions. Similarly, the extent of employee readiness for organizational change shows that employees are willing to support the change process of the higher educational institutions and are willing to take responsibility for the change process where they can create new ideas and suggestions in times of change because they are also willing to learn especially in the innovation process of the change.

Keywords: Profile variables, Higher education institutions (HEIs), and Framework development.

INTRODUCTION:

Building a positive and the supportive atmosphere achieved organizational change & this was an analogous result towards organizational change, initiative and values for employees. It provides reaction on the causes and effects to understand the holistic change and views. It analyzes the important characteristics of

organizational change, challenges, benefits, & implication opportunities. The authors further discussed employee readiness for organizational change was best explained by organizational commitment and trust in peers and management. This further pushes one to think of a question about the multi-generational component of any organization. It highlighted the delivery

design of the management commitment and trust (Yawson & Yamoah, 2021). On the other hand, in an environment where trends and adaptability to constant change as to what goods and services made available to target clientele was given where educational sector was no exception. The sustaining value of staying relevant come with a high price to pay if an institution wanted the educational organization to be at par with its competitors. While upgrading in all areas of an educational organization and its administration were primary in providing the best edge to its customers. These upgrade demand on the many facets of an organizational change that put some risk of discontent between school administration and its frontliners composed of employees and the faculty members. Often, change in an organization is an anathema to certain groups that affect and disturb the comfort zones (Ramírez-Montoya *et al.*, 2021).

Furthermore, the success and failure of change in organization whether big or small cause agitation to some if not all members of each organization. There is also a need to investigate what makes employees ready for change. The leadership and communication greatly impact the readiness of employees for change in the organization in which they belong to. It enables the change process in organization leadership that influenced success and failure. It is how the leader manages the change from good, better, and best. It explore the orientation process of change leadership in the organization development. It identifies the success and failure of change in the organization. It describes the model and development of success and failure of change leadership to navigate the outcome of the organizational change (Hastings & Schwarz, 2022).

Consequently, the way organizations accept the change and the willingness to navigate change depends entirely on each member of the organization armed with experience and generational response. The members thought that organization directly affected constitute severe restlessness most especially when planned change has something to do with information technology adoption. It is a process development plan and change for the entire involvement of the organization. It focuses on willingness to navigate organization leadership and culture. It addresses management leadership organization in dealing change. It is the

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behavior approach of a leader to look for the tasks to be performed. It involves characteristics and behavior of a leader as to traits, approach, intuition, energy, creativity foresight, & persuasiveness. It examines situational approach in leadership as to factors, relationship, subordinates, superiors, and peers. It is a contingency role of a leader and self-confidence (Patil, 2022). Notably, in any educational organization, colleges, and universities also require conventional and unconventional adaptation of whatever is the latest educational integration that requires organizational development succeeded by organizational change. The education industry's environmental factors, whether internal or external, exert strong pressure that make colleges and universities' administrators to consider change initiatives to respond to the demand of the times. That is of course looking hard at change itself without considering independent factors that may affect the plan. It ensures that education needs for an ever-changing challenges in the society depends on the needs of the learners and career demands in the community where necessary change is needed as to curriculum & educational system. Educational change is a continuous change which is very unpredictable. It projects the basis of educational change in the system and process in utilizing the means and transformation for assessment, instruction and development of the school process (Sibanda & Marongwe, 2022). Furthermore, one of the most challenging tasks in the implementation of change is the preparation of all employees and faculty members to navigate in the change process and manage their expectations. The need for change should be clearly outlined to encourage every member of the organization to be engaged in every step in the process. It is therefore imperative that leadership of the organization can encourage everyone concerned to join the walk-through of change for success in this change endeavor. Also, it transforms the challenges in terms of innovation that enable the management practice in a meaningful process as to efficiency and effectiveness of the implementation. It complements & substitutes numerous opportunities for human capacity to launch the change process and innovation. It configures potential organization preference and implementation of innovation change. It shapes the practice of management innovation in the organization. It provides various strategies, skills built-

ding & perceived potential change in the organization contexts (Füller *et al.*, 2022; Mujeri *et al.*, 2021).

