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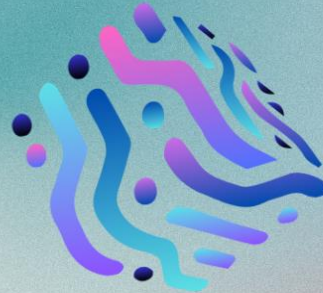
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Intersecta Minds Journal Scopes and Aims

Welcome to ***Intersecta Minds Journal***, a multidisciplinary journal platform dedicated to fostering intellectual exploration and advancing knowledge in the realms of Social Science, Arts and Humanities, Business, Management, and Education. Our mission is to provide a space for scholars, researchers, and practitioners to share their insights, engage in interdisciplinary discourse, and contribute to the vibrant tapestry of human understanding. Here are the scopes and aims that define our commitment to excellence.

Intersecta Minds Journal is a Peer-Reviewed Journals and Full Open Access journal, published via publisher platforms, in full open access journals by 3 peer reviewers for every article.

Scopes:

1. Interdisciplinary Discourse:

We encourage submissions that bridge the gaps between traditional academic disciplines, fostering a rich exchange of ideas and perspectives. Interdisciplinary research is at the core of our journal, reflecting the interconnected nature of human experience.

2. Social Science Exploration:

Our journal welcomes contributions that delve into the complexities of human societies, exploring topics such as sociology, psychology, anthropology, economics, political science, and more. We aim to showcase research that deepens our understanding of societal structures, dynamics, and challenges.

3. Arts and Humanities Inquiry:

Creativity and culture are integral aspects of the human experience. We invite submissions that explore literature, philosophy, history, fine arts, and other facets of the humanities. This includes critical analyses, theoretical frameworks, and artistic expressions that contribute to the intellectual landscape.

4. Global Perspectives:

Intersecta Minds Journal is committed to representing diverse global perspectives. We seek submissions that address issues on a global scale, fostering cross-cultural dialogue and understanding. Our goal is to create a truly international platform for the exchange of ideas.

5. Emerging Trends and Innovations:

We are dedicated to staying at the forefront of academic exploration. Manuscripts that shed light on emerging trends, innovative methodologies, and groundbreaking theories are particularly encouraged. Intersecta Minds Journal aims to be a hub for cutting-edge research and forward-thinking scholarship.

Aims:

1. Knowledge Dissemination:

We strive to disseminate high-quality, peer-reviewed research to a global audience. By publishing a diverse range of articles, we contribute to the democratization of knowledge and the accessibility of academic insights.

2. Facilitating Dialogue:

Intersecta Minds Journal aims to create a dynamic space for scholarly dialogue. We host a platform where authors can engage with their peers, fostering meaningful discussions that transcend disciplinary boundaries.

3. Supporting Emerging Scholars:

As part of our commitment to nurturing academic talent, we actively encourage submissions from emerging scholars and graduate students. We believe in providing a supportive environment for the next generation of thinkers to showcase their work.

4. Promoting Ethical Scholarship:

We adhere to the highest standards of ethical conduct in research and publication. Our aim is to promote integrity, transparency, and responsible scholarship throughout the academic community.

5. Contributing to Social Progress:

Intersecta Minds Journal recognizes the role of research in driving positive social change. We aim to publish work that not only advances academic understanding but also contributes to the betterment of societies and communities worldwide.

Key Areas of Interest:

1. Social Science: Sociology, Political Science, Economics, and Social Policy.
2. Business Administration: Management, Entrepreneurship, Marketing, and Corporate Social Responsibility.
3. Education: Educational Research, Pedagogy, and Curriculum Development.
4. Humanity: Anthropology, Sociology, Cultural Studies, Linguistics, and Archaeology.
5. Arts: Visual Arts, Performing Arts, Literature, and Aesthetics.
6. Psychology: Psychology in Management, Psychological Research, Behavioral Science, and Mental Health Studies.
7. Political Science and Policy: Government Studies, International Relations, and Public Policy.

Mission:

At Intersecta Minds Journal, our mission is to create a vibrant nexus where scholars, researchers, and practitioners converge to explore the multifaceted dimensions of the human experience. We strive to facilitate a rich exchange of ideas, nurture emerging talent, and contribute to the advancement of society through ethical and impactful scholarship.

Distinctive Features:**1. Interdisciplinary Nexus:**

We take pride in being a catalyst for interdisciplinary research, recognizing the interconnected nature of human phenomena. Our platform welcomes contributions that transcend traditional academic silos, encouraging a holistic understanding of complex societal issues.

2. Global Perspectives:

Intersecta Minds Journal serves as a global hub for diverse perspectives. We actively seek submissions that reflect the rich tapestry of global cultures, providing a comprehensive view of the challenges, triumphs, and innovations shaping societies worldwide.

3. Innovative Scholarship:

Embracing the spirit of exploration, we prioritize cutting-edge research, emerging trends, and innovative methodologies. Our commitment to staying at the forefront of academic discourse ensures that our readers are exposed to the latest developments in Social Science, Arts, and Humanities.

4. Engaging Dialogue:

Beyond being a repository of knowledge, Intersecta Minds Journal is a dynamic forum for scholarly dialogue. We foster an environment where authors and readers can engage in meaningful conversations, promoting a culture of collaboration and exchange.

5. Support for Emerging Scholars:

As part of our commitment to nurturing the next generation of thinkers, we actively encourage submissions from emerging scholars and graduate students. We believe in providing a supportive platform for early-career academics to showcase their work and contribute to the academic community.

Our Commitment:

1. Excellence in Publication:

Intersecta Minds Journal upholds rigorous standards of peer review, ensuring that published content meets the highest levels of academic excellence. Our commitment to quality extends to every facet of the publication process.

2. Ethical Scholarship:

We are unwavering in our commitment to upholding the highest ethical standards in research and publication. Authors, reviewers, and editors alike adhere to principles of integrity, transparency, and responsible scholarship.

3. Community Building:

Beyond the pages of our journal, we aim to build a global community of intellectuals. Intersecta Minds Journal serves as a catalyst for forging connections, fostering collaborations, and establishing a network of scholars committed to advancing knowledge.

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Join us on this intellectual journey as we navigate the intersections of minds, explore the nuances of human experience, and contribute to the ever-evolving landscape of Social Science and Management Science. Intersecta Minds Journal: Where Ideas Converge, Minds Intersect, and Knowledge Flourishes.

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CONTENTS

Relationship Management and Its Association with Organizational Outcomes: An Empirical Study Aftab Ali*	1-18
Personnel Management and Its Effect on Organizational Efficiency in the Era of Disruption Chia Ching Lee*	19-32
An Approach to Nonlinear Time in the Short Stories of Gabriel García Márquez Through the Middle Way of the Majjhima Nikāya Bui Quynh Huong*	33-50
Factors of Managerial Decision-Making in the Age of Artificial Intelligence Suman Raja Bajracharya*	51-66
The Impact of Education on Pedagogical Theory and Practice Jantima Shangphare*	67-79



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SOCIAL SCIENCE, ARTS & HUMANITIES,
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Editor's Introduction

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The dynamic world of Intersecta Minds Journal, a scholarly hub committed to intellectual exploration and the advancement of knowledge across the realms of Social Science, Arts and Humanities, Business, Management, and Education. In expressing our gratitude for your continued support, we invite you to delve into the distinctive scopes and aims that define our journal. Thank You to Authors, we extend our sincere appreciation to the authors whose rigorous contributions enrich the diverse landscape of Intersecta Minds Journal. Your commitment to interdisciplinary scholarship forms the essence of our vibrant academic community. Thank You to Readers, to our esteemed readers, thank you for choosing Intersecta Minds as your source of knowledge and inspiration. Your engagement and curiosity fuel the transformative power of scholarly dialogue, and we invite you to immerse yourselves in the rich and thought-provoking content that awaits. Thank You to Pre-Reviewers, a special acknowledgment goes to our diligent pre-reviewers. Your meticulous assessments ensure the scholarly excellence that characterizes Intersecta Minds Journal. Your dedication significantly contributes to the high standards we uphold. Scopes and aims of Intersecta Minds Journal is not just a publication; it is a dynamic platform with specific focuses that guide our commitment to excellence.

Intersecta Minds Journal is a collaborative endeavor, and we invite you to be part of this intellectual exploration. As we delve into specific areas of interest, we anticipate a continuing exchange of ideas, insights, and discoveries that will shape the future discourse.

Thank you for being an integral part of Intersecta Minds Journal. Your contributions, engagement, and intellectual curiosity are the cornerstones of our thriving community.

Warm regards,



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Relationship Management and Its Association with Organizational Outcomes: An Empirical Study

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Original Research Articles

Relationship Management and Its Association with Organizational Outcomes: An Empirical Study

Aftab Ali¹

Abstract

This study examined the relationship between relationship management and organizational effectiveness using a quantitative correlational research design. Relationship management was conceptualized as a multidimensional construct consisting of trust, commitment, communication, and mutual satisfaction, while organizational effectiveness was assessed in terms of goal achievement, adaptability, and operational efficiency. Data were collected from 300 respondents selected through simple random sampling from a population of 1,200 organizational members. A structured 25-item questionnaire using a five-point Likert scale was employed as the research instrument. Content validity was confirmed by experts, yielding an overall Index of Item-Objective Congruence of 0.86, and reliability analysis demonstrated excellent internal consistency with a Cronbach's alpha coefficient of 0.97. Descriptive statistics were used to examine the levels of relationship management and organizational effectiveness, while Spearman's rank correlation coefficient was applied to analyze relationships among variables. The findings revealed that relationship management and organizational effectiveness were both perceived at high levels. Moreover, all relationship management factors were positively and significantly correlated with organizational effectiveness, leading to the rejection of the null hypothesis. The results highlight the importance of relationship-centered management practices as a key mechanism for enhancing organizational effectiveness.

Keywords: Relationship Management, Association, Organizational Outcomes

Introduction

In contemporary organizations, effective management of relationships with internal and external stakeholders has become a critical determinant of organizational success. As organizations operate in increasingly complex, competitive, and uncertain environments, the quality of relationships among employees, management, and stakeholders plays a vital role in

shaping organizational performance and long-term sustainability. Relationship management has thus emerged as a strategic function rather than a purely supportive or interpersonal activity.

Relationship Management Theory emphasizes that organizational success depends on the organization's ability to establish, maintain, and enhance long-term relationships characterized by trust, commitment, communication, and mutual satisfaction (Ledingham & Bruning, 2000). These relational dimensions contribute to cooperation, reduced conflict, and shared understanding, which are essential for achieving organizational goals. When relationships are managed effectively, stakeholders are more likely to demonstrate loyalty, engagement, and willingness to contribute beyond formal role expectations. From a theoretical perspective, Social Exchange Theory further explains how organizational relationships operate through reciprocal interactions in which individuals evaluate benefits and costs over time (Blau, 1964). Positive relationship management practices foster perceptions of fairness and mutual benefit, encouraging stakeholders to reciprocate with higher levels of commitment, cooperation, and performance. In organizational contexts, such reciprocal exchanges strengthen organizational cohesion and effectiveness.

Previous empirical studies have consistently shown that relationship management positively influences key organizational outcomes, including employee engagement, organizational commitment, and overall effectiveness (Grunig & Huang, 2000; Morgan & Hunt, 1994). Trust and communication have been identified as central predictors of relational stability, while commitment enhances long-term goal alignment and organizational resilience. Mutual satisfaction, as an outcome of sustained positive interactions, reflects the overall quality of organizational relationships. Despite the growing recognition of relationship management as a strategic resource, empirical studies examining its relationship with organizational effectiveness using non-parametric statistical approaches remain limited. Therefore, this study aims to investigate the level of relationship management within the organization, examine perceived organizational effectiveness, and analyze the relationship between relationship management factors and organizational effectiveness using Spearman's rank correlation coefficient.

Objective

1. To study the level of relationship management within the organization.
2. To examine the level of organizational effectiveness as perceived by respondents.
3. To analyze the relationship between relationship management factors and organizational effectiveness using Spearman's rank correlation coefficient.

Literature Review and Theoretical Framework

Relationship Management Theory

Relationship Management Theory provides a foundational perspective for understanding how organizations build and sustain effective relationships with their stakeholders. The theory emphasizes that organizational success is not solely determined by economic transactions or

structural efficiency, but rather by the quality of relationships developed between organizations and their internal and external stakeholders (Ledingham & Bruning, 2000). From this perspective, relationships are viewed as strategic assets that require continuous cultivation, assessment, and improvement.

