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The Effects of High-Performance Work Practices on State University Managers' Agility and Resilience: Exploring Ambidexterity, Culture, and Leadership Styles

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Abstract

This study examined high-performance work practices, perceived institutional agility and resilience, organizational ambidexterity (including exploration and exploitation dimensions), organizational culture, and the leadership style of state university managers in the National Capital Region. A total of 127 respondents participated in the research. The researcher utilized frequency and percentage distribution, mean, standard deviation, and Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the results. The findings revealed that, among the dimensions of organizational ambidexterity, only exploration mediates the effects of high-performance work practices on perceived institutional agility and resilience. Additionally, the study found that organizational culture did not moderate the relationship between high-performance work practices and organizational ambidexterity dimensions. Furthermore, leadership styles did not moderate the impact of organizational ambidexterity dimensions on perceived institutional agility and resilience. It is recommended that future researchers investigate alternative moderating variables that could influence the relationships between high-performance work practices, ambidexterity, and perceived institutional agility and resilience. Longitudinal studies examining changes over time, as well as qualitative approaches exploring the lived experiences of state university managers, could provide deeper insights. Additionally, consider the conduct of comparative analysis methods to test differences between state universities. The findings provide valuable guidance for state university managers and leaders in Philippine public education to improve institutional agility and enhance managerial capabilities.

Keywords: high-performance work practices, perceived institutional agility and resilience, organizational ambidexterity, organizational culture, leadership style, state university managers

INTRODUCTION

In the contemporary landscape of higher education, particularly in state universities, organizations encounter unprecedented challenges emanating from rapid technological advancements, evolving policy frameworks, shifting stakeholder expectations, and resource constraints. As these institutions endeavor to sustain their relevance and effectiveness, the role of management emerges as increasingly strategic and indispensable. Managers enhance institutional performance, agility, and resilience by effectively implementing high-performance work practices (HPWP) that boost employee motivation, knowledge sharing, and skill development (Tariq et al., 2021). Through adaptive leadership, they enable institutions to rapidly sense and respond to environmental changes, ensuring the strategic flexibility and innovation necessary for agility (Rapanta et al., 2020). Furthermore, managers develop resilient cultures that promote learning, experimentation, and adaptive problem-solving, thus enabling institutions to withstand disruptions and maintain essential functions, especially amid the challenges common in state universities (Sison et al., 2021; Olaleye et al., 2020). By balancing stability and adaptability via organizational ambidexterity, managerial practices are vital for navigating bureaucratic constraints and fostering sustained institutional growth, particularly within the complex higher education landscape of the Philippines.

The constructs of organizational agility, defined as the capacity of an organization to sense and respond swiftly to environmental changes, and

resilience, the ability to recover from disruptions, are critical determinants of institutional sustainability. Recent scholarly discourse posits that organizational agility is influenced not solely by technological infrastructure but also fundamentally relies on human factors, including leadership, organizational culture, and employee practices (Mourtzoupoulos et al., 2020). In this regard, state university managers, who occupy a pivotal role in the relationship of strategic formulation and operational execution, are uniquely positioned to cultivate and sustain these dynamic capabilities. They serve as critical linchpins, translating overarching organizational policies into actionable initiatives, fostering innovation, ensuring operational efficiency, and maintaining organizational resilience in the face of volatility (Fitzgerald et al., 2019). Their ability to navigate the dual imperatives of exploring new opportunities while exploiting existing resources fundamentally shapes organizational agility and directly influences institutional performance and sustainability. This duality, encapsulated within organizational ambidexterity, involves engaging in exploration—innovative endeavors like adopting emerging technologies and developing new programs—and exploitation, which focuses on refining current practices and optimizing resources for efficiency and immediate outcomes (Tushman & O'Reilly, 1996).

Despite the growing acknowledgment of the strategic significance of state university managers, existing literature predominantly examines these roles within corporate or private sector contexts, yielding limited empirical insights related to the public higher education sector, especially in developing countries such as the Philippines. While previous studies have underscored the importance of High-Performance Work Practices (HPWP), including training, performance appraisal, and employee participation, in promoting organizational agility and innovation (Nguyen et al., 2020), a discernible gap exists concerning the extent to which these practices facilitate state university managers' capacity to address ambidextrous challenges in state universities. Moreover, while HPWP have been extensively studied in corporate settings, their role in promoting agility and resilience in state universities in the Philippines, specifically in the National Capital Region (NCR), remains underexplored.

The significance of this study goes beyond the theoretical discourse by directly addressing pressing administrative challenges faced by Philippine state universities. These institutions are compelled to uphold quality education amid constrained resources and intensifying competition (Salvacion & Del Rosario, 2020; Tolentino, 2021). In the pursuit of enhancing operational efficiency and fostering innovation, it becomes imperative to understand how managers implement HPWP that cultivate organizational ambidexterity. Such strategies are essential for developing resilient organizations that can respond effectively to external disruptions, including policy shifts and economic pressures, as well as internal imperatives for modernization and quality assurance. This study situates its analysis within the specific context of Philippine higher education, acknowledging the complex regulatory, bureaucratic, and funding environments that shape managerial behaviors and institutional culture.