Similarly, organizational change anchors its success and failure in the way leadership of the organization handles it. Cognizant of this factor, it is mentioned that higher education systems remain stuck under the concept of transformation leadership. It explores academic and administrative staff in the different institutions or departments of the three selected Higher Education Institutions (HEIs) as participants. It investigates development outcome of the various educational institutions relative to its sustainable policies and management system. It examines education institutional change and outcome. Yet, several studies over the past three decades have had a great interest to investigate factors associated with employee readiness for organizational change. The continuous change can be viewed as an alternative to plan change in an organization. It was also discovered that leadership is a key determinant or driver of organizational change (Suriyankietkaew, 2022).

Theoretical Framework

The study is anchored on the “Organizational Commitment, Competence on Job Satisfaction and Lecturer Performance: Social Learning Theory Approach”, as cited by (Amin, 2022) as this theory contributes to the effectiveness and factors on organizational change and implementation. It focuses on the profile variables, organizational commitment, & readiness for change such as emotional distress, style of leadership, commitment, and change implementation. It determines the intended leadership & influences on behavior, commitment in the organization, and readiness for change specially in the organization of learning institution. This is based on adapted model theory of change, concept and framework of organizational development.

The theory explains the readiness for change in the organization & commitment as to behavior of transactional leadership. It indicates affective organizational commitment and effect in the readiness of change. It builds commitment to the organization and development transactional & transformational leadership in the success change program & contribution to organization and formulation of readiness for change among employees. The organization commitment and compe-

tency of faculty & job satisfaction on social learning theory highlights the following:

Organizational Commitment

It refers to the basic social group which consisted of various members to work together in accomplishing the set goals for the organization as to vision and mission. It contributes to the achievement of goals in a realistic manner and interdependence of the company, educational system or any organization. It is committed in the organization to increase work output and achieve to set goals in the system. It is committed to increase productivity with sense of oneness and integration in the organization. This is compared to the educational system and setting. Organizational commitment is the degree to the desired goals to be (Chavadi *et al.*, 2022).

Competency Skills and Knowledge

It refers to the work attitude in the workplace of the organization. It is the ability for a person to produce skills and knowledge required in the responsibility and duties to perform effectively in the quality of work and standard of being professional individuals. It is a competency and characteristics that assesses the theory in organization commitment and readiness for change in educational system as the work experience theory, mastery theory, training theory, and status theory. It supports the concept and intelligence of agility & added value relevance. It is the basis understanding of the concept & theory that explains competency skills and knowledge in the organizational commitment as compared to educational system (Muzam, 2022).

Job Satisfaction

It describes and evaluates an individual achievement in the organization as to welfare of employee, targets, realization, work performance and work goals especially in the educational organization. It is a tasked that carries by individual person or employee based on the actual work and achievement. It marks the success and fulfillment of the organization. Expectancy theory assesses the job satisfaction of goals and fulfillment as to goals, achievement, and well-being. It challenges the trend of the organizational challenges in the traditional fundamental of workplace. It supports and processes the change process and characteristic of work (Pratama *et al.*, 2022).

Statement of the Problem

What is the profile of the respondents in selected private Higher Education Institutions in Manila in terms of

1. age,
2. gender,
3. educational attainment,
4. family income,
5. years of service, and
6. employee classification?

What is the extent profile variables of selected private Higher Education Institutions (HEIs) employees among the respondents in the area of

7. organizational commitment,
8. trust in peers management, and
9. readiness of organizational change?

What makes the extent profile variables, organizational commitment; trust in peers & management, & readiness for organizational change in selected Private Higher Education Institutions (HEIs) in Manila towards framework development?

Is there a significant correlation between the profile of the respondents and the extent or profile variables of selected private Higher Education Institutions (HEIs) employees among the respondents?

Hypothesis of the Study

There is no significant correlation between the profile of the respondents and the extent or profile variables of selected private Higher Education Institutions (HEIs) employees among the respondents.

Methods and Techniques Used

The research employs the mixed methods which composed of quantitative and qualitative research design. It starts with the description details of the research design which was followed by explanatory, descriptive process. The mixed methods of research determined

the collected data implementation in the methods of both qualitative and quantitative process. It employs the various design to determine the needs of the research purpose on profile variable, organizational commitment, peers in trust management, and readiness for organizational change in selected Higher Education Institutions (HEIs) in Metro Manila towards framework development which was aligned to the research design (Baran, 2022).

Respondents of the Study

The target respondents of this research paper were the teaching professionals, academic managers, service department staff of the three (3) universities, namely Far Eastern University, University of the East, and National University. The selection of the target research study gave the researcher an access to various respondents and can monitor the respondent’s turnout, process it and interpreted the same.