Central to Relationship Management Theory are key relational dimensions, including trust, commitment, communication, and mutual satisfaction. Trust refers to stakeholders' confidence in an organization's integrity, reliability, and ethical behavior, which is essential for reducing uncertainty and fostering cooperation (Morgan & Hunt, 1994). Commitment reflects the willingness of both parties to maintain a long-term relationship and invest resources to sustain it, indicating relational stability and shared goals. Communication quality involves the openness, transparency, accuracy, and timeliness of information exchange, which enhances understanding and reduces conflict (Grunig & Huang, 2000). Mutual satisfaction represents the extent to which both the organization and stakeholders perceive the relationship as beneficial and fair, serving as an indicator of relational success.

Empirical research grounded in Relationship Management Theory suggests that organizations with strong relational practices tend to achieve higher levels of organizational effectiveness, stakeholder loyalty, and reputational strength (Bruning & Ledingham, 2000; Hon & Grunig, 1999). Effective relationship management enables organizations to align stakeholder expectations with organizational objectives, thereby promoting cooperation and long-term sustainability. Consequently, Relationship Management Theory provides a robust conceptual foundation for examining how relational factors influence organizational effectiveness.

Social Exchange Theory

Social Exchange Theory offers a complementary theoretical lens for explaining the mechanisms through which relationship management affects organizational outcomes. According to Blau (1964), social relationships are formed and maintained through a series of reciprocal interactions in which individuals seek to maximize benefits and minimize costs. Over time, repeated positive exchanges generate trust, obligation, and mutual commitment, leading to stable and enduring relationships.

In organizational contexts, Social Exchange Theory explains how relationship management practices influence employee and stakeholder behavior. When organizations demonstrate fairness, support, transparent communication, and ethical conduct, stakeholders are more likely to reciprocate with positive attitudes and behaviors, such as increased commitment, cooperation, and performance (Cropanzano & Mitchell, 2005). These reciprocal exchanges strengthen relational bonds and enhance organizational functioning.

Furthermore, Social Exchange Theory highlights the importance of perceived organizational support and fairness as drivers of relational outcomes (Eisenberger et al., 1986). Stakeholders who perceive that the organization values their contributions and well-being are more inclined to engage in discretionary behaviors that support organizational effectiveness. Thus, Social

Exchange Theory provides a theoretical explanation for why trust, commitment, communication, and mutual satisfaction are critical components of effective relationship management.

A growing body of empirical research has demonstrated a strong relationship between relationship management practices and positive organizational outcomes. Morgan and Hunt's (1994) Commitment–Trust Theory of Relationship Marketing established trust and commitment as fundamental determinants of successful long-term relationships, influencing cooperation, functional conflict resolution, and performance. Their findings have been widely applied beyond marketing, including organizational and management research.

Grunig and Huang (2000) further expanded the relationship management perspective by identifying relational outcomes—such as trust, satisfaction, commitment, and control mutuality—as key indicators of organizational effectiveness. Their research suggests that organizations that prioritize open communication and ethical engagement are more likely to develop high-quality relationships that enhance overall effectiveness.

Subsequent studies have reinforced these findings, indicating that effective relationship management contributes to employee engagement, organizational commitment, and job satisfaction (Men & Stacks, 2014; Kim & Rhee, 2011). Trust and communication, in particular, have been consistently identified as critical predictors of relational quality and organizational success (Dirks & Ferrin, 2002). Commitment strengthens organizational stability by fostering long-term orientation and shared goals, while mutual satisfaction reflects stakeholders' positive evaluations of organizational relationships (Bruning et al., 2004).

Additionally, research has shown that organizations with strong relational cultures are better equipped to adapt to environmental changes and manage crises effectively, thereby enhancing organizational resilience and effectiveness (Schoemaker et al., 2018). Collectively, these studies provide empirical support for the proposition that relationship management is a significant antecedent of organizational effectiveness, justifying its examination within the present study.

Conceptual Framework Factors of Relationship Management (Independent Variables)

This study examines the relationship between relationship management factors and organizational effectiveness. Relationship management is conceptualized as a multidimensional construct consisting of trust, commitment, communication, and mutual satisfaction. These factors are hypothesized to have significant relationships with organizational effectiveness. This study examines four relationship management factors:

- 1) Trust – confidence in honesty, reliability, and integrity
- 2) Commitment – willingness to maintain long-term relationships
- 3) Communication – accuracy, openness, and timeliness of information exchange
- 4) Mutual Satisfaction – perceived fairness and benefit in relationships

And dependent variable is organizational effectiveness. Conceptual framework illustrating the relationships between relationship management factors (trust, commitment, communication, and mutual satisfaction) and organizational effectiveness in Figure 1.

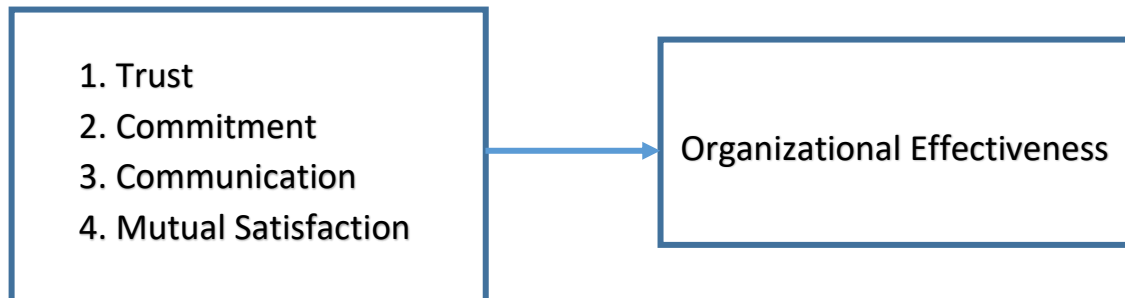


Figure 1 Conceptual Framework

Hypotheses

H₀: There is no significant relationship between relationship management and organizational effectiveness.

H₁: There is a significant relationship between relationship management and organizational effectiveness.

Research Methodology

Research Design

This study employed a quantitative research approach using a correlational research design to examine the relationship between relationship management factors and organizational effectiveness. Data were collected through a structured questionnaire, and the relationships among variables were analyzed using Spearman's rank correlation coefficient, which is appropriate for ordinal data derived from Likert-scale measurements.

Population and Sample

The population consists of 1,200 individuals, including employees or stakeholders within the organization under study.

Sample Size and Sampling Method

The sample size is calculated using Yamane's (1973) formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size N = population size (1,200) e = acceptable sampling error (0.05)

$$\begin{aligned} n &= \frac{1200}{1 + 1200(0.05)^2} \\ &= 300 \end{aligned}$$

Sample Size was 300 respondents. Sampling technique was simple random sampling (or Stratified Random Sampling if organizational levels are involved)

Research Instrument

Questionnaire development, the research instrument was a structured questionnaire consisting of 25 items, developed based on relationship management theory and organizational effectiveness literature. The questionnaire was divided into five sections corresponding to the study variables: Trust (5 items), Commitment (5 items), Communication (5 items), Mutual Satisfaction (5 items), Organizational Effectiveness (5 items), All items were measured using a 5-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The questionnaire was designed to ensure clarity, relevance, and consistency with the research objectives.

Instrument Validity and Reliability

Content validity of the questionnaire was evaluated by a panel of subject-matter experts with expertise in organizational management and social science research. The experts assessed the relevance and clarity of each item using the Index of Item-Objective Congruence (IOC) technique. All questionnaire items achieved IOC values greater than the acceptable threshold of 0.50. The overall IOC value for the entire questionnaire was 0.86, indicating a high level of content validity and strong alignment between the questionnaire items and the research objectives.

The reliability of the questionnaire was examined using Cronbach's alpha coefficient to assess internal consistency. The analysis revealed a Cronbach's alpha value of 0.97 for the 25-item questionnaire, which exceeds the commonly accepted criterion of $\alpha \geq 0.70$. This result indicates that the instrument demonstrates excellent reliability and high internal consistency among items.

Data Collection

The questionnaire was distributed to the selected sample drawn from the study population. Respondents were informed of the purpose of the study and assured of confidentiality and anonymity. Completed questionnaires were collected and screened for completeness before data analysis.

Data Analysis

Data analysis was conducted using statistical software and proceeded in two main stages. Descriptive statistical methods were employed to address the first two research objectives. To study the level of relationship management within the organization, descriptive statistics including frequency, mean, and standard deviation were used to analyze respondents' perceptions of trust, commitment, communication, and mutual satisfaction. To examine the level of organizational effectiveness as perceived by respondents, mean scores and standard deviations were calculated to determine the overall level of organizational effectiveness. Mean score interpretation followed standard Likert-scale criteria to classify levels as low, moderate, or high. To address the third research objective, to analyze the relationship between relationship management factors and organizational effectiveness, Spearman's rank correlation coefficient (Spearman's rho) was employed. This non-parametric statistical technique was selected due to the ordinal nature of the Likert-scale data. Statistical significance was tested at the 0.05 level ($\alpha = 0.05$). The strength and direction of relationships were interpreted based on established correlation coefficient guidelines.

25-Item Questionnaire (Relationship Management and Organizational Effectiveness)
Instruction, indicate your level of agreement with each statement using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree, Section

A: Trust (5 items)

T1. I trust the organization to act honestly in its dealings with employees/stakeholders.

T2. The organization keeps its promises and commitments.

T3. Management decisions are transparent and reliable.

T4. I feel confident in the integrity of organizational leaders.

T5. The organization treats stakeholders fairly and ethically.

Section B: Commitment (5 items)

C1. The organization is committed to maintaining long-term relationships with stakeholders.

C2. Management shows dedication to employee/stakeholder well-being.

C3. I feel a strong sense of commitment to this organization.

C4. The organization invests resources to strengthen relationships.

C5. Organizational leaders demonstrate responsibility toward stakeholders.

Section C: Communication (5 items)

CM1. Information from the organization is clear and easy to understand.

CM2. Communication within the organization is open and honest.

CM3. Management listens to feedback from employees/stakeholders.

CM4. Important information is communicated in a timely manner.

CM5. Communication channels within the organization are effective.

Section D: Mutual Satisfaction (5 items)

S1. I am satisfied with my relationship with the organization.

S2. The organization considers stakeholder needs in decision-making.

S3. Interactions with the organization are generally positive.

S4. The benefits I receive from the organization meet my expectations.

S5. The relationship between stakeholders and the organization is balanced and fair.

Section E: Organizational Effectiveness (5 items)

OE1. The organization achieves its goals efficiently.

OE2. The organization adapts well to changes in its environment.

OE3. The organization operates smoothly and effectively.

OE4. Organizational leadership contributes positively to performance.

OE5. Overall, the organization performs effectively.

Ethical Considerations

Participation in the study was voluntary. Respondents were informed that their responses would be used solely for academic research purposes, and all data were treated with strict confidentiality.

Results

Sociodemographic Characteristics

Table 1 Descriptive statistics were used to analyze the sociodemographic characteristics of the respondents. Frequencies and percentages were calculated to describe respondents in terms of gender, age, education level, work experience, and organizational position. This information provides contextual background for interpreting perceptions of relationship management and organizational effectiveness.

Table 1 Sociodemographic Characteristics of Respondents (N = 300)

Characteristic	Category	Frequency	Percentage
Gender	Male	162	54.00
	Female	138	46.00
Age	Under 30 years	58	19.33
	30–39 years	94	31.33
	40–49 years	88	29.33
	50 years and above	60	20.00
Education Level	Bachelor's degree	146	48.67
	Master's degree	112	37.33
	Doctoral degree	42	14.00
Work Experience	Less than 5 years	72	24.00
	5–10 years	98	32.67
	More than 10 years	130	43.33
Organizational Position	Operational staff	124	41.33
	Supervisory level	96	32.00
	Management level	80	26.67

Table 1 The sociodemographic analysis revealed that the respondents were relatively balanced by gender, with 54.00% male and 46.00% female participants. This distribution suggests that perceptions reflected viewpoints from both genders with no substantial dominance of one group. In terms of age, the largest proportion of respondents fell within the 30–39-year age group (31.33%), followed by those aged 40–49 years (29.33%). This indicates that the majority of respondents were within the active working-age population, which is appropriate for evaluating organizational relationship management and effectiveness.