This study situates its analysis within the specific context of Philippine higher education, acknowledging the complex regulatory, bureaucratic, and funding environments that shape managerial behaviors and institutional culture. Given that state universities operate under governance and accountability frameworks distinct from private or corporate entities, the findings provide context-sensitive and actionable insights to facilitate effective change management, promote innovation, and strengthen organizational resilience within this sector (Sison et al., 2021; dela Cruz & Pasion, 2019). Focusing on state universities in NCR, including large multi-campus institutions with extensive staff complements and specialized universities offering targeted academic programs, this study offers a subtle understanding of managerial roles and institutional challenges. These insights hold

wider applicability across other Philippine state universities, which share common structural complexities and policy constraints affecting governance and operational practices. The following hypotheses were tested:

H_1: HPWPs do not positively influence perceived institutional agility and resilience.

H_{2a}: HPWPs do not positively influence the exploration dimension.

H_{2b}: HPWPs do not positively influence the exploitation dimension.

H_{3a}: The exploration dimension does not positively influence perceived institutional agility and resilience.

H_{3b}: The exploitation dimension does not positively influence perceived institutional agility and resilience.

H_{4a}: The exploration dimension does not mediate the effects of HPWP on perceived institutional agility and resilience.

H_{4b}: The exploitation dimension does not mediate the effects of HPWP on perceived institutional agility and resilience.

H_{5a}: Organizational culture does not moderate the effects of HPWP on the exploration dimension.

H_{5b}: Organizational culture does not moderate the effects of HPWP on the exploitation dimension.

H_6: The following leadership styles do not moderate the effects of exploration on perceived institutional agility and resilience.
a. Transformational Leadership
b. Participative Leadership
c. Transactional Leadership
d. Distributed and Shared Leadership

H_7: The following leadership styles do not moderate the effects of exploitation on perceived institutional agility and resilience.
a. Transformational Leadership
b. Participative Leadership
c. Transactional Leadership
d. Distributed and Shared Leadership

Figure 1 illustrates the research paradigm of the present study. The independent variable is a higher-order construct consisting of HPWP and its dimensions: training and development, performance appraisal, compensation administration, and employee participation. The dependent variable is also a higher-order construct comprising perceived institutional agility and resilience and its dimensions: strategic flexibility, technological readiness, and organizational learning and readiness. The paradigm also highlights five potential relationships. It shows the connection between HPWP and perceived institutional agility and resilience.

Additionally, it presents the relationship between HPWP and the OA dimensions, exploration and exploitation. The paradigm also presents the mediating role of OA dimensions on the effects of HPWP on perceived institutional agility and resilience. Furthermore, it investigates the moderating effect of ORC on the relationship between HPWP and OA dimensions. Lastly, it explores the moderating effect of leadership style on the influence of OA dimensions on perceived institutional agility and resilience.

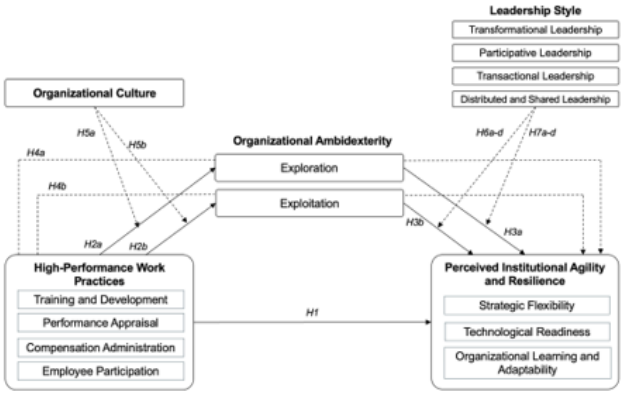

Figure 1
Research Paradigm

LITERATURES

High-Performance Work Practices. HPWP are a combination of human resource practices—such as training, rewards, and job security—that empower firms to develop human capital and enhance employee skills, motivations, and involvement in task structuring (Tawk, 2021; Gahan et al., 2021). HPWP are organized bundles that, when combined, create a multiplier effect in which each practice reinforces the effectiveness and efficacy of the others (Murphy et al., 2018). Moreover, Murphy et al. (2018) also stated that each practice not only directly enhances workforce performance but also strengthens the positive impact of the other practices. As a result, the overall effectiveness of the organization is significantly amplified. In the context of state universities, this multiplier effect remains critical despite organizational constraints such as bureaucratic rigidities, limited resources, and complex regulatory environments. These constraints may challenge standalone initiatives, but when HPWPs are implemented as integrated systems, they generate synergistic interactions that help to overcome such barriers.

HPWP drew substantial interest in organizational behavior and human resource management studies because of its link to improved organizational performance (Bakker & Albrecht, 2018). These practices may include training and development (TAD), performance appraisal (PEA), compensation administration (COM), and employee participation (EMP) (Hansaram et al., 2023).

Training and Development (TAD) are crucial activities that enhance employee performance in an organization and serve as fundamental elements for the growth and success of the organization (Oluwaseun, 2018; Zumrah et al, 2021). TAD focuses on acquiring the knowledge, skills, and abilities (KSAs) needed for specific tasks (Hammond & Churchill, 2018). Performance Appraisal (PEA) evaluate supervisors' assessments of their supervisees' job performance and allocate rewards accordingly (Cappelli & Conyon, 2018). This process acknowledges workforce accomplishments and capabilities to facilitate development (Nitika & Arora, 2020). Compensation Administration (COM) as defined by Reddy (2020), refers to the remuneration an employee receives in return for their contributions to the organization. The COM encompasses all revenues, both in currency and products, earned by employees, directly or indirectly, for the services rendered to their companies (Purwanto et al., 2020).