Sample Size and Sampling Technique

Purposive sampling was utilized in gathering the sample size of the study. It was a non-probability techniques for the selection and characteristics of the sampling population of the study. In other words, purposive sampling was also known as judgmental which relied on sampling methods utilized as part of the process and techniques of the study. It identified the individual selection of sample size and population of the study. It provided discourses on purposive role and sampling technique tool for the choices of the research process until the target population was met. It employed various employees at the Higher Education Institutions in Metro Manila. Purposive sampling was vital in choosing the sample collection in an effective manner. It was the most critical in gathering sample size of the study (Thomas, 2022).

**RESULTS AND DISCUSSION:
On the Profile of the Respondents**

Table 1: Profile of the Respondents as to Age.

Age	f	%	R
25 years and below	78	19.50	4
26-41 years	111	27.75	2
42-57 years	132	33	1
58 years and above	79	19.75	3
Total	400	100	

It shows that most of the respondents' age bracket is 42-57 years of age which is rank 1, with a frequency of 132 or 33% among the respondents which means that they are willing to contribute for the readiness of organizational change. Rank 2 belongs to the age bracket 26-41 years, with a frequency of 111 or 27.75% among the respondents which means that at this age, they can support their peers and management for organizational change. Rank 3 belongs to the age bracket of 58 years and above, with a frequency of 79 or 19.75% among the respondents which means that though they are old enough still they are willing to provide effort for the success of employee readiness for organizational change. The least in rank is 25 years

and below, with a frequency of 78 or 19.50% among the respondents which means that these respondents are new in the organization and adjusting for the process of the system and commitment. This shows that the profile of the respondents ages 42-57 years are much advanced and willing to participate on the organizational change and are willing to adjust with the process. Hence, ages 25 years and below are still on the process of adjustment in the organizational commitment and change. It enhances to understand and to enrich their cultural dimension alignment work engagement in the organizational change (Tyagi, 2021).

Table 2: Profile of the Respondents as to Gender.

Gender	f	%	R
Male	253	63.25	1
Female	147	36.75	2
Total	400	100	

It shows in the table that most of the respondents belong to male with a frequency of 253 or 63.25% among the respondents as compared to female respondents since females got a frequency of 147 or 36.75% among them. This shows that male is more involved in organizational commitment because of their characteristics to be more specific in their decision making and in leadership. Their attitude is to have full trust among

their peers where they can contribute to the success of the organizational change where they are ready to implement for the benefits of the company they are working and their future. It provides the leverage and structure of change on gender competency of leaders for the transformation of the organization in the higher education institutions (O'Connor & White, 2021).

Table 3: Profile of the Respondents as to Educational Attainment.

Educational Attainment	f	%	R
Bachelor's Degree	135	33.75	2
Master's Degree	154	38.30	1
Doctoral Degree	109	27.25	3
Post-Doctoral Degree	2	0.50	4
Total	400	100	

It shows that rank 1 is "Master's Degree, with a frequency of 154 or 38.30% among the respondents, which means that this is needed in the organizational change and readiness because the knowledge gained in their studies can be utilized on their personal commitment in the higher educational institutions. Rank 2 is "Bachelor's Degree", with a frequency of 135 or 33.75% among the respondents which means that these respondents are more persistent in the readiness of organizational change because they are still young and have lots of potential to suggest and support the improved process in the higher education institutions.

Rank 3 is "Doctorate Degree", with a frequency of 109 or 27.25% among the respondents. This degree has provided all the necessary knowledge in terms of commitment, trust in peers, management, and readiness for organizational change. The least in rank is "Post Doctorate Degree", with a frequency of 2 or 0.50% among the respondents. These respondents wanted to share their knowledge in organizational change because of their experiences and expertise in their field as mentors in higher education institutions (Levesque & Wake, 2021).

Table 4: Profile of the Respondents as to Family Income.