Regarding educational background, nearly half of the respondents held a bachelor's degree (48.67%), while 37.33% possessed a master's degree, and 14.00% held a doctoral degree. This reflects a relatively high educational level among participants, suggesting that respondents were capable of providing informed perceptions of organizational practices. With respect to work experience, 43.33% of respondents had more than 10 years of experience, followed by 32.67% with 5–10 years, and 24.00% with less than 5 years of experience. This distribution indicates that a substantial proportion of respondents had long-term involvement with the organization, strengthening the credibility of their evaluations.

Finally, analysis of organizational position showed that 41.33% of respondents were at the operational level, 32.00% at the supervisory level, and 26.67% at the management level. This

suggests that data were collected from multiple organizational levels, providing a comprehensive perspective on relationship management and organizational effectiveness.

Descriptive Statistics of Relationship Management

Descriptive statistical analysis was conducted to examine the level of relationship management within the organization. Mean scores and standard deviations were calculated for each relationship management factor, namely trust, commitment, communication, and mutual satisfaction. Mean score interpretation followed standard Likert-scale criteria, where higher mean values indicate higher perceived levels.

Table 2 Mean and Standard Deviation of Relationship Management Factors

Relationship Management Factor	Mean (\bar{x})	S.D.	Level
Trust	4.21	0.54	High
Commitment	4.17	0.57	High
Communication	4.09	0.60	High
Mutual Satisfaction	4.24	0.52	High
Overall Relationship Management	4.18	0.56	High

The results indicate that respondents perceived relationship management within the organization at a high level overall ($\bar{x} = 4.18$). Among the four factors, mutual satisfaction showed the highest mean score, followed by trust, commitment, and communication, respectively.

Descriptive Statistics of Organizational Effectiveness

To examine the level of organizational effectiveness as perceived by respondents, descriptive statistics including mean and standard deviation were calculated for the five items measuring organizational effectiveness.

Table 3 Mean and Standard Deviation of Organizational Effectiveness

Organizational Effectiveness	Mean (\bar{x})	S.D.	Level
Organizational Effectiveness (Overall)	4.26	0.51	High

The findings reveal that organizational effectiveness was perceived at a high level ($\bar{x} = 4.26$), suggesting that respondents viewed the organization as effective in achieving its goals, adapting to environmental changes, and maintaining efficient operations.

Relationship Between Relationship Management Factors and Organizational Effectiveness

Spearman's rank correlation coefficient was employed to analyze the relationship between relationship management factors and organizational effectiveness. This non-parametric method was appropriate due to the ordinal nature of the Likert-scale data. Statistical significance was tested at the 0.05 level.

Table 4 Spearman's Rank Correlation Between Relationship Management Factors and Organizational Effectiveness

Relationship Management Factor	Spearman's ρ	Sig. (p-value)	Relationship Level
Trust	0.71	< .001	Strong positive
Commitment	0.69	< .001	Strong positive
Communication	0.65	< .001	Moderate to strong positive
Mutual Satisfaction	0.74	< .001	Strong positive

The results demonstrate that all relationship management factors were positively and significantly correlated with organizational effectiveness at the 0.05 level. Among the factors, mutual satisfaction exhibited the strongest correlation with organizational effectiveness ($\rho = 0.74$), followed by trust ($\rho = 0.71$), commitment ($\rho = 0.69$), and communication ($\rho = 0.65$). These findings indicate that higher levels of effective relationship management are associated with higher perceived organizational effectiveness.

Summary of hypothesis testing, based on the Spearman's rank correlation analysis, the research hypotheses were supported. The null hypothesis was rejected. The alternative hypothesis was accepted, confirming that relationship management factors are significantly related to organizational effectiveness.

Discussion

The purpose of this study was to examine the level of relationship management within the organization, assess perceived organizational effectiveness, and analyze the relationship between relationship management factors and organizational effectiveness. The discussion interprets the findings in relation to the research objectives, hypotheses, and existing theoretical and empirical literature.

Sociodemographic Characteristics

The sociodemographic profile of respondents indicates that data were collected from a diverse and representative group in terms of gender, age, education level, work experience, and organizational position. The relatively balanced gender distribution suggests that perceptions of relationship management and organizational effectiveness were not disproportionately influenced by one gender group. This aligns with prior organizational research indicating that relationship-oriented perceptions tend to be broadly shared across genders in professional contexts (Grunig & Huang, 2000). The majority of respondents were within the 30–49 age range and possessed moderate to extensive work experience, with over 75% having more than five years of organizational tenure. This demographic profile strengthens the credibility of the findings, as experienced employees are more likely to possess stable perceptions of organizational relationships and effectiveness (Ulrich, 1997). Additionally, the high educational level of respondents suggests an informed understanding of organizational processes, supporting the reliability of perceptual assessments. The inclusion of respondents from operational, supervisory, and management levels further enhances the robustness of the findings, as relationship management practices and organizational effectiveness were evaluated from multiple organizational perspectives. This multidimensional representation supports the validity of the conclusions drawn from the data.

Relationship Management Levels

Research Objective 1, the results revealed that relationship management within the organization was perceived at a high level overall, with mutual satisfaction, trust, commitment, and communication all receiving high mean scores. This finding is consistent with Relationship Management Theory, which emphasizes trust, commitment, communication, and satisfaction as core dimensions of effective organizational relationships (Ledingham & Bruning, 2000). Among the four factors, mutual satisfaction exhibited the highest mean score, suggesting that respondents generally perceived the relationship between the organization and its stakeholders as fair, balanced, and beneficial. This supports the proposition that satisfaction reflects the cumulative outcome of successful relational processes and is a key indicator of relationship quality (Grunig & Huang, 2000). The high level of trust further indicates confidence in

organizational integrity and ethical conduct. Trust has been widely recognized as a foundational element of long-term organizational relationships and a prerequisite for cooperation and stability (Morgan & Hunt, 1994). Similarly, high levels of commitment and communication reflect the organization's dedication to sustaining long-term relationships and maintaining transparent information exchange, which are critical in dynamic and uncertain organizational environments.

Organizational Effectiveness

Research Objective 2, the findings demonstrate that organizational effectiveness was perceived at a high level, indicating that respondents viewed the organization as capable of achieving its goals, adapting to environmental changes, and operating efficiently. This result aligns with modern perspectives on organizational effectiveness, which emphasize adaptability, leadership quality, and operational coherence rather than solely financial performance (Drucker, 1999). In the context of an increasingly disruptive global environment characterized by rapid technological change and uncertainty, high perceived organizational effectiveness suggests that relational and human-centered management practices may play an important role in sustaining performance (Christensen et al., 2015). The findings reinforce the notion that organizational effectiveness is closely linked to how well organizations manage internal and external relationships.

Relationship Between Relationship Management and Organizational Effectiveness

Research Objective 3 and Hypothesis Testing, the correlation analysis revealed that all relationship management factors were positively and significantly related to organizational effectiveness, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). This confirms that relationship management is a significant organizational mechanism influencing effectiveness. Among the factors, mutual satisfaction demonstrated the strongest correlation with organizational effectiveness. This finding supports Social Exchange Theory, which posits that sustained positive outcomes emerge from reciprocal, mutually beneficial relationships (Blau, 1964). When stakeholders perceive fairness and satisfaction in organizational interactions, they are more likely to contribute positively to organizational performance. Trust also showed a strong positive relationship with organizational effectiveness, reinforcing prior empirical findings that trust reduces uncertainty, enhances cooperation, and facilitates coordinated action within organizations (Morgan & Hunt, 1994). Similarly, commitment was strongly associated with effectiveness, indicating that long-term relational orientation strengthens organizational stability and goal alignment. While communication demonstrated a slightly lower correlation compared to other factors, it still exhibited a moderate-to-strong positive relationship with organizational effectiveness. This suggests that effective communication functions as an enabling mechanism that supports trust,

commitment, and satisfaction rather than acting as an isolated determinant (Ledingham & Bruning, 2000).

Theoretical and Practical Implications

From a theoretical perspective, the findings provide empirical support for Relationship Management Theory by demonstrating that relational dimensions are not only valuable for stakeholder harmony but are also significantly associated with organizational effectiveness. The results also extend Social Exchange Theory into contemporary organizational contexts by confirming that reciprocal relational quality contributes to organizational success. Practically, the findings suggest that organizations seeking to enhance effectiveness should prioritize relationship management strategies that promote satisfaction, trust, commitment, and open communication. In environments characterized by disruption and uncertainty, relational strength may serve as a critical organizational resource for resilience and adaptability. Summary of discussion, in summary, this study confirms that relationship management is perceived at a high level, organizational effectiveness is strong, and the relationship between these constructs is statistically significant. The results consistently support the research objectives and hypotheses and align closely with established theories and prior empirical studies. These findings underscore the importance of relationship-centered management practices as a foundation for sustainable organizational effectiveness.

Conclusion

This study examined the association between relationship management and organizational effectiveness using a quantitative correlational approach. The findings provide strong empirical evidence that relationship management—conceptualized through trust, commitment, communication, and mutual satisfaction—is significantly and positively related to organizational effectiveness. Both relationship management and organizational effectiveness were perceived at high levels by respondents, indicating that relational practices are well embedded within the organizational context under study.

Among the relationship management dimensions, mutual satisfaction and trust emerged as the strongest correlates of organizational effectiveness, highlighting the importance of fairness, ethical conduct, transparency, and reciprocal benefits in organizational relationships. Commitment and communication also demonstrated strong positive associations, reinforcing their role in sustaining long-term relationships and enabling effective coordination and information flow. These results support Relationship Management Theory and Social Exchange Theory by confirming that high-quality relational exchanges foster cooperation, stability, and enhanced organizational outcomes.

Overall, the study confirms that relationship management is not merely an interpersonal or supportive function but a strategic organizational capability that contributes meaningfully to

effectiveness, adaptability, and long-term success. Organizations that prioritize relationship-centered management practices are better positioned to achieve their goals and sustain performance in dynamic and uncertain environments.

Suggestions

Based on the findings of the study, the following suggestions are offered to enhance organizational practice and guide future scholarly inquiry.

Suggestions for Implementation

1. **Strengthen Trust-Based Practices** Organizations should promote ethical leadership, transparency in decision-making, and consistency between policies and actions. Clear communication of organizational values and adherence to commitments can further enhance trust among employees and stakeholders.

2. **Enhance Commitment through Long-Term Engagement** Management should invest in relationship-building initiatives such as professional development programs, employee recognition systems, and participatory decision-making processes. These practices can reinforce stakeholders' long-term commitment to the organization.

3. **Improve Communication Systems** Organizations should establish open, two-way communication channels that encourage feedback and dialogue. Timely, accurate, and transparent communication can reduce misunderstandings and strengthen relational quality across organizational levels.

4. **Promote Mutual Satisfaction** Organizational policies should aim to balance organizational goals with stakeholder needs and expectations. Regular assessment of stakeholder satisfaction and responsiveness to concerns can help maintain fair and mutually beneficial relationships.

5. **Integrate Relationship Management into Strategic Planning** Relationship management should be embedded into organizational strategies and performance evaluation systems to ensure sustained attention to relational outcomes alongside operational and financial metrics.

Suggestions for Future Research

1. **Adopt Longitudinal or Experimental Designs** Future studies may employ longitudinal or experimental research designs to examine causal relationships between relationship management and organizational effectiveness over time, allowing for stronger inference beyond correlational evidence.

2. **Examine Mediating and Moderating Variables** Additional variables such as leadership style, organizational culture, job satisfaction, employee engagement, or perceived organizational

support could be explored as mediators or moderators to deepen understanding of the underlying mechanisms.

3. Expand Sectoral and Cross-Cultural Contexts Replication of this study across different industries, organizational sizes, or cultural settings would enhance generalizability and provide comparative insights into how relationship management operates in diverse environments.

4. Utilize Mixed-Methods Approaches Combining quantitative and qualitative methods may provide richer insights into how relationship management practices are enacted and experienced within organizations.

Declaration of Interests

The author declares that there are no known financial, professional, or personal interests that could have appeared to influence the work reported in this paper.