Employee Participation (EMP) manifests in various forms, encompassing aspects such as task direction, employee consultation, representation through designated individuals, and shared ownership mechanisms (Khalid & Nawab, 2018). Butali and Njoroge (2018) defined employee EMP as the process of employee involvement designed to provide employees with the opportunity to influence and, where appropriate, take part in decision-making on matters which affect them.

Institutional Agility and Resilience. In contemporary discourse, institutional agility and resilience are crucial for universities to thrive in today's fast-changing and often unpredictable world. These two qualities are closely connected and help institutions deal with new technology, changing rules, and the evolving needs of students and others (Olaleye et al., 2020).

Strategic Flexibility (STF) is defined as an institution’s ability to adapt its strategies, reallocate resources, and respond effectively to environmental uncertainties (Zhou & Wu, 2015). Within the higher education context, STF is particularly crucial for managers, who serve as a vital link between top administration and operational units. These managers are tasked with balancing diverse stakeholder demands, including academic and regulatory requirements, by adapting strategies at departmental or college levels (Volberda et al., 2016). Their autonomy in decision-making is instrumental in fostering both innovation and efficiency, thereby enhancing the institution's overall agility and resilience (Yin et al., 2019). Technological Readiness (TER) refers to the preparedness of an institution to adopt,

integrate, and leverage emerging technologies to enhance its core functions (Parasuraman, 2017). In the realm of higher education, this readiness is critical for managers who oversee academic programs and administrative functions, as there is an increasing reliance on digital platforms for teaching, research, communication, and data management (Meijer, 2019). Organizational Learning and Adaptability (OLA) encompass the processes through which institutions acquire knowledge, promote continuous learning, and adjust practices in response to changing circumstances (Ellonen, Wikström, & Wikström, 2017). In the university setting, managers are often responsible for cultivating a culture of learning within their units. They encourage faculty and staff to update their pedagogical, research, and administrative skills in alignment with emerging trends (Wang & Ahmed, 2017).

Organizational Ambidexterity. Ambidexterity is a crucial factor for organizations to succeed in adapting to the rapidly changing demands of markets (Batra & Dhir, 2022). Also, ambidexterity is essential for organizational growth and directly affects national development (Harjono & Soebagio, 2023). OA refers to an organization's capability to effectively manage current business demands while remaining adaptable to changes in the environment (Tariq et al., 2021). Petro et al. (2019) defined ambidexterity as the organization's ability to use structural, learning, selection, and communication techniques to address paradoxical challenges across intellectual, behavioral, technological, and procedural dimensions at various levels of the organization. Moreover, Stelzl et al. (2020) argued that OA is a crucial capability for organizations operating in turbulent environments, as it enables them to simultaneously pursue both exploitation and exploration.

Researchers have introduced the concept of OA to describe two contradictory and seemingly incompatible processes—exploration and exploitation—occurring within organizations (Brix, 2019). Exploration Dimension (EXR) is crucial for long-term survival, as it involves the development and experimentation of new business ventures (Ando et al., 2024). This process relies on accurate data to anticipate changes, creatively address customer needs, and potentially innovate new products or services (Zhang et al., 2020). Furthermore, EXR necessitates a fundamental openness and a departure from established solutions to unearth new opportunities for developing entirely new systems (Wolf et al., 2019). It entails a critical examination of existing paradigms and methodologies, fostering innovative approaches that extend beyond traditional frameworks.

Exploitation activities are essential for the gradual improvement of technologies aimed at enhancing operational efficiency and reducing associated risks, which consequently accelerates technological progress (Dranev et al., 2020). The idea of Exploitation Dimension (EXL) highlights a profound, specialized understanding within particular areas, contrasting with broader knowledge across various fields (Clauss et al., 2021). Specifically, EXL is concerned with boosting the efficiency of targeted systems, such as manufacturing facilities or automotive components, within clearly defined operational settings (Wolf et al., 2019). In addition, exploitation activities play a significant role in short-term organizational performance by optimizing and refining existing business operations (Ando et al., 2024). The ongoing enhancement of current products and processes forms the basis of EXL, maximizing resource use and aligning with present market demands (Clauss et al., 2021).

Organizational Culture (ORC). This is defined as the collective values, beliefs, norms, and practices that shape the behaviors and attitudes of employees within an institution (Schein, 2016). It functions as a social adhesive that unites members and significantly influences work performance, decision-making processes, and the receptiveness to change (Denison & Mishra, 2018).

Recent empirical studies have highlighted the moderating effect of ORC on the effectiveness of HPWP and overall organizational outcomes

(Jiang et al., 2017). Cultures that are well-aligned with HPWP enhance employees' receptivity to these practices, thereby fostering OA, which in turn improves institutional agility and resilience (Denison, Hooijberg, & Quinn, 2018). Conversely, cultures characterized by resistance to change or a strong emphasis on hierarchical control can undermine the potential benefits of innovative work practices, thereby constraining managers' ability to respond flexibly in dynamic environments (Naranjo-Valencia et al., 2019).

Leadership Styles. Leadership style is a crucial factor that influences the performance of managers, especially within the complex structures of higher education institutions. Managers serve as essential intermediaries between top management and operational staff, balancing diverse roles that require both administrative skills and interpersonal abilities. The impact of leadership style on their managerial effectiveness is significant, particularly as they navigate the complexities of academic environments (Ren et al., 2016).