Family Income	F	%	R
Php 21,194 and below	71	17.75	5
Between Php 21,195 – Php 43,828	80	20	3
Between Php 43,829 – Php 76,669	82	20.50	2
Between Php 76,700 – Php 131,484	93	23.25	1
Php 131,485 and above	74	18.5	4
Total	400	100	

It shows in the table that rank 1 is “Between P 76,700 – P 131,484”, with a frequency of 93 or 23.25% among the respondents which means that this income can help in the readiness of organizational change because through the change they contribute and can still augment additional income. Rank 2 is “Between Php 43,829 – Php 76,669”, with a frequency of 82 or 20.50% among the respondents. This sizable income helps in the organizational commitment because they have enough needs in their lives in which commitment, trust and management is not a hindrance in the organizational change among them. Rank 3 is “Between Php 21,195 – Php 43,828”, with a weighted mean of 80 or 20% among the respondents which means that this income is very eager for an organiza-

tional change for them to improve their income according to their qualification. The least in rank is “Php 21,194 and below”, with a frequency of 71 or 17.75% among the respondents. This is probably the reason why this study is being conducted. It shows that most of the respondents Between Php 76,700 – Pphp 131,484 are enjoying the fruit of organizational commitment for change because of the benefits they received, hence, respondents Php 21,194 and below are struggling on the commitment for organizational change due to their sizeable income. This can motivate employees to work to the fullest. It demonstrates the effect of the organization when income is affected in the workplace (Wilmers & Aeppli, 2021).

Table 5: Profile of the Respondents as to Years of Service.

Years of Service	F	%	R
10 years and below	103	25.75	1
11-20 years	83	20.75	3
21-30 years	88	22	2
31-40 years	69	17.25	4
41 years and above	57	14.25	5
Total	400	100	

It shows that rank 1 is “10 years and below”, with a frequency of 103 or 25.75% among the respondents which means that most of the respondents have enough experiences where they can share their knowledge on organizational change and commitment. Rank 2 is “21-30 years”, with a frequency of 88 or 22% among the respondents which means the years of experience among the respondents prepare their readiness and commitment in the organizational change. Rank 3 is “11-20 years”, with a frequency of 83 or 20.75% among the respondents which means that their experiences as tenured faculties provide them better insights for the readiness in the organizational change according to the trends of the higher education institutions. The least in rank is “41 years and above”,

with a frequency of 57 or 14.25% of the respondents which means that due to their experiences in the academe. They are used in the system of higher education institutions. It shows that 10 years and below of the respondents are willing to contribute on the organizational change due to their knowledge and readiness to implement in the educational system. On the other hand, those respondents whose number of services is 41 years and above seems not interested on the organizational change due to their retirement age. It provides positive motivation especially on the organizational commitment in the higher education institutions, commitment and performance of the respondents (Madjid & Samsudin, 2021, pp. 107-119).

Table 6: Profile of the Respondents as to Employee Classification.

Employee Classification	F	%	R
Teaching Personnel	251	62.75	1
Non-Teaching Personnel	149	37.25	2
Total	400	100	

It shows that teaching personnel dominates in number than the non-teaching personnel in the sense that “Teaching Personnel”, got a frequency of 251 or 62.75% among the respondents, while “Non-Teaching Personnel” got a frequency of 149 or 37.25% among the respondents. This shows that teaching personnel are more concerned about organizational change and they are ready because they want the system to equip with the trends of technology. It is a part of their organizational commitment in the higher education institutions. It shows that teaching personnel are very much eager on the organizational commitment and

change because they wanted progress to equip with the educational trend in the society. However, the non-teaching seems not to agree for the organizational trend and commitment and change. It facilitates change on the influence of the employees, voice, commitment to change, involvement and practices (Potnuru, Sharma & Sahoo, 2021).

On the extent profile variables in selected private Higher Education Institutions in Manila among the respondent

Table 7: Extent of Organizational Commitment Among the Respondents.

Indicators	WM	I	R
If I get another job with the same salary, I will probably not take it.	4.04	A	3
I feel proud to be part of this company.	3.35	MA	5
I get financial and non-financial benefits up to a satisfactory level.	3.51	A	4
Company offers training and education relevant to my job at the correct time.	4.20	SA	1.5
Company offers promotions without any discrepancy at the correct time.	4.20	SA	1.5
Average Weighted Mean	3.86	A	
Standard Deviation	0.404		