Ethical Considerations

This study was conducted in accordance with established ethical research standards. Participation was voluntary, and respondents were informed of the purpose and nature of the study prior to data collection. Anonymity and confidentiality of responses were strictly maintained, and all collected data were used solely for academic research purposes. Participants were informed of their right to withdraw from the study at any stage without any negative consequences.

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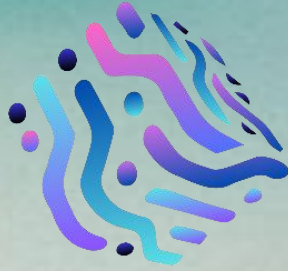
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Definition of Conflicts of Interest

A conflict of interest is defined as any financial, professional, or personal relationship that could influence, or be perceived to influence, the objectivity, interpretation, or presentation of research findings. In the present study, no conflicts of interest were identified or reported by the author.

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Personnel Management and Its Effect on Organizational Efficiency in the Era of Disruption

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Original Research Articles

Personnel Management and Its Effect on Organizational Efficiency in the Era of Disruption

Chia Ching Lee *

Abstract

The era of disruption, driven by digital transformation, technological innovation, and external environmental uncertainty, has profoundly affected labor-intensive service industries, particularly the hotel and tourism sector. In Taiwan, rapid changes in consumer behavior, workforce digitalization, and global crises have heightened the importance of effective personnel management for organizational efficiency. This study investigates the effect of personnel management practices on organizational efficiency in the disruption era, drawing empirical evidence from Taiwan's hotel and tourism industry. Using a quantitative research design, data were collected through an online questionnaire from 386 employees working in hotels and tourism-related organizations. One-way analysis of variance (ANOVA) was employed to examine differences in organizational efficiency across varying levels of personnel management practices. The findings reveal statistically significant differences in organizational efficiency related to workforce planning, training and development, performance management, and digital personnel management systems. The results underscore the strategic role of personnel management in enhancing operational efficiency, employee productivity, and organizational adaptability in disruptive environments. The study contributes empirical insights to human resource management literature and provides practical implications for service industry management in Taiwan.

Keywords: Personnel Management, Organizational Efficiency, Disruption Era, Human Resource Management, Digital Transformation

Introduction

The global business environment has entered an era of disruption characterized by rapid technological advancement, digital transformation, and increasing environmental uncertainty (Christensen, Raynor, & McDonald, 2015). Service-oriented industries, particularly the hotel and tourism sector, are among the most affected due to their dependence on human capital, customer interaction, and operational flexibility. In Taiwan, the hotel and tourism industry has experienced significant challenges arising from digitalization, labor shortages, changing tourist preferences, and global crises, such as the COVID-19 pandemic.

Personnel management has become a critical strategic function enabling organizations to maintain efficiency and competitiveness under disruptive conditions. Traditionally viewed as an administrative support role, personnel management has evolved into a core driver of organizational performance by aligning workforce capabilities with strategic objectives (Ulrich, 1997). In the disruption era, organizational efficiency is no longer achieved solely through cost minimization but through effective utilization of human resources, technological integration, and continuous capability development (Drucker, 1999).

This study, conducted from the perspective of a researcher at National Chengchi University (NCCU), Taiwan, aims to empirically examine the effect of personnel management practices on organizational efficiency in Taiwan's hotel and tourism industry. By employing a quantitative approach and one-way ANOVA analysis, this research provides evidence-based insights into how different levels of personnel management practices influence organizational efficiency in a disruptive context.

Objective

1. To examine the effect of personnel management practices on organizational efficiency in Taiwan's hotel and tourism industry.
2. To analyze differences in organizational efficiency across varying levels of personnel management practices using one-way ANOVA.
3. To provide empirical evidence supporting the strategic role of personnel management in the disruption era.

Literature Review and Theoretical Framework

Personnel Management as Strategic Human Resource Management

Personnel management has evolved from a traditional administrative function into a strategic organizational capability aligned with long-term business objectives. This transformation is reflected in the emergence of strategic human resource management (SHRM), which emphasizes the integration of HR policies and practices with organizational strategy to

enhance performance and competitive advantage (Wright & McMahan, 1992). Under the SHRM perspective, personnel management is no longer limited to staffing and payroll administration but encompasses strategic workforce planning, performance alignment, capability development, and organizational adaptability. Empirical research has consistently demonstrated the performance-enhancing effects of strategic personnel management. Becker and Huselid (1998) provided seminal evidence that high-performance work systems—characterized by selective staffing, extensive training, performance-based rewards, and employee involvement—significantly improve organizational productivity, efficiency, and financial outcomes. Subsequent studies have confirmed that these systems function by enhancing employee skills, motivation, and opportunity to contribute, thereby translating human capital investments into operational efficiency and organizational effectiveness (Jiang et al., 2012). In service-oriented industries, personnel management assumes an even more critical strategic role due to the inseparability of service production and consumption. Employees serve as both producers and representatives of service quality, making their competencies, attitudes, and engagement central to organizational success. Effective personnel management practices enhance service consistency, customer satisfaction, and internal process efficiency by fostering employee commitment and reducing service errors and operational waste. As a result, strategic personnel management is widely recognized as a key mechanism for sustaining efficiency in dynamic and customer-driven environments.

Organizational Efficiency in the Service Industry

Organizational efficiency has traditionally been defined as the ability to maximize outputs while minimizing resource inputs (Farrell, 1957). In service industries, however, efficiency extends beyond cost minimization to include service responsiveness, quality consistency, and adaptability to fluctuating demand. Hotel and tourism organizations operate in highly competitive and labor-intensive contexts where human resources represent a primary input factor and a decisive determinant of performance outcomes. From a resource-based view, human capital is a valuable, rare, and difficult-to-imitate resource that contributes directly to organizational efficiency and competitive advantage (Barney, 1991). Employees' knowledge, skills, and service orientation influence productivity levels, operational effectiveness, and customer perceptions of service value. Consequently, personnel management practices that enhance employee capability and motivation are closely linked to efficiency outcomes in the service sector. Empirical studies support this relationship by demonstrating that well-managed human resources improve both internal efficiency and external performance indicators. Jiang et al. (2012) found that HR practices influence organizational performance through their effects on employee competencies, attitudes, and behaviors, which in turn affect productivity and service quality. In hotel and tourism organizations, efficiency is therefore not solely a function of technological or financial resources but is strongly dependent on how effectively personnel management systems align employee contributions with organizational goals.

Disruption Era and the Hotel and Tourism Workforce

The disruption era, characterized by rapid technological change, digitalization, and evolving customer expectations, has intensified workforce challenges in the hotel and tourism industry (Schwab, 2016). Organizations face increasing pressure to respond to digital platforms, automation, and data-driven decision-making while maintaining high levels of service quality and operational efficiency. These changes have reshaped workforce requirements, creating digital skill gaps, increasing job complexity, and altering traditional employment relationships. Digital transformation has become a central driver of organizational change, requiring personnel management systems that support flexibility, continuous learning, and technology adoption. Vial (2019) emphasized that digital transformation is not solely a technological process but an organizational one, in which human resources play a critical enabling role. Effective personnel management practices—such as digital HR systems, performance analytics, and online training platforms—enhance organizational efficiency by improving information flow, decision-making accuracy, and workforce responsiveness. In Taiwan’s hotel and tourism industry, these disruption-era challenges are particularly pronounced due to intense competition, fluctuating tourist demand, and rising service expectations. Adaptive personnel management practices are therefore essential for sustaining efficiency, reducing turnover, and building workforce resilience. Organizations that fail to align personnel management with digital and environmental changes risk inefficiencies, service inconsistency, and declining competitiveness.

Conceptual Framework

Based on SHRM theory and disruption-era organizational research, this study conceptualizes personnel management practices as strategic drivers of organizational efficiency. Personnel management practices specifically workforce planning, training and development, performance management, and digital personnel management systems are treated as independent variables that shape employee capability, motivation, and alignment with organizational objectives. Organizational efficiency is conceptualized as a multidimensional outcome encompassing productivity, operational effectiveness, and adaptability to environmental change. This framework reflects the view that efficiency in service industries is achieved through the strategic integration of human and digital resources rather than through cost control alone. Grounded in prior empirical and theoretical studies (Jiang et al., 2012; Vial, 2019), the framework provides a robust basis for examining how varying levels of personnel management practices influence organizational efficiency in Taiwan’s hotel and tourism industry.

Research Methodology

Research Design

This study adopts a quantitative research design using a structured online questionnaire to collect empirical data from employees in Taiwan's hotel and tourism industry.

Sample and Data Collection

A total of 386 valid responses were collected through online surveys. The respondents were full-time employees working in hotels, travel agencies, and tourism-related organizations across Taiwan. The sampling approach ensured representation of various organizational sizes and job positions within the industry.

Research Instrument

The questionnaire consisted of four sections measuring personnel management practices (workforce planning, training and development, performance management, and digital HR systems) and one section measuring organizational efficiency. All items were measured using a five-point Likert scale. Content validity was confirmed by HR and tourism management experts, and reliability analysis indicated acceptable Cronbach's alpha values.

Data Analysis

Descriptive statistics were used to summarize respondent characteristics. One-way analysis of variance (ANOVA) was employed to examine differences in organizational efficiency across different levels of personnel management practices. Statistical analysis was conducted using standard social science statistical software.

Results

Sociodemographic Characteristics of Respondents

Table 1 presents the sociodemographic profile of the respondents. The sample consists primarily of employees working in the hotel and tourism industry in Taiwan, with a balanced distribution across gender and age groups. Most respondents hold at least a bachelor's degree and have fewer than ten years of work experience, reflecting the relatively young workforce characteristic of the tourism and hospitality sector.

Table 1 Sociodemographic Characteristics of Respondents (N = 386)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	182	47.2
	Female	204	52.8
Age	Under 25 years	74	19.2
	25–34 years	148	38.3
	35–44 years	96	24.9
	45 years and above	68	17.6
Education Level	High school or below	62	16.1
	Bachelor's degree	236	61.1
	Master's degree or above	88	22.8
Work Experience	Less than 5 years	154	39.9
	5–10 years	132	34.2
	More than 10 years	100	25.9
Organization Type	Hotel	214	55.4
	Travel agency / Tourism service	172	44.6

Table 1 presents the sociodemographic characteristics of the 386 respondents from Taiwan's hotel and tourism industry. In terms of gender, the sample shows a relatively balanced distribution, with 204 female respondents (52.8%) and 182 male respondents (47.2%), indicating adequate gender representation in the study.

Regarding age, the majority of respondents were in the 25–34-year age group (38.3%), followed by those aged 35–44 years (24.9%). Respondents aged under 25 years accounted for 19.2%, while those aged 45 years and above represented 17.6% of the sample. This distribution suggests that the workforce in the hotel and tourism industry is predominantly young to middle-aged.

In terms of educational background, most respondents held a bachelor's degree (61.1%), reflecting the increasing educational attainment required in the service industry. Respondents with a master's degree or higher comprised 22.8%, while those with a high school education or below accounted for 16.1%.

With respect to work experience, 39.9% of respondents reported having less than five years of experience, followed by 34.2% with five to ten years of experience. Employees with more than ten years of work experience represented 25.9% of the sample, indicating a mix of early-career and experienced personnel within the industry.

Finally, in terms of organizational type, the majority of respondents were employed in the hotel sector (55.4%), while 44.6% worked in travel agencies or tourism service organizations. This distribution reflects the core structure of Taiwan's tourism industry and supports the representativeness of the sample for the study.

One-Way ANOVA Results on Personnel Management and Organizational Efficiency

To examine differences in organizational efficiency across different levels of personnel management practices, one-way ANOVA was conducted. Personnel management practices were categorized into low, moderate, and high levels based on mean score grouping. The results, shown in Table 2, indicate statistically significant differences in organizational efficiency among groups ($p < .05$). Employees working in organizations with high levels of personnel management practices reported significantly higher organizational efficiency compared to those in moderate and low-level groups.