Recent empirical studies indicate a direct correlation between the leadership styles of managers and employee motivation, innovation, and overall organizational performance. Transformational leadership (TRL) has emerged as a particularly effective approach in academic settings, empowering managers to cultivate creativity and adaptability amid turbulent institutional landscapes (Ren et al., 2016). Transformational leaders are known for their ability to articulate a compelling vision, promote intellectual stimulation, and provide individualized support, thereby enhancing state university managers' capabilities to engage in both exploration (innovation-driven activities) and exploitation (refinement of existing processes)—two critical components of organizational flexibility.

Participative leadership (PAL), on the other hand, which focuses on consultation and shared decision-making, enables state university managers to build trust and align teams with strategic objectives. This style is especially relevant in public academic institutions where collaboration across diverse academic and administrative units is essential for institutional adaptability (Gupta et al., 2018). In contrast, transactional leadership (TNL), which prioritizes task completion, reward systems, and structured processes, primarily supports exploitation by enhancing operational efficiency and sustainability (Liu et al., 2017). Striking a balance between transformational and TNL is crucial for fostering institutional agility, particularly in state universities.

Within the higher education landscape, state university managers face unique challenges due to their dual academic-administrative roles and the complexities of their institutions. Research by Bolden et al. (2019) underscores the growing importance of distributed and shared leadership (DSL) approaches. Managers who adopt these collaborative styles facilitate knowledge sharing, enhance organizational learning, and contribute to resilience-building—crucial elements of agility in the evolving educational context. Furthermore, culturally contextualized leadership studies conducted in the Philippines highlight the need for adaptable TRL styles that resonate with local values, such as collectivism and relational harmony (Lumba, 2017). This alignment allows state university managers to effectively navigate bureaucratic constraints while promoting innovation and encouraging active participation among faculty and staff.

METHODS

Design. The present study employed a quantitative research design that utilizes a moderation and mediation model, analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM).

Descriptive analysis was also used to describe the state university managers' assessment of their HPWP and its dimensions, PIAR and its aspects, OA dimensions, organizational culture, and leadership styles. Moreover, mediation analysis was used to assess the mediation effects of organizational ambidexterity dimensions - exploration and exploitation - on the influence of HPWP on PIAR. Furthermore,

moderation analysis was used to assess the moderation effect of organizational culture on the influence of HPWP on OA dimensions. Moderation analysis was also used to assess the moderation effects of the identified leadership styles on the influence of OA dimensions on PIAR.

Population and Sampling. Managers from state universities in NCR were the target population of this study. To ensure data privacy, the state universities involved in this study were referred to as State University 1 (SU1), State University 2 (SU2), and State University 3 (SU3). Utilizing G*Power software, the researcher computed a minimum sample size of 118 for a statistical model with seven predictors. This calculation was based on a medium effect size (f2 = 0.15), a significance level (α) of 0.05, and a power of 0.80. To mitigate the concerns associated with multicollinearity, the researcher employed a sample size of 127 respondents.

Instrumentation. The researcher employed a structured, researcher-designed survey questionnaire to collect quantitative data from the target respondents. The instrument was administered through both digital (via Google Forms) and traditional print formats to accommodate respondent accessibility and preference. The first section of the questionnaire gathers the respondents' demographic and professional profile data, including variables such as sex, age, marital status, monthly family income, educational attainment, employment status, position/designation within the organization, and years of service. The second section assesses the construct of HPWP, which is subdivided into four core components: training and development (6 items), performance appraisal (5 items), compensation administration (5 items), and employee participation (3 items). The third section evaluates perceived institutional agility and resilience, encompassing three dimensions: strategic flexibility (5 items), technological readiness (4 items), and organizational learning and adaptability (6 items). The fourth section examines organizational ambidexterity, which includes two subcomponents: exploration and exploitation, each consisting of four items. The fifth section explores constructs related to organizational culture consist of three items. The sixth section assesses the respondent's leadership styles: transformational leadership (4 items), participative leadership (4 items), transactional leadership (6 items), and distributed and shared leadership (4 items).

All items within the questionnaire were measured using a 5-point Likert scale. The scale ranges from 1 (strongly disagree) to 5 (strongly agree), allowing for a quantifiable assessment of respondents' perceptions across the different dimensions of the study.

Data Analysis. The researcher utilized Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the complex relationships among HPWP, PIAR among state university managers within NCR. PLS-SEM is appropriate for this study because it can handle reflective-formative higher-order constructs effectively, ensuring precise modeling of the multifaceted constructs involved.

RESULTS

Direct Effects

Influence of High-Performance Work Practices towards Perceived Institutional Agility and Resilience. The results showed that HPWP positively influences PIAR, as evidenced by a beta coefficient (β) of 0.536 and a p-value of 0.000. This finding suggests that HPWP plays a strong and direct role in enhancing state university managers' perceptions of their institution's agility and resilience. Institutions that invest in comprehensive HPWP tend to create an environment that enhances adaptability and responsiveness to changing circumstances. Managers view these institutions as better equipped to navigate challenges, demonstrating true institutional agility and resilience. Hammond and Churchill (2018) and Oluwaseun (2018) highlight the crucial role of HPWP in facilitating such capabilities. TAD initiatives provide employees with updated knowledge and skills, which not only enhance competence but also boost

confidence. This, in turn, promotes both individual and organizational resilience. Additionally, PEAs act as constructive feedback mechanisms that identify strengths and areas for development, driving continuous improvement and ensuring better alignment with institutional goals (Cappelli & Conyon, 2018). Together, these practices cultivate a workforce that can effectively respond to external shocks and evolving demands.