As gleaned in the table, it shows that rank 1 is shared by the two indicators which are “Company offers training and education relevant to my job at correct time”, and “Company offers promotions without any discrepancy at the correct time”, with a weighted mean of 4.20 or Strongly Agree which means respondents are given proper training, workshop, and seminars on their work to be competitive in addition to the promotion given to the deserving employees. It is a part of the commitment of the higher education institutions. Rank 2 is “If I’ll get another job with the same salary, I will not probably take it”, with a weighted mean of 4.04 or Agree which means that employees are professional enough where they keep their commitment to the company though they will be given a better offer from the other company. Rank 3 is “I get financial and non-financial benefits up to satisfactory level”, with a weighted mean of 2.51 or Agree which means that benefits are given and are

being satisfied, however, they wanted to explore more through organizational change according to the trend of work at present. The least in rank is “I feel proud to be part of this company”, with a weighted mean of 3.35 or Moderately Agree which means that employees are proud because they belong to the higher education institutions, however, organizational commitment is their goals in working. The overall average weighted mean is 3.86 (SD=0.404) or Agree which means that the extent of organizational commitment among the respondents is observed. It shows that extent of organizational can offer benefits to the employees through offering training and seminars to upgrade professional development among employees. This could help them towards promotion among them. On the other hand, employee feels that they are happy for the organizational change and commitment because they are part of the progress and success of the company. They need to push through with the organi-

zational commitment & change. This determines the effect of employee readiness, and commitment in the organizational change in the higher education institutions (Zamin & Hussin, 2021).

Table 8: Extent of Trust in Peers and Management among the Respondents.

Indicators	WM	I	R
My colleagues are emotionally ready to implement changes.	4.02	A	2
When a company undergoes turbulence, employees always try to settle them.	3.60	A	4
In turbulent periods, employees' ideas and suggestions are welcome.	3.87	A	3
I trust management to make decisions that are always good for employees.	3.22	MA	5
I trust my colleagues to support me during the change process.	4.23	SA	1
Average Weighted Mean	3.78	A	
Standard Deviation	0.394		

As noted in the table, it shows that rank 1 is “I trust my colleagues to support me during the change process”, with a weighted mean of 4.23 or Strongly Agree which means that every employee is trusting every member of the group in terms of management and process in the higher education institutions. Rank 2 is “My colleagues are the emotionally ready to implement changes”, with a weighted mean of 4.02 or Agree which means members in the organization are ready for the changes and implementation process. Rank 3 is “In turbulent periods, employees' ideas and suggestions are welcome”, with a weighted mean of 3.87 or Agree which means that in times of critical moments in the organization and culture every member of the group is willing to support and share their ideas for the change of the organization. The least in rank is “I trust management to make decisions that are always good for employees”, with a weighted mean of 3.22 or Moderately Agree which means that trust is given from every member of the organization in making the

decision process. The overall average weighted mean is 3.78 (SD=0.394) or Agree on the extent of trust in peers and management among the respondents. It shows that trust in peers is necessary to be observed in the organizational change & commitment. Employees are the life blood of the organization. Without the employees nothing happens to the company as the compared to educational system and process. Colleagues can support in the organizational change. They need to be protected for better success of the company. On the other hand, trust is also important in peers and management decision. Employee and employer relationship must be observed fullest. This is the process in the making decision process. Trust must be developing in the company especially among employees. It is a two way process in the company organization. The success and failure of the company depends on the decision making process for both employees and employer (Zhang *et al.*, 2021).

Table 9: Extent of Employee Readiness for Organizational Change among the Respondents.

Indicators	WM	I	R
My willingness to take part in the change process.	3.44	A	6
My willingness to support the change process of the firm.	4.22	SA	1.5
My willingness to learn new things.	3.55	A	4
My willingness to improve my current job position.	3.50	A	5
My willingness to take responsibilities of the change process.	4.22	SA	1.5
My willingness to create new ideas.	3.93	A	3
Average Weighted Mean	3.81	A	
Standard Deviation	0.361		

As noted in the table, it shows that rank 1 is shared by the two indicators which are “My willingness to support the change process of the firm”, and “My willingness to the take responsibilities of the change

process”, with a weighted mean of 4.22 or Strongly Agree which means employee readiness to organizational change is their willingness to support for the implementation process where every members of the

group in the higher education institutions are benefited. Rank 2 is “My willingness to create new ideas”, with a weighted mean of 3.93 or Agree which means the respondents are willing to innovate their ideas for organizational change. Rank 3 is “My willingness to learn new things”, with a weighted mean of 3.55 or Agree which they wanted to explore new progress in the organization. The least in rank is” My willingness to take part in the change process”, with a weighted mean of 3.44 or Agree which means respondents can contribute to the change process for their benefits. The overall average weighted mean is 3.81 (SD=0.361) or Agree on the extent of employee readiness for organizational change among the respondents. It shows that employee readiness for organizational change supports the process and willingness in the company which

takes responsibility among employees and employers in the organization. Readiness to organization depends on the situation of the company for its progress and success.