Table 2 One-Way ANOVA Results of Personnel Management Practices on Organizational Efficiency

Source of Variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	42.376	2	21.188	18.524	.000***
Within Groups	438.912	383	1.146		
Total	481.288	385			
*** $p < .001$					

To examine whether organizational efficiency differed across varying levels of personnel management practices, a one-way analysis of variance (ANOVA) was conducted. Personnel management practices were classified into low, moderate, and high levels based on mean score grouping. Organizational efficiency served as the dependent variable. As presented in Table 2, the results of the one-way ANOVA revealed a statistically significant difference in organizational efficiency among the three groups, $F(2, 383) = 18.524$, $p < .001$. This finding indicates that the level of personnel management practices has a significant effect on organizational efficiency.

Specifically, employees working in organizations characterized by high levels of personnel management practices reported significantly higher organizational efficiency compared to those in organizations with moderate and low levels of personnel management. The substantial between-group variance relative to within-group variance suggests that effective personnel management practices play an important role in enhancing organizational efficiency in the disruption era.

These results provide empirical support for prior research emphasizing the positive impact of strategic human resource management on organizational performance (Becker & Huselid, 1998) and reinforce the role of technology-enabled and human-centered personnel management systems in improving operational effectiveness (Marler & Parry, 2016). In the context of Taiwan's hotel and tourism industry, the findings highlight personnel management as a critical strategic mechanism for sustaining efficiency and competitiveness under conditions of environmental disruption.

Discussion

This study aimed to examine the effect of personnel management practices on organizational efficiency in Taiwan's hotel and tourism industry within the context of the disruption era. By employing a one-way ANOVA analysis on data collected from 386 industry employees, the findings provide empirical evidence that personnel management practices play a significant and strategic role in enhancing organizational efficiency. The discussion below addresses the research objectives by integrating the empirical findings with established theoretical and empirical literature.

Personnel Management Practices and Organizational Efficiency

In response to the first research objective, the results demonstrate that personnel management practices—encompassing workforce planning, training and development, performance management, and digital HR systems—have a significant effect on organizational efficiency. Organizations characterized by higher levels of personnel management effectiveness reported significantly greater efficiency in terms of productivity, operational effectiveness, and adaptability. These findings are consistent with the strategic human resource management (SHRM) perspective proposed by Wright and McMahan (1992), which emphasizes the alignment of HR practices with organizational strategy. The results also empirically support Becker and Huselid's (1998) assertion that high-performance work systems enhance organizational productivity and efficiency. In the context of service-oriented industries such as hotels and tourism, effective personnel management facilitates employee engagement and service quality, which are critical drivers of efficiency and competitive advantage. Furthermore, the findings reinforce the resource-based view of the firm (Barney, 1991), which identifies human capital as a key strategic resource. Given the labor-intensive nature of the hotel and tourism industry, efficient personnel management directly influences service delivery outcomes and organizational performance.

Differences in Organizational Efficiency Across Levels of Personnel Management

Addressing the second research objective, the one-way ANOVA results reveal statistically significant differences in organizational efficiency across organizations with low, moderate, and high levels of personnel management practices. Employees working in organizations with high levels of personnel management effectiveness reported significantly higher organizational efficiency compared to those in organizations with moderate or low levels. This finding aligns with empirical research by Jiang et al. (2012), which demonstrated that variations in HR practice implementation lead to differential organizational outcomes. The clear distinction in efficiency across personnel management levels suggests that incremental improvements in HR practices can result in meaningful gains in organizational performance. The moderate-to-strong effect observed in this study further highlights that personnel management is not merely a supportive function but a determinant of organizational effectiveness. In Taiwan's hotel and tourism industry, where service quality and responsiveness are critical, the ability to systematically manage and develop human resources becomes a key factor differentiating high-performing organizations from less efficient ones.

Personnel Management in the Era of Disruption

The third research objective sought to provide empirical evidence supporting the strategic role of personnel management in the disruption era. The findings strongly support this objective by demonstrating that organizations with advanced and digitally supported personnel management systems exhibit superior organizational efficiency. The results are consistent with Schwab's (2016) argument that the disruption era fundamentally reshapes workforce requirements, intensifying challenges related to digital skills, workforce flexibility, and employee retention. Effective personnel management practices—particularly continuous training, adaptive performance management, and digital HR systems—enable organizations to respond more effectively to environmental uncertainty. Moreover, the positive relationship between digital HR adoption and organizational efficiency aligns with Vial's (2019) digital transformation framework, which emphasizes the integration of technology and organizational processes. In the hotel and tourism industry, digital personnel management systems enhance decision-making accuracy, reduce administrative inefficiencies, and support flexible work arrangements, thereby strengthening organizational resilience. From a theoretical perspective, this study extends SHRM and disruption-era management literature by providing empirical evidence from a labor-intensive service industry in an Asian context. While previous studies have primarily focused on manufacturing or Western organizational settings, this research demonstrates that the strategic value of personnel management is equally salient in Taiwan's hotel and tourism industry. Contextually, the findings underscore the importance of adaptive and human-centered personnel management practices in industries highly vulnerable to environmental shocks.

Effective personnel management enables organizations to balance service quality, employee well-being, and operational efficiency—an essential capability in the disruption era.

Conclusion

This study investigated the effect of personnel management practices on organizational efficiency in Taiwan's hotel and tourism industry within the context of the disruption era. Drawing on strategic human resource management (SHRM) theory and empirical data collected from 386 industry employees; the findings provide strong evidence that effective personnel management is a critical determinant of organizational efficiency in labor-intensive service industries. The results demonstrate that organizations with higher levels of personnel management practices—specifically workforce planning, training and development, performance management, and digital personnel management systems—achieve significantly higher levels of organizational efficiency. The one-way ANOVA analysis revealed clear and statistically significant differences in efficiency outcomes across organizations with low, moderate, and high levels of personnel management implementation. These findings confirm that personnel management is not merely an administrative function but a strategic mechanism that directly enhances productivity, operational effectiveness, and organizational adaptability.

In the context of the disruption era, characterized by rapid technological change, digital transformation, and environmental uncertainty, this study highlights the strategic importance of integrating human and digital resources. The findings reinforce SHRM and resource-based perspectives by demonstrating that human capital, when effectively managed and supported by digital systems, constitutes a sustainable source of competitive advantage. Overall, this research contributes to the human resource management and tourism management literature by providing empirical evidence from Taiwan's hotel and tourism industry and underscores the necessity of adaptive, technology-enabled, and human-centered personnel management practices for sustaining organizational efficiency in disruptive environments.

Suggestions

Based on the empirical findings and theoretical implications of this study, several practical and academic suggestions are proposed to enhance organizational efficiency and guide future research.

Suggestions for Implementation

First, hotel and tourism organizations should prioritize strategic workforce planning to ensure alignment between human resource capacity and fluctuating market demand. Given the volatility of the tourism industry, especially in the disruption era, organizations should adopt

flexible staffing strategies and data-driven workforce forecasting to reduce labor shortages and operational inefficiencies.

Second, continuous training and development programs should be strengthened, with particular emphasis on digital skills, service innovation, and cross-functional competencies. The findings suggest that employee capability development plays a crucial role in improving organizational efficiency. Organizations are encouraged to utilize online learning platforms and blended training approaches to support continuous learning while minimizing time and cost constraints.

Third, performance management systems should be redesigned to align individual performance with organizational goals. Clear performance indicators, regular feedback mechanisms, and performance-based rewards can enhance employee motivation, accountability, and productivity. In service-oriented settings, performance evaluations should also incorporate service quality and customer satisfaction metrics.

Finally, organizations should accelerate the adoption of digital personnel management systems. Digital HR platforms can streamline administrative processes, enhance data accuracy, and support real-time decision-making. By leveraging digital tools for recruitment, performance tracking, and employee engagement, hotel and tourism organizations can improve operational efficiency and organizational responsiveness in disruptive environments.

Suggestions for Future Research

While this study provides valuable empirical insights, several directions for future research are recommended. First, future studies could adopt longitudinal research designs to examine the long-term effects of personnel management practices on organizational efficiency over time, particularly during periods of crisis or rapid environmental change.

Second, qualitative or mixed-method approaches could be employed to gain deeper insights into how employees and managers perceive and experience personnel management practices in the disruption era. In-depth interviews and case studies may reveal contextual factors that are not captured through quantitative surveys.

Third, future research could expand the scope of investigation to include other service industries or conduct cross-country comparisons to examine cultural and institutional differences in personnel management effectiveness. Comparative studies would enhance the generalizability of the findings and contribute to international HRM literature.

Finally, future studies may explore mediating or moderating variables—such as employee engagement, organizational culture, leadership style, or digital maturity—to better understand the mechanisms through which personnel management practices influence organizational efficiency.

Declaration of Interests

The author declares that there are no competing interests, financial or otherwise, that could have influenced the design, execution, analysis, or interpretation of this study.

Ethical Considerations

This study was conducted in accordance with accepted ethical standards for social science research. Participation in the survey was entirely voluntary, and respondents were informed of the research objectives prior to data collection. Informed consent was obtained from all participants. Respondents were assured of anonymity and confidentiality, and no personally identifiable information was collected. All data were used solely for academic research purposes and analyzed in aggregate form to prevent individual identification.

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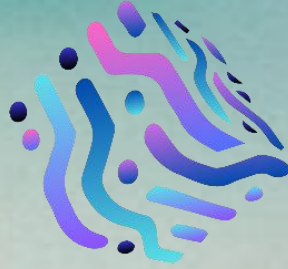
Definition of Conflicts of Interest

A conflict of interest refers to any financial, professional, or personal relationship that could inappropriately influence, or be perceived to influence, the research process, data analysis, interpretation of findings, or publication decisions. In this study, no conflicts of interest were identified.

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An Approach to Nonlinear Time in the Short Stories of Gabriel García Márquez Through the Middle Way of the Majjhima Nikāya

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Original Research Articles

An Approach to Nonlinear Time in the Short Stories of Gabriel García Márquez Through the Middle Way of the Majjhima Nikāya

Bui Quynh Huong*

Abstract

This research examines the phenomenon of fragmented time in Gabriel García Márquez's short stories through the lens of the Middle Way (Majjhima Paṭipadā) as presented in the Majjhima Nikāya. Within the works of Márquez's magical realism, temporal structures no longer operate along a conventional linear axis; instead, they are disrupted, inverted, and repetitive. This study indicates that such non-linearity resonates with Buddhist Middle Way thought a path that transcends two extremes. Utilizing structuralist, comparative, and socio-historical critical methods, the article analyzes fragmented temporal structures as pieces of reality where past, present, and future intersect inseparably. Drawing from the Middle Way perspective in the Majjhima Nikaya, the research interprets the bottlenecks of fragmented time as a consequence of clinging (upādāna) to discrete temporal fragments. Furthermore, it asserts that attaining an awakening to the Emptiness (suññatā) of time is the key to decoding the deconstructive narrative techniques in his works. This study not only opens a new direction in Buddhist literary criticism but also contributes to innovating the pedagogy of Latin American literature in universities, guiding students toward multi-dimensional and practical thinking on non-dual existence.

Keywords: Buddhist Criticism; Gabriel García Márquez; Majjhima Nikāya; Temporal Fragmentation; The Middle Way

Introduction

This study focuses on bridging a Western art form with Eastern Buddhist thought, serving not only as a cross-cultural dialogue but also as a catalyst for an alternative reading that brings Latin American literature and Buddhist teachings into a shared artistic space. Rather than a mere intercultural comparison between Western narrative forms and Eastern Buddhist philosophy, this research proposes an alternative hermeneutic framework where Latin American literature and Buddhist doctrines can mutually reflect and illuminate one another. By approaching Gabriel García Márquez's short stories through the lens of the Middle Way (Majjhima Paṭipadā) as presented in the Majjhima Nikāya, the article suggests a reading that transcends traditional Western theoretical models to highlight the experiential and ontological dimensions of temporality.

Firstly, in Gabriel García Márquez's artistic universe, time does not operate along a linear axis from past to future; instead, it is frequently fragmented, repetitive, or frozen in eternal moments. H1: Non-linear time represents a lived experience rather than a chronological order. Short story collections such as *Eyes of a Blue Dog* (1950) or *Big Mama's Funeral* (1962) expose a reality where the boundaries between life and death, and between fact and fiction, are blurred by an illogical temporal structure (Márquez, 2014, 12). However, decoding this fragmentation solely through Western theories such as psychoanalysis or postmodernism may occasionally fail to capture the spiritual depth and the quintessential nature of existence in Márquez's work.