Moreover, these findings support the AMO theory. The enhancement of state university managers' capabilities through targeted training, boosting motivation through effective performance appraisal and rewards, and fostering opportunities for participative decision-making are fundamental to the AMO Theory (Boxall & Purcell, 2022). This highlights how HPWP fosters dynamic organizational capabilities, which are essential for adaptability and resilience in higher education institutions. Moreover, this also highlights the vital role of integrated human resource practices in fostering agile and responsive organizational cultures (Hansaram et al., 2023; Tawk, 2021).

Influence of High-Performance Work Practices towards Organizational Ambidexterity Dimensions. The results also show a significant connection between HPWP and EXR. The beta coefficient of 0.648, with a p-value of 0.000, indicates a strong positive effect that is statistically significant. This means that improved implementation of HPWP significantly enhances EXR activities among managers in state universities. This finding suggests that HPWP effectively encourages state university managers to engage in exploratory behaviors, such as pursuing innovative research, experimenting with new technologies, and sharing fresh ideas. Rathnaweera and Jayatilake (2021) and Hansaram et al. (2023) emphasized that HPWP serves as a crucial enabler of OA, particularly in the exploratory dimension. It empowers employees by enhancing their skills fostering participative work environments. These help build employee resilience and adaptability, allowing managers to navigate the complexities and uncertainties of academic environments (Cooke et al., 2019).

The results presented in Table 1 also demonstrate the direct effects of HPWP on EXL. The beta coefficient (β) is 0.600 with a p-value of 0.000, indicating a strong, positive, and significant effect of HPWP on EXL among managers in state universities. This finding suggests that comprehensive HPWP effectively helps state university managers to focus on operational excellence through well-established processes. The high significance stresses that HPWP is a vital predictor of exploitation activities, which emphasize continuous improvement and institutional routine enhancements.

Table 1
Hypothesis Testing

	β	Mean	Std. Deviation	T statistics	P values	Decision
Direct effects						
HPWP → PIAR	0.536	0.530	0.091	5.906	0.000	Reject H_o
HPWP → EXR	0.648	0.660	0.104	6.253	0.000	Reject H_o
HPWP → EXL	0.600	0.605	0.078	7.678	0.000	Reject H_o
EXR → PIAR	0.290	0.291	0.106	2.733	0.006	Reject H_o
EXL → PIAR	0.115	0.118	0.107	1.071	0.284	Failed to Reject H_o
Indirect effects						
HPWP → EXR → PIAR	0.188	0.191	0.076	2.486	0.013	Reject H_o
HPWP → EXL → PIAR	0.069	0.071	0.066	1.046	0.295	Failed to Reject H_o
ORC x HPWP → EXR	-0.005	-0.003	0.032	0.150	0.881	Failed to Reject H_o
ORC x HPWP → EXL	-0.013	-0.010	0.031	0.412	0.680	Failed to Reject H_o
TRL x EXR → PIAR	-0.268	-0.256	0.272	0.987	0.324	Failed to Reject H_o
PAL x EXR → PIAR	0.040	0.072	0.193	0.205	0.838	Failed to Reject H_o
TNL x EXR → PIAR	0.093	0.107	0.194	0.478	0.633	Failed to Reject H_o
DSL x EXR → PIAR	0.309	0.249	0.241	1.285	0.199	Failed to Reject H_o
TRL x EXL → PIAR	0.197	0.176	0.266	0.741	0.459	Failed to Reject H_o
PAL x EXL → PIAR	0.000	-0.013	0.197	0.001	1.000	Failed to Reject H_o
TNL x EXL → PIAR	-0.041	-0.075	0.196	0.210	0.834	Failed to Reject H_o
DSL x EXL → PIAR	-0.314	-0.244	0.245	1.283	0.200	Failed to Reject H_o

Legend: HPWP = High-Performance Work Practices; PIAR = Perceived Institutional Agility and Resilience; EXR = Exploration; EXL = Exploitation; ORC = Organizational Culture; TRL = Transformational Leadership; PAL = Participative Leadership; TNL = Transactional Leadership; DSL = Distributed and Shared Leadership

Both EXR and EXL activities are essential for organizational sustainability (Rashid et al., 2019; O'Donohue & Nelson, 2017). By offering systematic training and continuous learning opportunities, HPWP enhances employees' abilities to perform tasks efficiently and meet institutional standards. This approach fosters an environment conducive to incremental innovation and operational improvement (Hammond & Churchill, 2018; Oluwaseun, 2018). Additionally, HPWP encourages participative decision-making opportunities, creating an organizational climate that promotes experimentation and continuous learning. This approach aligns with the OA dimensions by enhancing both EXR and EXL.

By stimulating these dimensions, HPWPs empower organizations to achieve a balance between adaptability and stability. Consequently, this study affirms the AMO framework's focus on integrated human resource practices as essential drivers of organizational ambidexterity, which is vital for maintaining institutional effectiveness in volatile and complex environments (Hansaram et al., 2023; Rashid et al., 2019).