Organizational change and commitment readiness assists employees for the benefits and promotion in the organization. This is a part of the readiness of organizational commitment and change (Beycioglu & Kondakci, 2021).

On the significant correlation between the profiles the respondents and the extent of profile variables of selected private Higher Education Institutions in Manila among the respondents.

Table 10: Test of Significant Correlation between the Profile and the Extent of Organizational Commitment among the Respondents.

Test of Variables Profile vs. Organizational Commitment	Computed r value	Relationships *significant *not significant	Hypothesis *accepted *rejected
Organizational Commitment	0.00714733	not significant	accepted
age	0.00972165	not significant	accepted
gender	0.00815162	not significant	accepted
educational attainment	0.00651226	not significant	accepted
family income	0.00687425	not significant	accepted
years of service	0.00543674	not significant	accepted
employee classification			
One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

It reveals that when the two variables are tested between the profile and the extent of organizational commitment, it shows that organizational commitment as to age computed value is 0.00714733, gender is 0.00972165, educational attainment is 0.00815162, family income is 0.00651226, years of service is 0.00687425, & employee classification is 0.00543674 which is lower than the r value of 0.097824 which is not significant and resulted to acceptance of the hypothesis, df of 400 at 0.05 level of significance.

reveals that when profile of the respondents and trust in peers and management are tested, it shows that the computed value of age is 0.00721733, gender is 0.00981688, educational attainment is 0.00823147, family income is 0.00657605, years of service is 0.00694158, & employee classification is 0.00548999 which is lower than the r value of 0.097824 that resulted to not significant and acceptance of the hypothesis, one tailed test, df of 400 at 0.05 level of significance.

The result shows that there is no significant correlation between the profile and the extent of organizational commitment of employees in selected private Higher Education Institutions in Manila among the respondents (Atika *et al.*, 2022, pp. 251-262). **Table 11**

Therefore, it is safe to say that there is no significant correlation between the profile and the extent of trust in peers & management of employees in selected private Higher Education Institutions in Manila among the respondents (Langlinais *et al.*, 2022).

Table 11: Test of Significant Correlation between the Profile and the Extent of Trust in Peers and Management among the Respondents.

Test of Variables Profile vs. Trust in Peers and Management	Computed r value	Relationships *significant *not significant	Hypothesis *accepted *rejected
Trust in Peers and Management			
age	0.00721733	not significant	accepted
gender	0.00981688	not significant	accepted
educational attainment	0.00823147	not significant	accepted
family income	0.00657605	not significant	accepted
years of service	0.00694158	not significant	accepted
employee classification	0.00548999	not significant	accepted
One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

Table 12: Test of Significant Correlation between the Profile and the Extent of Employee Readiness for Organizational Change among the Respondents.

Test of Variables Profile vs. Employee Readiness for Organizational Change	Computed r value	Relationships *significant *not significant	Hypothesis *accepted *rejected
Employee Readiness for Organizational Change			
age	0.00656605	not significant	accepted
gender	0.00893101	not significant	accepted
educational attainment	0.00748867	not significant	accepted
family income	0.00598263	not significant	accepted
years of service	0.00631518	not significant	accepted
employee classification	0.00499458	not significant	accepted
One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

Table 12 presents the test of significant correlation between the profile and the extent of employee readiness for organizational change among the respondents. It reveals that when the profile of the respondents is tested against employee readiness for organizational change the computed value of age is 0.00656605, gender is 0.00893101, educational attainment is 0.00748867, family income is 0.00598263, years of service is 0.00631518, and employee classi-

fication is 0.00499458 which is lower than the r critical value of 0.097824 which is not significant & resulted to acceptance of the hypothesis, one tailed test, df of 400 at 0.05 level of significant. Therefore, it is safe to say that there is no significant correlation between the profile & the extent of employee readiness for organizational change among the respondents (Islam *et al.*, 2022).

Table 13: Test of Significant Correlation between the Extent of Organizational Commitment of Employees and Trust in Peers and Management among the Respondents.