Secondly, in the East, the Majjhima Nikāya, one of the most significant collections in the Pali Canon, contains profound teachings on the nature of reality and time. The core of this collection is the Middle Way (Majjhima Paṭipadā), a path that avoids the two extremes of Eternalism (the belief that time and the self are permanent) and Nihilism (the belief that everything ends completely at death). H2: Temporal fragmentation manifests the Middle Way between memory, reality, and imagination. In the Mūlapariyāya Sutta (The Root of All Things), the Buddha pointed out the misconception of the uninstructed worldling who "perceives earth as earth" and clings to concepts of existence (Thích Minh Châu trans, 2012a, 2). It is precisely this clinging (upādāna) that creates a temporal loop, paralleling the temporal impasse experienced by characters in Márquez's short stories. David J. Kalupahana, in his commentary on Middle Way philosophy, asserted that human entrapment stems from reifying concepts into fixed entities: "The clinging to concepts as eternal realities or the total denial of all values are the extremes that prevent man from seeing the dependent arising nature of the world" (Kalupahana, 1986, 5).

Thirdly, connecting Márquez's magical world with Buddhist philosophy is by no means an arbitrary imposition. H3: The deconstruction of fragmented time in Márquez's short stories serves as a vehicle to lead characters (and readers) toward a state of awakening, where human existence is no longer dominated by time. In fact, the temporal fragmentation in Márquez's prose is the artistic embodiment of disrupting the continuity of the "Self." When Márquez describes a character living in infinite waiting or experiencing death as another state of being, he is

inadvertently touching upon the boundaries of deconstructing temporal dogmas. According to the Middle Way perspective, time possesses no independent inherent existence (svabhāva) but is merely the dependent arising (paṭiccasamuppāda) of mental fragments. This correspondence provides a fertile ground for applying Buddhist concepts to interpret Márquez's narrative structures, thereby discovering an exit for characters trapped in relentless temporal loops. This hypothesis suggests that when the structure of time disintegrates, both characters and readers are compelled to relinquish the habit of clinging to the continuity of the ego. In Márquez's short stories, the disruption of time is not merely a technical game but a deliberate effort to eradicate Eternalism. According to Nāgārjuna's Middle Way thought as interpreted by Kalupahana, liberation only arises when one recognizes the Emptiness (suññatā) of all phenomena: "Truth does not lie in metaphysical conclusions about beginnings or endings, but in the understanding of the correlation of conditions" (Kalupahana, 1986, 85). When characters cease attempting to possess time as a linear entity, they achieve a state of "detachment from clinging" (upādāna-nirodha), as described in the Mahāvedalla Sutta: "Friends, through the fading away of lust, through the fading away of delight, through the fading away of craving, through the fading away of clinging, and through the liberation of the mind this is right view" (Thích Minh Châu trans., 2012, ec457).

In summary, these hypotheses suggest that temporal fragmentation in Márquez's short stories constitutes an artistic expression of Middle Way thought an endeavor to dismantle both Eternalist and Nihilistic views of time to pave the way toward wisdom (prajñā). By hermeneutically interpreting Márquez's narrative structures through Buddhist philosophy, this study aims to provide a fresh and comprehensive perspective on his literary world while demonstrating the broad applicability of Buddhist concepts as a critical framework in literary studies. Decoding literature through a Buddhist lens is not only a novel direction but also reaffirms the universal values of the work. Consequently, this article expects to offer a holistic and renewed vision of Márquez's artistic universe.

Objective

1. To analyze non-linear temporality in Gabriel García Márquez's short fiction through anachrony, repetition, and narrative stasis.
2. To examine the convergence between Márquez's deconstruction of time and the Buddhist Middle Way.
3. To interpret non-linear time as a strategy for dissolving the historical self in alignment with Buddhist concepts of non-self and mindfulness.

Literature Review and Theoretical Framework

Fragmented and Non-Linear Time in Literary Studies

The concept of fragmented and non-linear time has long occupied a central position in modern and postmodern literary criticism. Early philosophical challenges to linear temporality emerge in Henri Bergson's *Time and Free Will* and *Creative Evolution*, where *durée* is defined as qualitative, continuous, and internally experienced rather than externally measured. Similarly, Martin Heidegger's *Being and Time* reconceptualizes temporality as existential, arguing that human existence (*Dasein*) is structured through anticipation, retention, and presence rather than objective chronology. These philosophical foundations significantly influenced twentieth-century narrative theory and literary modernism.

In narratology, Gérard Genette's seminal work *Narrative Discourse* articulates how literary time diverges from chronological order through analepsis, prolepsis, ellipsis, and repetition, establishing the categories of order, duration, and frequency as core analytical tools. Paul Ricoeur further develops this inquiry in *Time and Narrative*, proposing that narrative mediates between cosmological time and phenomenological time, thereby transforming lived experience into intelligible form. Ricoeur's emphasis on emplotment underscores how fragmented temporal structures reflect the human effort to reconcile memory, history, and identity.

Postmodern literary criticism extends these insights by foregrounding temporal disjunction as a response to historical rupture and epistemological uncertainty. Scholars such as Linda Hutcheon and Brian McHale argue that postmodern narratives destabilize temporal coherence to question the authority of grand historical narratives. In this sense, non-linear time becomes not merely a formal innovation but a mode of epistemological critique.

Within Latin American literature, temporal fragmentation assumes particular cultural and political resonance. Critics such as Seymour Menton, Lois Parkinson Zamora, and Roberto González Echevarría emphasize that magical realism disrupts Enlightenment notions of progressive historical time by integrating mythic, cyclical, and ancestral temporalities. Zamora, in particular, argues that magical realist narratives operate within a "plural temporality" in which indigenous cosmologies, colonial histories, and personal memory coexist. Time in such narratives is neither purely remembered nor strictly present; instead, it unfolds as a layered continuum in which past, present, and future intersect. This supports the critical view that non-linear narrative time reflects lived experience and collective consciousness rather than objective chronology (González Echevarría, R. (1990)).

Time, Memory, and Imagination in Márquez's Short Fiction

Gabriel García Márquez's short fiction has been widely examined for its innovative manipulation of time, memory, and perception. Scholars consistently note that Márquez dissolves the boundaries between memory, reality, and imagination, producing narratives in

which temporal continuity is fractured or suspended. Michael Bell observes that Márquez's narrative time often resists forward movement, instead circling around moments of memory, obsession, or waiting. Similarly, Gene Bell-Villada emphasizes the presence of repetitive and stagnant temporal patterns, interpreting them as expressions of political paralysis and existential confinement Bell, M. (1993).

Other critics, such as Stephen Minta and Gerald Martin, situate Márquez's temporal experimentation within broader Latin American historical experiences, particularly colonial violence, cyclical authoritarianism, and the instability of national memory. From this perspective, temporal distortion functions as a symbolic critique of official historiography. Meanwhile, scholars influenced by myth criticism, including Mircea Eliade's concept of sacred time, argue that Márquez's fiction reflects a mythic consciousness in which time is regenerative rather than linear Bell-Villada, G. (1990).

Despite these valuable contributions, much of the existing scholarship treats temporal fragmentation either as a stylistic hallmark of magical realism or as an allegorical representation of socio-political conditions. Less attention has been paid to fragmented time as an intermediary or mediating space—one that resists rigid binaries such as realism versus fantasy, memory versus actuality, or history versus myth. This critical gap invites an alternative interpretive framework capable of articulating how Márquez's narrative temporality operates as a dynamic equilibrium rather than a polarized opposition Minta, S. (1987).

Buddhist Thought and Literary Temporality

Buddhist philosophy offers a radically non-essentialist understanding of time that contrasts sharply with Western linear and teleological models. In the Pāli Canon, particularly in texts from the Majjhima Nikāya and Saṃyutta Nikāya, the Buddha repeatedly critiques fixation on past and future as sources of suffering, emphasizing instead mindful awareness of the present moment. Time, from this perspective, is not an independent entity but a conceptual construction arising from dependent origination (*paṭiccasamuppāda*). Siderits, M. (2007).

Core Buddhist doctrines such as impermanence (*anicca*), non-self (*anattā*), and suffering (*dukkha*) destabilize the notion of a continuous, enduring subject moving through linear time. As scholars such as Nāgārjuna (in *Mūlamadhyamakakārikā*) and, in modern scholarship, David Kalupahana and Mark Siderits argue, temporal continuity is sustained through mental clinging (*upādāna*) rather than ontological substance. The Middle Way (*majjhimā paṭipadā*) thus rejects both eternalism and annihilationism, offering a relational understanding of existence and temporality. Ziporyn, B. (2012).

In literary studies, Buddhist philosophy has been applied to modernist and postmodern texts by scholars such as Robert Magliola, Brook Ziporyn, and Steven Heine, who explore how non-dualistic temporality challenges Western narrative conventions. These studies often focus on East Asian literature or Western modernism, examining how fragmented narrative time mirrors Buddhist insights into impermanence and emptiness (*suññatā*). However, the application

of Middle Way philosophy to Latin American magical realism—and to Márquez’s short fiction in particular—remains largely unexplored Nāgārjuna. (1995).

This absence underscores the originality of the present study, which proposes Buddhist temporality as a productive interpretive lens for understanding Márquez’s fragmented narrative time. By framing temporal disruption as a Middle Way between realism and fantasy, memory and imagination, this research contributes a cross-cultural philosophical perspective to Márquez studies and expands the scope of Buddhist literary criticism beyond its conventional geographic and textual boundaries.

Research Methodology

This research employs a tripartite methodological framework to provide a systematic and multi-dimensional perspective on the subject, comprising structural criticism, historical-cultural criticism, and comparative criticism.

Firstly, structural criticism serves as the pivotal method for decoding narrative techniques and temporal fragmentation. The study focuses on analyzing narrative fragments through the concepts of text time and story time. According to Gérard Genette, the disruption of temporal order anachrony is a distinctive device used to generate new meanings: “To study the temporal order of a narrative is to compare the order in which events or temporal sections are arranged in the narrative discourse with the order of succession these same events or temporal sections have in the story” (Genette, 1980, p. 35). Furthermore, the research utilizes Shlomith Rimmon-Kenan’s perspective to clarify how characters are frozen within repetitive structures: “Repetition involves a relation between the number of times an event is presumed to have occurred in the story and the number of times it is narrated in the text” (Rimmon-Kenan, 2002, p. 57). Dismantling these structures helps identify the non-linear nature of Márquez’s short stories not merely as a formal device, but as an ontological reality.

Secondly, historical-cultural criticism situates Márquez’s work within the Latin American cultural context and aligns it with the philosophical background of the Majjhima Nikāya. This method illuminates how indigenous Colombian conceptions of death and existence intersect with the Early Buddhist worldview. To understand the operation of these motifs, the study also inherits Formalist perspectives in examining the defamiliarization (ostranenie) of literary texts relative to historical reality: “The prime object of literary science is not literature, but literariness (literaturnost), i.e., that which makes a given work a literary work” (Erich, 1981, p. 172). Consequently, fragmented temporality is perceived as a literary attribute reflecting the ruptures in both history and human consciousness.

Thirdly, comparative criticism is the primary method for establishing the relationship between Latin American literature and Eastern philosophy. The research conducts an interdisciplinary comparison between the temporal models of magical realism and Middle Way thought. Kalupahana (1986) emphasizes the dangers of the extreme interpretations that Márquez inadvertently portrays through his characters: “The clinging to concepts as eternal

realities or the total denial of all values are the extremes that prevent man from seeing the dependent arising nature of the world” (Kalupahana, 1986, p.5). Comparative criticism here helps identify that, despite geographical and temporal differences, both systems converge in their effort to liberate humanity from clinging to a single, fixed reality.

Results

The Middle Way and Non-Linear Time

In Gabriel García Márquez’s magical realist fiction, time is not a linear progression but a non-linear structure in which reality, memory, and imagination intersect. As Wendy B. Faris observes, magical realism blurs boundaries between the real and the unreal. This is formally realized through Gérard Genette’s concept of anachrony, the disruption of chronological order, where narrative sequence diverges from the actual order of events. In stories such as *Nabo: The Black Man Who Made the Angels Wait*, Márquez fragments time according to memory and emotion rather than clock time, compelling readers to reconstruct events themselves. Time is often compressed, expanded, or repeated, producing circular rather than linear temporality. As Shlomith Rimmon-Kenan notes, repetition transforms narration into stasis. Characters frequently remain trapped in a single moment or psychological state, as in *Someone Has Been Disarranging These Roses*, where a child’s spirit exists eternally within a fixed past that coexists with the present. Non-linearity is further intensified through the spatialization of time. In *The Sea of Lost Time*, physical time dissolves entirely: corpses do not decay, and villages persist in an atemporal space. Time ceases to be a flow and becomes a static condition of being. Similarly, in *Monologue of Isabel Watching It Rain in Macondo*, prolonged rain erases temporal measurement, reducing time to subjective experience rather than objective chronology. Through anachrony, circularity, and stasis, Márquez dismantles linear time and challenges narratives of progress, presenting reality as a multi-layered convergence of history, myth, and consciousness.