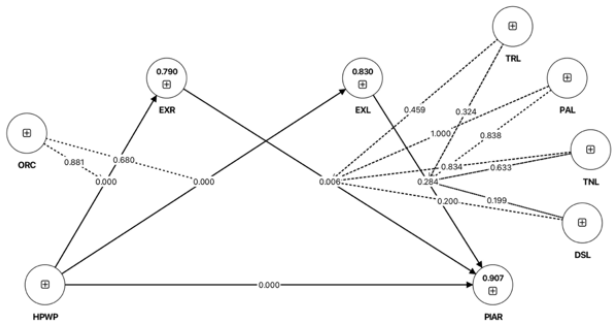

Figure 2
Structural Model

Influence of Organizational Ambidexterity Dimensions towards Perceived Institutional Agility and Resilience. Table 1 also exhibits the hypothesis testing for the effects of EXR on PIAR. The beta coefficient (β) for EXR → PIAR is 0.290 with a p-value of 0.006. Since the p-value is less than the conventional 0.05 threshold, the null hypothesis is rejected, indicating that the relationship is statistically significant and positive. This implies that increased engagement in exploratory activities by state university managers positively influences their perception of the institution's agility and resilience. This finding signifies that when managers receive support from their universities to engage in exploratory innovation, it stimulates a greater institutional capacity to adapt flexibly to environmental changes and challenges. These exploration activities enhance the ability of organization's ability to recognize emerging opportunities and threats, in doing so, strengthening its agility and resilience.

The assessment of how EXL influences PIAR is also presented in Table 1. The findings show that the beta coefficient (β) is 0.115, with an average value of 0.118. Additionally, the p-value is 0.284. Since the p-value exceeds the significance threshold of 0.05, the null hypothesis is not rejected. This suggests that the relationship between EXL and PIAR is not statistically significant. The non-significant effect indicates that EXL does not have a direct and substantial impact on state university managers' perceptions of their institution's agility and resilience.

EXL is centered on improving efficiencies, scaling effective practices, and optimizing workflows, rather than fostering innovative changes. This implies that while EXL plays a vital operational role, it is insufficient on its own to drive perceptions of institutional agility and adaptability in state universities. State university managers' perceptions of agility and resilience may therefore rely more strongly on innovative, exploratory activities rather than the continued improvement of existing processes alone. Moreover, an excessive focus on EXL can lead to organizational inflexibility and a competency trap, which diminishes the organization's ability to adapt to changing environments. Heavey et al. (2015) argued that organizations that rely too heavily on EXL may hinder innovation and renewal, both of which are essential for maintaining agility and resilience. Therefore, focusing on EXL alone may not be enough to effectively drive these institutional capabilities.

Indirect Effects

The Mediation Effect of Organizational Ambidexterity Dimensions towards High-Performance Work Practices and Perceived Institutional Agility and Resilience. Based on the results of the mediation analysis of EXR in the effects of HPWP and PIAR, the path HPWP → EXR → PIAR has a beta coefficient (β) of 0.188 and a p-value of 0.013, indicating that this mediation effect is statistically significant, leading to the rejection of the null hypothesis. This implies that EXR mediates the effects of HPWP to PIAR. The mediation analysis results for EXR concerning the effects of HPWP and PIAR indicate a mediation path represented by HPWP → EXR → PIAR. This path has a beta coefficient (β) of 0.188 and a p-value of 0.013,

demonstrating that the mediation effect is statistically significant. Consequently, we can reject the null hypothesis. This suggests that EXR serves as a mediator between HPWP and PIAR. The findings indicate that implementing HPWP in state universities not only enhances institutional agility and resilience but primarily does so by encouraging exploration. This enables the institution to adopt innovative strategies, discover new solutions, and proactively adapt to evolving educational environments, ultimately strengthening organizational flexibility and endurance. Likewise, Teece (2016) claimed that organizations capable of exploratory learning are better equipped to sense and seize new opportunities while managing risks, resulting in enhanced agility and resilience. Junni et al. (2015) found that EXR contributes to improved organizational performance by fostering innovation, which supports institutional longevity and success.

The mediation analysis regarding the role of EXL in the effects of HPWP on PIAR is also presented. The results indicated that the indirect effect of the path HPWP → EXL → PIAR had a beta coefficient (β) of 0.069 and a p-value of 0.295, which exceeds the 0.05 threshold. Thus, we cannot reject the null hypothesis, suggesting that EXL does not mediate the relationship between HPWP and PIAR. This indicates a nonsignificant mediation effect of EXL. The findings imply that while HPWP positively influences exploitation activities, these efforts do not significantly mediate the effect of HPWP on PIAR in a statistically meaningful way. Essentially, EXL by itself does not provide the advantages of HPWP needed to enhance the PIAR in state universities. This indicates that while optimization and efficiency-focused activities are necessary, they are not enough to fully clarify how HPWP contributes to improving institutional agility and resilience.

The limited mediation effect of EXL indicates that institutions might need to emphasize more on exploratory and innovation-oriented processes to achieve agility and resilience, as flexibility and adaptability are more closely linked to exploratory initiatives than to exploitation-focused routines. March (1991) highlighted the distinction between exploration and exploitation. These activities, while different, are complementary and essential for growth. When organizations overly focus on exploitation, they may fall into competency traps, becoming rigid and less adaptive to environmental shifts (Levinthal & March, 1993). Heavey et al. (2015) specified that excessive reliance on exploitation can stifle organizational learning and adaptation, potentially threatening long-term success. O'Reilly and Tushman (2013) stated that embracing OA skillfully balances exploration and exploitation, recognizing that exploration is often the key to unlocking dynamic capabilities like agility and resilience.