Test of Variables Organizational Commitment vs. Trust in Peers and Management	Computed r value	Relationships *significant *not significant	Hypothesis *accepted *rejected
Organizational Commitment and Trust in Peers and Management	0.00261345	not significant	Accepted
One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

Table 13 presents the test of significant correlation between the extents of organizational commitment of

employees and trust in peers and management among the respondents. It reveals that when the two variables

are tested between the extent of organizational commitment against trust in peers and management, the computed value is 0.00261345 which is lower than the r value of 0.097824 which is not significant and resulted to acceptance in the hypothesis, one tailed test,

df of 400, at 0.05 level of significant. Therefore, it is safe to say that there is no significant correlation between the extents of organizational commitment of employees and trust in peers and management among the respondents (Vuong *et al.*, 2022).

Table 14: Test of Significant Correlation between the Extent of Organizational Commitment and Employee Readiness for Organizational Change among the Respondents.

Test of Variables Organizational Commitment and Employee Readiness for Organizational Change	Computed r value	Relationships *significant *not significant	Hypothesis *accepted *rejected
Organizational Commitment and Employee Readiness for Organizational Change	0.00237761	not significant	Accepted
One tailed test, df of 400, with 0.05 level of significance at critical r value of 0.097824			

It reveals that when the two variables are tested between organizational commitment and employee readiness for organizational change shows that the computed value is 0.00237761 which is lower than the critical value of 0.097824 which is not significant and resulted to acceptance in the hypothesis, one tailed test, df of 400, at 0.05 level of significant. Therefore, it is safe to say that there is no significant correlation between the extent of organizational commitment and employee readiness for organizational change among the respondents (Mansour, 2022).

ment and readiness for organizational change in selected Higher Education Institutions (HEIs) towards framework development

Presented here is the thematic analysis of the study or the result of the interviews among the respondents based on the qualitative questionnaire given to the respondents. This is a Focus Group Discussion (FGD) which is a triangulation process to get the final result and output of the data. The answers of interviews are categorized as follows: 5=Strongly Agree, 4=Agree, 3=Moderately Agree, 2=Disagree, and 1=Strongly Disagree. Verbatim text also is included to have a concrete idea of the process in the thematic analysis as follows:

On what makes the extent profile variables, organizational commitment, trust is peers and manage-

Table 15: Themes and Core Ideas on the Profile Variables the Higher Education Institutions among the Respondents.

Themes	Frequency of Response	Core Ideas
Organizational Commitment	Agree	Job offers and salary Financial benefits Training and education Company promotion
Trust in Peers and Management	Agree	Emotionally for the change Employee settlement of issues Decision making of employees Support on the change process
Readiness on Organizational Change	Agree	Change process of firm Learn new things Improve job position Responsibilities of change

Organizational Commitment

Organizational commitments among employees vary on their motives in their career as connected in the higher education institutions. It describes the members

of the team in their work output and performance. The level of commitment will increase on their performance in work. This enhances the morale of the team on the capability of the higher education objectives. It

creates commitment and increases delivery results in the organizational culture such as consistent performance in work, constructive relationship, and health culture in the organization (Soomro *et al.*, 2023). The participants say that:

“If I’ll get another job with the same salary, I will not probably take it” (T1-P3 & P1)

“I get financial and non-financial benefits up to satisfactory level” (T1-P2 & P4)

“Company offers training and education relevant to my job at correct time” (T1-P5 & P2)

“Company offers promotions without any discrepancy at the correct time” (T1-P4 & P2)

This emphasizes that organizational commitment has to do with the offer given to employees like education and training that is relevant to their job which is a part of their professional development. In addition, proper promotion must be given emphasis for those deserving employees. This includes proper salaries, wages, and other remuneration benefits so that employees will be motivated to work hard. They can even provide effective organizational commitment, transformational leadership, and job performance to include employee engagement and effect in the higher education institutions (Park *et al.*, 2021).

Trust in Peers and Management

Trust in peers and management is necessary in an organization, however, there must be policies to follow to avoid abuse in the work area. This can give an adjustment to the members of the group in the organization. It influences the organization by profession in the perspective of trust among peers. This develops a model on cognition based on trust among peers and management that influences the role and its performance of every individual (Alqayed *et al.*, 2022). The participants say that:

“My colleagues are emotionally ready to implement changes” (T2-P3 & P1)

“When company undergoes turbulence, employees always try to settle them” (T2-P3 & P4)

“I trust management to make decision that are always good for employees” (T2-P5 & P1)

“I trust my colleagues to support me during change process” (T2-P6 & P1)

This shows that trust in peers and management is vital for proper decision making among employees because responsibilities are given full emphasis as professionals in the academe. This can be supported during the process of organizational change to prepare the readiness of employees in higher education institutions. It analyzes the effect of job performance with sharing knowledge and trust. It directs how strong is the management system that influences both the higher education institutions and the employees. It increases the leadership service of employees in the organization that can stimulate knowledge and culture in the higher education institutions. It is the basis for management in dealing with employees, and trust among peers in the organization (Kadariusman & Bunyamin, 2021, pp. 1509-1520).