The Middle Way and the Deconstruction of Time

In Early Buddhist philosophy, the Middle Way (*Majjhima Paṭipadā*) functions not only as an ethical path but as an epistemological stance that dismantles distorted perception. The Buddha identifies suffering as arising from reification—the attachment to fixed concepts such as self, substance, or time. The Middle Way replaces conceptual perception (*sañjānāti*) with direct understanding (*pajānāti*), allowing phenomena to be seen as dependently arisen processes rather than stable entities. Central to the Middle Way is non-attachment to views. In the *Alagaddūpama Sutta*, the Dhamma itself is compared to a raft meant to be abandoned after crossing. Clinging even to correct views leads to stagnation. Similarly, the *Sabbāsava Sutta* warns

that metaphysical speculation about self and time produces a “thicket of views.” Liberation arises not from affirming or denying existence, but from observing dependent origination without conceptual fixation. This equilibrium transcends the extremes of eternalism and annihilationism, dissolving rigid distinctions between being and non-being.

Convergence of Non-Linearity and the Middle Way

The non-linear temporality in Márquez’s short stories parallels the Middle Way’s deconstruction of fixed realities. By dismantling linear time, Márquez undermines eternalism—the belief in a permanent, continuous self-unfolding through history—while avoiding nihilism. Indeterminate temporal zones, such as the underwater world in *The Sea of Lost Time*, allow the dead to persist without affirming eternal existence or total annihilation. Time becomes relational rather than absolute. Narrative stasis represents the most radical form of this convergence. In stories like *Nabo* and *Someone Has Been Disarranging These Roses*; time is suspended into an eternal present. This stillness mirrors the Buddhist ideal expressed in the *Bhaddekaratta Sutta*, where liberation arises from neither clinging to the past nor projecting into the future, but fully inhabiting the present phenomenon. Such suspension is not the death of time, but freedom from its conceptual tyranny. Ultimately, Márquez’s fragmentation of time dissolves the historical ego constructed through memory and anticipation, echoing the Buddhist doctrine of non-self (*anattā*). Non-linear time thus functions not merely as a literary technique, but as an ontological strategy that liberates consciousness from rigid cognitive structures. In this sense, Márquez’s magical realism approaches the wisdom of the Middle Way: using the disintegration of temporal order to reveal a reality grounded in mindfulness, dependent origination, and non-attachment.

Table 1. Comparison of temporal milestones and anachronic structures under the Middle Way perspective

Work	Chronological Cycle/Milestones	Actual Narrative Sequence	Technique
Montiel's Widow	(1) Tyranny prevails → (2) Montiel grows wealthy → (3) Montiel dies → (4) The widow lives in solitude.	Continuous interleaving: The scene of the widow at milestone (4) is interrupted by memory fragments of (1) and (2).	Flashback
The Trail of Your Blood in the Snow	(1) Marriage → (2) Travel to Paris → (3) Nena scratches her finger → (4) Nena dies	Starts from milestones (3) and (4) in the very first	Prolepsis

Work	Chronological Cycle/Milestones	Actual Narrative Sequence	Technique
	→ (5) Billy receives the news.	sentences, then returns to (1) and concludes at (5).	
Nabo	(1) Gramophone music → (2) 15 years of waiting → (3) Appearance of the angels.	Milestones (1), (2), and (3) are blended; it is impossible to distinguish between the present reality and Nabo's hallucinations.	Second-level anachronies
The Handsomest Drowned Man in the World	(1) Corpse washes ashore → (2) Villagers dress the body → (3) The glorious future of the village.	Jumps from milestone (1) to the vision of (3) through the villagers' imagination, then returns to (2).	Prolepsis

Through comparison, it is evident that Márquez often chooses to begin his texts at a moment of conclusion or a major chronological event. When the narrative sequence no longer depends on actual chronology, time loses its power to bind the characters. Genette (1980) asserts that these forms of anachrony create a “temporal autonomy of the narrative”. In the short stories of G.G. Márquez, this autonomy is synonymous with declaring linear time to be merely an illusion. When the temporal axis is fractured, the character's historical self also dissolves. There is no longer a "self" traveling from point A to point B, but only moments of simultaneous existence. Temporal anachrony serves as an artistic tool to practice the Middle Way, abandoning the view that time is a rigid container of reality. Instead, through deconstructive narrative, reality is revealed as a dependently arisen whole where all temporal fragments are interpenetrating and interacting, with none existing independently or inherently. The way Márquez shuffles these temporal milestones forces the reader to relinquish the habit of categorizing reality, thereby reaching a state of detachment from views, without clinging to any predetermined temporal order. Genette refers to this phenomenon as a violation of “the sacred frontier between two worlds”. When Márquez allows the narrator to perceive and penetrate the character's timeline as a co-present entity, he abolishes the isolation of temporal levels. This invasion proves the lack of inherent nature in temporal layers. The narrator's time and the character's time possess no self-contained borders; they interpenetrate and interact with one another. Thus, non-linear time in Márquez is essentially a totality where every fragment contains the others. If anachrony fractures the temporal axis in terms of order, then repetition deconstructs time in terms of frequency. Gérard Genette (1980) defines iterative narrative as: “narrating one time what

happened n times". In Márquez's literature, this technique is not merely for summarization but is a scientific strategy to eliminate the uniqueness and isolation of historical events.

Table 2. Narrative models and temporal transformation

Analysis Level	Definition	Operational Model	Deconstruction Value
Event	Serves as temporal milestones; points marking chronological history.	Cyclical Repetition: Events repeated over n days. Conventional Narrative: 1 Event → 1 Incident (Time flows). Márquez's Narrative: 1 Event → n Incidents (Time stands still).	Neutralizing temporal milestones. When 15 years are reduced to a single milestone, time is no longer a yardstick.
Occurrence/ Action	The active behaviors and sequence of the character's activities.	Temporal Absorption: Time is swallowed by the present. Oc1=...=.... Oc2=...=... Ocn....	Abolishing distinctiveness. Individual actions lose their separation.

In traditional narrative, each incident is considered an independent entity with an inherent nature (for example: event X occurs on day A). In conventional thinking, time is understood as a succession of sequential events (Day 1 → Day 2). In the work *Macrostructures* (1980), Van Dijk defines incidents and events based on state change and teleology: "Actions are a subclass of events, viz., those events that are brought about by a conscious agent... An event is a change of state in some possible world, at some time point or time interval" (Van Dijk, 1980, p.113-115). An occurrence (action) is the smallest unit, representing the movement of a character. In Márquez's stories, incidents such as Nabo listening to music or the child picking flowers are performed times. However, instead of creating progression, these incidents are dissolved due to their absolute repetition. An event represents a turning point and a temporal milestone; it is the "node" marking a change in the state of reality. A conventional sequence of occurrences leads to an event (the result). Yet, Márquez utilizes Genette's compression technique to lock thousands of occurrences into a single event, such as a 15-year timeframe. According to discourse structure, when repeated occurrences no longer produce any state transformation for the event, the chronological axis becomes paralyzed. The 'suffocation' of the temporal milestone under the pressure of repetitive action is the technique of deconstructing the inherent nature of time. This

leads reality away from the governance of linear causal logic, guiding characters into the present phenomenon of the Middle Way, where time is no longer a measure of ego-change but an eternal state of equanimity. Simultaneously, G.G. Márquez compresses thousands of repeated occurrences into a single event, demonstrating that the author has stripped time of its "quantitative" attribute. Time transforms from a line into a point. When the temporal milestone is no longer used to distinguish the difference between actions, it loses its independent existence; it becomes merely an empty frame. Furthermore, G.G. Márquez frequently employs adverbs of frequency combined with the imperfect tense to create segments of suspended time. By grouping the times Nabo waits into a single narrative sentence: "For fifteen years, Nabo stood there...", Márquez annihilates the distinction between the first day and the five-thousandth day. The boundaries between *ksanas* (moments) are blurred. When the temporal amplitude between events is eliminated, the reader no longer perceives the flow of chronological time but only an immutable state of existence. Typically, the human ego is built through distinct incidents (accumulating experience); if a character performs ten different actions in ten days, they possess a history. If they perform one action ten thousand times within the same event milestone, they have no history. When G.G. Márquez turns every day into a single day through repetition, he dissolves the character's historical self. This shatters the kinetic structure of time; time no longer flows but simply *is*. This is the state of equanimity in the Middle Way a reality where there is no accumulation of the past nor the propulsion of the future. If every moment is identical, then the self of today is no different from the self of ten years ago. Lacking a foothold in temporal change to affirm themselves, the character (and the reader) is pushed into the equanimity of the present phenomenon. As in the Bhaddekaratta Sutta, when "the past is not followed" because it repeats in the present, consciousness achieves liberation within the loop. Márquez does not narrate incidents; he narrates the rhythm of the event. Utilizing repetition allows him to construct fixed worlds where time is not an enemy that robs life, but an eternal loop where life and death are co-present. This is how he employs Genette's modern narrative techniques to express the notion of a dependently arisen reality, where elements repeat endlessly to maintain the equilibrium of the Middle Way.

Discussion

This study set out to examine the phenomenon of fragmented time in Gabriel García Márquez's short stories through the philosophical lens of the Buddhist Middle Way (Majjhima Paṭipadā) as articulated in the Majjhima Nikāya. The findings demonstrate that Márquez's disruption of linear temporality is not merely a stylistic hallmark of magical realism but functions as a deeper ontological inquiry into the nature of reality, attachment, and perception. When read alongside Middle Way philosophy, fragmented time emerges as a narrative manifestation of non-dual existence, where conventional distinctions between past, present, and future collapse.

Fragmented Time and the Rejection of Temporal Extremes

One of the central objectives of this research was to determine how Márquez's narrative structures resonate with the Middle Way's rejection of extremes. The analysis indicates that Márquez avoids both strict chronological determinism and complete temporal chaos. Instead, his stories frequently oscillate between recurrence, suspension, and inversion of time, creating what Ricoeur (1984) describes as a "refigured temporality" that resists linear progression. From the Middle Way perspective, this narrative stance parallels the Buddhist rejection of eternalism (the belief in fixed, enduring entities) and annihilationism (the belief in total discontinuity), both of which are explicitly critiqued in the Majjhima Nikāya. By refusing to anchor meaning in a single temporal point, Márquez's fragmented time aligns with the Middle Way's emphasis on dependent arising (*paṭiccasamuppāda*), where phenomena exist only in relation to conditions rather than as isolated absolutes. This finding supports previous literary interpretations that view Márquez's temporality as cyclical or mythical (Zamora & Faris, 1995), while extending them by framing non-linearity as a philosophical middle position rather than a purely cultural or mythic device.

Fragmentation, Clinging, and Narrative Bottlenecks

Another key finding concerns the interpretation of temporal "bottlenecks" moments where narrative time stalls, repeats, or folds back upon itself. From a Buddhist perspective, these disruptions can be understood as consequences of *upādāna* (clinging). The research suggests that characters, communities, and even narrative voices in Márquez's stories cling to particular memories, traumas, or expectations of the future, resulting in temporal fragmentation. This reading resonates with Buddhist psychological theory, where suffering (*dukkha*) arises not from phenomena themselves but from attachment to them (Ñāṇamoli & Bodhi, 1995). In Márquez's fiction, time becomes distorted precisely when characters attempt to fix meaning within a specific temporal frame. This insight deepens socio-historical readings of Márquez that link temporal repetition to Latin America's cycles of violence and colonial trauma (Sommer, 1984), by suggesting that such cycles persist through collective clinging to unresolved pasts rather than through historical inevitability alone.