The Moderation Effect of Organizational Culture towards High-Performance Work Practices and Organizational Ambidexterity Dimensions. As reported in Table 1, the moderation effect of ORC on the influence of HPWP on EXR is found to be statistically insignificant in this study. The beta coefficient for the interaction term ORC x HPWP → EXR is -0.005, indicating a small negative effect, but this coefficient is close to zero. Additionally, the p-value of 0.881 far exceeds the typical significance threshold of 0.05, leading to a failure to reject the null hypothesis. This suggests that organizational culture does not meaningfully moderate how HPWP influences exploration activities within organizations. Research indicates that though organizational culture is important for innovation and organizational behavior, its moderating effects may be limited or depend heavily on specific cultural dimensions or contextual variables (Nguyen et al., 2020).

The moderation effect of ORC on the influence of HPWP on EXL is also presented in Table 1. The results indicate that the moderation effect of ORC on the relationship between HPWP and EXL is not statistically significant. The beta coefficient for the interaction term ORC x HPWP → EXL is -0.013, indicating a negative but very small moderating effect. The associated p-value is 0.680, which is significantly higher than the 0.05 threshold for significance. As a result, we fail to reject the null hypothesis. This indicates that organizational culture does not

significantly affect how HPWP influences exploitation activities. The negative beta coefficient suggests a minor weakening effect of organizational culture on the relationship between HPWP and EXL; however, the lack of statistical significance means that this potential effect is likely due to chance and should not be considered meaningful. Moreover, the impact of HPWP on exploitation remains relatively stable, regardless of variations in organizational culture.

From a theoretical standpoint, Denison, Hooijberg, and Quinn (2018) posit that adaptive cultures are crucial in fostering exploration and, by extension, organizational agility and resilience. However, the culture in many state universities tends to be deeply embedded with bureaucratic or hierarchical features marked by formal rules, standardized procedures, and resistance to rapid change (Hansaram et al., 2023; Murphy et al., 2018). These characteristics may serve as cultural constraints that diminish or even eliminate the positive effects of culture on the relationship between HPWP and OA. As a result, even if HPWPs are implemented effectively, their ability to foster innovative exploration or efficient exploitation could be limited by cultural factors that tend to be static or fragmented. Additionally, culture is a complex and multifaceted concept that is often challenging to measure, especially within public institutions where various subcultures exist and change is generally slow (Agote et al., 2016). The lack of significant moderation may suggest that other factors—such as leadership styles, organizational structure, or resource availability—might have a greater influence on how HPWPs lead to ambidextrous behaviors (Raisch & Birkinshaw, 2008).

The Moderation Effect of Leadership Styles towards Organizational Ambidexterity Dimensions and Perceived Institutional Agility and Resilience. The results indicate that there are no statistically significant moderating effects of any leadership styles on the effects of EXR and EXL on PIAR. All p-values are above 0.05, leading to the finding that the null hypotheses, which state that there is no moderation, cannot be rejected. This suggests that, while leadership styles such as TRL, PAL, TNL, and DSL are recognized as influential approaches, none of these styles significantly alters the strength or direction of the impact that EXR or EXL has on PIAR among managers in state universities. This finding implies that although leadership styles may have a direct influence on organizational outcomes or employee behavior, their role as moderators between activities of OA and institutional agility/resilience is limited in this context. One possible explanation is that ambidexterity processes operate relatively independently, meaning engagement in EXR or EXL directly influences agility and resilience, regardless of specific leadership behaviors.

The tested leadership styles were hypothesized to moderate the impact of OA dimensions on PIAR but similarly failed to show significant moderating effects. Qualitatively, this outcome can be understood by considering the nature of leadership in state universities.

First, the study's descriptive data reveal that managers generally endorse leadership qualities such as valuing team opinions (PAL) and promoting collective decision-making (DSL), yet the lowest mean scores were associated with promoting environments for innovation and collective leadership. This suggests that while managers espouse positive leadership intentions, there may be practical constraints or cultural inertia limiting the actual enactment of these leadership styles to the degree needed to moderate OA effects. Second, transformational and participative leadership styles are often associated with stimulating innovation and adaptability (Bolden et al., 2019), but in the context of state universities, entrenched bureaucratic processes and rigid policies may weaken leaders' influence on the agility and resilience outcomes through OA. The inherently dual demands of exploration and exploitation might be managed effectively through existing managerial competencies or institutional routines, regardless of leadership style variations. Third, transactional leadership may primarily influence routine exploitative activities rather than the dynamic exploratory activities driving institutional agility (Hammond

& Churchill, 2018). Hence, its role as a moderator could be limited in scope and effect size in this setting. Fourth, while distributed and shared leadership theoretically promote collective efficacy and organizational resilience (Tawk, 2021), their effectiveness depends heavily on the institutional readiness to decentralize authority and embrace shared responsibilities. The marginally lower endorsement of enabling collective decision-making reflects potential gaps in promoting an environment mature enough for such leadership to exert a moderating effect.