Readiness for Organizational Change

Readiness for organizational change aims to provide resistance and belief of employees in higher education institutions. It implements the initiatives of employees for their readiness in the organizational change for the improved process of the system. This can widen the knowledge of employees to equip them with advanced knowledge for the success of higher education institutions. The goals of the organizational change are to align the process and the system according to the standard procedures of the educational system since progress and improvement of the system will be updated from time to time. This indicates to support the higher education institutions for change and prepare employees for their readiness in the process (Islam, 2023). The participants say that:

“My willingness to support the change process of the firm” (T3-P4 & P2)

“My willingness to learn new things” (T3-P3 & P2)

“My willingness to improve current job position” (T3-P2 & P1)

“My willingness to take responsibilities of the change process” (T3- P5 & P1)

This emphasizes that readiness for organizational change must always be a part of the system especially when the higher education institutions implement it. This is for the benefits of the school and employees as well. The progress and improvement of the system is a

continuous process where employees are willing to take responsibilities for the process. This provides for the support and system as part of the professional development of the staff, teachers intervention in the organizational change. This includes intervention on professional opportunities for teachers and staff, shared vision of the school, change in the organizational, collaborative work, and leadership (Admiraal *et al.*, 2021).

CONCLUSION:

It shows that majority of the respondents 42-57 years of age where they are willing to share their knowledge in the organizational change because they are master's degree where it is needed in the organizational change, commitment and trust in peers where most of them are male respondents where they have the necessary skills in leadership in addition to the sizeable income in the higher education institutions. It analyzes the profile variables as to value-based commitment, weakness, strength and exchange-based samples in the organization. Perception of profile variables predicts employee members on stability oriented practice involvement. It shows that the company offers training and education relevant to their job at the correct time and company offers promotions without any discrepancy at the correct time as part of the organizational commitment in addition to the benefits received by the employees beyond expectation. It maintains and establishes organizational commitment to support and foster sense of belongingness for employees in the industry. It provides effect on the dimension to organizational commitment. It shows that employees trust their colleagues & support during the change process where they express their readiness in the implementation of the change among the respondents. They are willing to suggest and support higher education institutions. It regulates frameworks that lead to better trust in peers and management as observed in the organization. It aims to provide better camaraderie in peers trust and management as to social influences, character, behavior, attitude in the platform of the school organization. It examines the platforms of peers in trust and management system and practice. It shows that employees are willing to support the change process of the higher educational institutions and are willing to take responsibility for the change process where they

can create new ideas and suggestions in times of change because they are also willing to learn especially in the innovation process of the change. It shows the perceived competence of readiness and related personification and codified strategy among employee variance of readiness and change. It shows to analyze the effect of codification strategy in the readiness of change to the organization. It determines employees the task during the readiness of change to improve the system fullest. It predicts relevance models on readiness change in the organization. It shows that there is no significant correlation between the profile and the extent of organizational commitment of employees in selected private Higher Education Institutions in Manila among the respondents. It shows that there is no significant correlation between the profile and the extent of trust in peers & management of employees in selected private Higher Education Institutions in Manila among the respondents. It suggests that trust in peers and management may increase the integrity & perceptions in influencing the positive tool for interpersonal trust in the organization. It shows that there is no significant correlation between the profile and the extent of employee readiness for organizational change among the respondents. This shows positive significant to trans-formational leadership style among employees for organizational change and to provide insights among employee behaviors which matters. It shows that there is no significant correlation between the extent of organizational commitment of employees and trust in peers and management among the respondents. It emphasizes that performance of employees which is necessary in the core values and commitment of the organization. The success and failures depend in the school organization and performance and trust in peers. This determines the effect of employee readiness, and commitment in the organizational change in the higher education institutions. It shows that there is no significant correlation between the extent of organizational commitment and employee readiness for organizational change among the respondents. It shows the real essence of organizational dynamic and change in the higher education institutions challenges to the school setting and change in its perspectives to elaborate the continuous change and approach in school. This is a part of the readiness of organizational commitment and change.

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