DISCUSSION

Based on the findings discussed above, the researcher has concluded that state university managers perceive training and development initiatives as highly effective and beneficial, reflecting strong institutional commitment to their professional growth. They regard performance appraisal processes positively, appreciating their fairness, clarity, and regularity, which foster trust and accountability. Compensation packages are also viewed favorably, indicating fairness and motivation in compensation administration. Additionally, there is notable support for employee participation in organizational decision-making and innovation, suggesting managers feel empowered to contribute ideas and feedback. Among these factors, training and development stand out as the most effective in enhancing institutional agility and resilience.

Managers view their universities as possessing strong strategic flexibility, which enables them to adapt effectively to changing conditions. They recognize technological preparedness through modern tools that facilitate the work of managers and staff. Furthermore, universities cultivate a culture of organizational learning and adaptability that promotes continuous improvement and responsiveness.

Managers identify their institutions as committed to fostering exploratory initiatives that drive innovation and new knowledge development. At the same time, they perceive a successful leveraging of existing strengths by optimizing and streamlining operations. This balance between exploration and exploitation reflects a strategic approach that supports both innovation and efficiency within the universities.

The organizational culture in the universities is viewed positively by managers, who emphasize a collaborative, respectful, and value-driven environment. This culture supports social cohesion, shared goals, and ethical interactions among members.

Managers perceive themselves as effective transformational leaders who inspire and motivate their teams by clearly communicating the university's vision. They demonstrate strong commitment to fostering creativity, innovation, and professional growth, aligning with transformational leadership's role in driving organizational adaptability and team empowerment. In terms of participative leadership, managers encourage open dialogue and collective decision-making, promoting inclusivity. Their transactional leadership focuses on defining roles, setting expectations, and monitoring performance to maintain accountability and operational efficiency. Through distributed and shared leadership, managers exhibit flexibility and empowerment by promoting collaboration, delegating authority, and encouraging collective ownership of tasks and decisions.

Exploration significantly mediates the effects of HPWPs on perceived institutional agility and resilience, enhancing these outcomes primarily by encouraging innovative, adaptable, and proactive responses to changing environments. In contrast, exploitation does not significantly mediate this relationship; while HPWPs positively impact exploitative activities, these alone do not sufficiently explain how HPWPs improve agility and resilience.

Organizational culture does not significantly moderate the effects of HPWPs on the exploration or exploitation dimensions of organizational ambidexterity.

Finally, leadership styles do not significantly moderate the effects of exploration and

exploitation on perceived institutional agility and resilience among state university managers.

Based on the presented findings and conclusions, the researcher recommends that state universities may invest in tailored training programs addressing specific managerial and administrative needs unique to higher education. This involves conducting training needs assessments to identify priorities, collaborating with experts to design interactive workshops, and organizing peer learning groups supported by leadership action learning projects that apply theoretical knowledge to real institutional challenges. Additionally, leadership and management development programs may be conducted to enhance managers' capabilities in strategic leadership and governance, human capital development, financial prudence, and stakeholder engagement. Such programs would cover topics including understanding the Philippine higher education landscape, ethical leadership, human resource management, research culture cultivation, fiscal management, and building strong university-industry-government-community linkages.

To improve performance appraisal systems, the universities may enhance transparency and fairness by clearly communicating evaluation criteria and providing regular feedback opportunities. This can be achieved through accessible communication channels such as online portals or briefing forums, establishing feedback loops with managers, and offering training to help university leaders navigate compensation and evaluation systems confidently. Furthermore, the universities are encouraged to conduct qualitative follow-up studies or detailed surveys to identify barriers to compensation transparency, with the aim of informing targeted interventions and fostering open communication practices.

Facilitating knowledge sharing and collaborative problem-solving is another key recommendation, which can be supported by creating innovation forums, digital suggestion platforms, and decision-making committees. Scheduling quarterly innovation forums alongside digital idea submission tools monitored by designated committees could encourage active manager participation and cross-unit collaboration. Embedding these initiatives into regular management review meetings will help sustain momentum.

The use of digital platforms for process monitoring and virtual coaching may also be considered to support HPWPs. Integrating coaching tools into existing human resource or information systems, conducting training sessions for data-driven decision-making, and establishing technical support teams will facilitate continuous use and adaptation by managers.

State universities may benefit from developing research innovation centers or offering project grants that promote exploratory initiatives alongside structured process improvements. Providing time and resources for experimentation, setting up recognition programs for successful projects, and encouraging collaboration across functional units within these centers can cultivate a culture of innovation and agility.

Prioritizing innovation-focused initiatives is vital; thus, universities may allocate resources and time for experimentation, establish innovation hubs, and incentivize risk-taking through recognition programs, grants, and pilot portfolios to prioritize impactful projects. Streamlined policies developed with collaborative engagement can further nurture a risk-tolerant and innovative environment.

The implementation of integrated programs that address organizational culture and leadership development simultaneously is recommended, as these elements are closely interconnected. Utilizing data-driven approaches can facilitate continuous improvement. This inclusive method fosters diverse perspectives and encourages a strong sense of ownership among members of the university community.

Lastly, future researchers may also conduct similar studies using different intervening

variables, such as exploring leadership trust, psychological safety and empowerment, organizational commitment, communication effectiveness, change readiness and management, organizational justice, and work-life integration. It is also recommended to adapt the instrument for private institutions.

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