Emptiness (*Suññatā*) and the Deconstruction of Narrative Time

Perhaps the most significant contribution of this study lies in its interpretation of fragmented time through the concept of *suññatā* (emptiness). The findings indicate that Márquez's deconstructive narrative techniques implicitly gesture toward the emptiness of time as an inherent entity. Past, present, and future in his stories are shown to be mutually conditioning and ultimately inseparable, echoing the Middle Way understanding that all phenomena are empty of independent essence. This interpretation complements

poststructuralist readings of Márquez that emphasize indeterminacy and narrative instability (Foucault, 1970; Derrida, 1978), while offering a non-Western philosophical grounding for these observations. Rather than viewing temporal fragmentation as a sign of narrative breakdown, the Middle Way framework reveals it as an invitation to awaken from dualistic thinking. In this sense, reading Márquez becomes an experiential process akin to insight (*vipassanā*), where readers are led to recognize the constructed nature of temporal perception itself.

Conclusion

This study has examined the phenomenon of non-linear and fragmented temporality in the short stories of Gabriel García Márquez through the philosophical lens of the Middle Way (*Majjhima Paṭipadā*) as articulated in the *Majjhima Nikāya*. The findings demonstrate that temporal disruption in Márquez's fiction is not merely a narrative technique characteristic of magical realism, but an ontological strategy that interrogates deeply rooted assumptions about time, selfhood, and existence. By applying Early Buddhist concepts such as dependent origination (*paṭiccasamuppāda*), clinging (*upādāna*), non-self (*anattā*), and emptiness (*suññatā*), this research reveals a structural and philosophical resonance between Márquez's fragmented narrative time and the Middle Way's rejection of both eternalism and annihilationism. Temporal fragmentation in these short stories functions as a middle position that dismantles linear causality without collapsing into nihilistic discontinuity. In doing so, Márquez's narratives create spaces where past, present, and future interpenetrate, mirroring the Buddhist understanding of time as a dependently arisen and conceptually constructed phenomenon. The study further argues that narrative "bottlenecks" and temporal stasis in Márquez's fiction symbolically arise from attachment to memory, trauma, and anticipation. Liberation—both for characters and readers—emerges when linear time is no longer grasped as an object of possession. This insight reframes Márquez's magical realism as an implicit critique of temporal reification and aligns his narrative practice with the Middle Way's emphasis on non-clinging and direct experiential awareness.

Overall, this research establishes a new hermeneutic framework that bridges Latin American literary studies and Buddhist philosophy. It demonstrates that Buddhist thought can function not only as a thematic reference but as a rigorous critical methodology capable of illuminating modern narrative forms. By transcending conventional Western theoretical models, this study contributes to global literary criticism and affirms the universal relevance of non-dual philosophical perspectives in interpreting world literature.

Suggestions

Suggestions for Implementation

Based on the findings of this study, it is recommended that literary education—particularly at the university level—adopt interdisciplinary and cross-cultural approaches when teaching texts characterized by non-linear temporality. Integrating the philosophical principles of the Middle Way into the analysis of magical realism and postmodern literature can help students move beyond binary interpretations such as realism versus fantasy, history versus myth, or past versus present.

In practical terms, instructors may incorporate comparative philosophical readings alongside literary texts, encouraging students to reflect on how narrative structures shape perception, identity, and ethical awareness. This approach fosters multidimensional thinking, enhances interpretive flexibility, and promotes mindfulness toward the act of reading itself. Such pedagogical applications are especially relevant in courses on world literature, comparative literature, and cultural studies, where diverse epistemologies intersect.

Additionally, this framework may serve as a model for curriculum innovation by demonstrating how Eastern philosophical traditions can productively engage with Western literary forms without reducing either to cultural ornamentation or allegory.

Suggestions for Future Research

Future research may extend this analytical framework to Gabriel García Márquez's longer works, particularly *One Hundred Years of Solitude* and *The Autumn of the Patriarch*, where cyclical and stagnant temporal structures operate on a broader historical and political scale. Comparative studies could also explore non-linear temporality in other Latin American writers or global literary traditions that engage with mythic, cyclical, or fragmented time.

Further interdisciplinary research may integrate Buddhist temporality with cognitive narratology, reader-response theory, or phenomenology to examine how readers experience non-linear time at the level of consciousness. Comparative philosophical studies involving Buddhist temporal theory and indigenous cosmologies, Daoist thought, or process philosophy may also deepen understanding of non-dual temporality across cultures. Such inquiries would expand the scope of Buddhist literary criticism and contribute to a more pluralistic global humanities discourse.

Declaration of Interests

The author declares that there are no competing interests associated with this research. The study was conducted solely for academic purposes and was not influenced by any financial, institutional, or personal relationships that could be perceived as a conflict of interest.

Ethical Considerations

This research is a theoretical and interpretive study based exclusively on published literary texts and canonical philosophical sources. It does not involve human participants, personal data, or experimental procedures. As such, no ethical approval was required. All sources have been appropriately cited, and scholarly integrity has been maintained throughout the research process.

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Definition of Conflicts of Interest

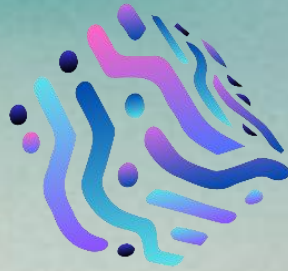
A conflict of interest is defined as any financial, professional, or personal relationship that could inappropriately influence or bias the research process, interpretation, or presentation of findings. In accordance with academic publishing standards, the author affirms that no such conflicts exist in relation to this study.

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Factors of Managerial Decision-Making in the Age of Artificial Intelligence

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Academic Articles

Factors of Managerial Decision-Making in the Age of Artificial Intelligence

Suman Raja Bajracharya*

Abstract

Managerial decision-making has long been a central concern in management research due to its critical influence on organizational performance and competitive advantage. The rapid advancement of Artificial Intelligence (AI) has fundamentally transformed traditional decision-making processes by enabling data-driven, automated, and predictive capabilities that augment managerial judgment. This study examines the key factors influencing managerial decision-making in the age of Artificial Intelligence, drawing on classical, behavioral, and contemporary management theories. Through an extensive review of literature indexed in Scopus, Web of Science, and TCI databases, the study identifies and categorizes influencing factors at the individual, organizational, technological, and environmental levels. Individual factors include managerial experience, cognitive style, risk tolerance, and ethical values, while organizational factors encompass culture, structure, power dynamics, and information systems. Technological factors such as data quality, algorithm transparency, and levels of automation, along with external environmental factors including market competition, technological change, and regulatory pressures, are also examined. The findings highlight that managerial decision-making in the AI era is best understood as a socio-technical process shaped by dynamic interactions between human judgment and machine intelligence. The study contributes to the growing body of knowledge on AI-enabled management by providing an integrative framework for understanding decision-making complexity and offers practical insights for managers seeking to balance analytical rigor with ethical responsibility and strategic oversight in AI-driven organizational contexts.

Keywords: Managerial Decision-Making, Artificial Intelligence, Human–AI Collaboration, Decision-Making Models

Introduction

Managerial decision-making has long been recognized as a core function of management and a critical determinant of organizational performance and competitive advantage (Simon, 1977; Mintzberg, Raisinghani, & Théorêt, 1976). Traditionally, managerial decisions were largely grounded in human experience, intuition, judgment, and limited historical data. Managers operated under conditions of bounded rationality, where cognitive limitations and information constraints shaped decision outcomes (Simon, 1955). While such approaches allowed flexibility and contextual understanding, they were often susceptible to bias, uncertainty, and inefficiencies, particularly in complex and dynamic business environments.

The rapid advancement of Artificial Intelligence (AI) has fundamentally transformed the nature of managerial decision-making. AI technologies—including machine learning, big data analytics, natural language processing, and predictive modeling—enable organizations to process vast volumes of structured and unstructured data with unprecedented speed and accuracy (Davenport & Ronanki, 2018). These technologies support managers in identifying patterns, forecasting trends, optimizing operations, and evaluating decision alternatives that would be difficult or impossible through purely human analysis (Shrestha, Ben-Menahem, & von Krogh, 2019). As a result, decision-making processes are increasingly data-driven, automated, and augmented by intelligent systems.

In the age of Artificial Intelligence, managerial decision-making is no longer solely a human-centered activity but rather a collaborative process between human intelligence and machine intelligence. This human–AI collaboration reshapes traditional decision roles, where AI systems provide analytical insights and recommendations while managers retain responsibility for interpretation, judgment, and final decision authority (Raisch & Krakowski, 2021). Studies suggest that AI enhances decision quality by reducing uncertainty and cognitive bias; however, it also introduces new challenges related to trust, transparency, and accountability (Glikson & Woolley, 2020).

Moreover, the integration of AI into managerial decision-making alters how managers perceive problems, evaluate alternatives, and implement decisions. Algorithmic recommendations can influence managerial cognition, potentially reshaping strategic thinking and organizational learning processes (Faraj, Pachidi, & Sayegh, 2018). At the same time, excessive reliance on AI may lead to automation bias, reduced critical thinking, and ethical concerns such as discrimination, data privacy violations, and lack of explainability in algorithmic decisions (Martin, 2019; Mittelstadt et al., 2016). These issues highlight the importance of understanding the contextual and organizational factors that shape AI-enabled decision-making.

From an organizational perspective, factors such as data quality, technological infrastructure, managerial competencies, organizational culture, ethical governance, and regulatory frameworks significantly influence the effectiveness of AI-supported decisions (Kiron et al., 2014; Tarafdar, Beath, & Ross, 2019). Managers must not only possess technical awareness

but also develop new skills in critical evaluation, ethical reasoning, and strategic oversight to effectively leverage AI systems (Jarrahi, 2018). Consequently, managerial decision-making in the AI era extends beyond technical adoption and requires a holistic understanding of socio-technical interactions within organizations.

Understanding the factors influencing managerial decision-making in the age of Artificial Intelligence is therefore essential for effective leadership and sustainable organizational performance. As organizations increasingly rely on AI to support strategic, tactical, and operational decisions, examining these factors provides valuable insights into how managers can balance technological capabilities with human judgment. This study aims to contribute to the growing body of literature by analyzing the key factors that shape managerial decision-making in AI-driven organizational contexts.

Objective

To study the key factors influencing managerial decision-making in the age of Artificial Intelligence (AI).

Theoretical Foundations of Managerial Decision-Making

Classical View of Decision-Making

Early management theories viewed decision-making as a rational and objective process. The classical model assumes that managers are fully informed, capable of identifying all possible alternatives, and able to select the optimal solution that maximizes organizational outcomes (Taylor, 1911). This rational decision-making model emphasizes logical analysis, clear objectives, and systematic evaluation of alternatives. Under this approach, decision-making follows a linear sequence: problem identification, data collection, alternative evaluation, and choice of the best solution. While this model provides a useful normative framework, critics argue that it oversimplifies real-world managerial contexts, where information is incomplete, time is limited, and organizational politics influence outcomes (March & Simon, 1958).

Bounded Rationality

Herbert Simon's concept of bounded rationality significantly reshaped decision-making theory by acknowledging human cognitive limitations (Simon, 1955). According to this perspective, managers cannot process all available information or evaluate every possible alternative. Instead of optimizing, managers often "satisfice" by selecting solutions that are good enough under existing constraints. Bounded rationality highlights the role of heuristics, rules of thumb, and experience in managerial decision-making. This perspective remains highly influential, particularly in explaining decision-making under uncertainty and complexity. Even

with advanced analytical tools, managers continue to face cognitive and organizational constraints that shape their decisions.

Behavioral and Psychological Perspectives

Behavioral decision-making research emphasizes the psychological factors that influence managerial choices. Studies in this tradition demonstrate that decisions are often affected by cognitive biases such as overconfidence, anchoring, confirmation bias, and loss aversion (Kahneman & Tversky, 1979). These biases can lead managers to deviate from rational decision-making, sometimes resulting in suboptimal outcomes. Emotions also play a critical role in decision-making. Research suggests that affective states influence risk perception, judgment, and choice behavior, particularly in high-stakes or uncertain situations (Lerner et al., 2015). Consequently, managerial decision-making is not purely analytical but is deeply intertwined with psychological and emotional factors.

Decision-Making as a Managerial Function

Decision-making is not a separate managerial activity but an integral part of all management functions. Planning involves decisions about goals, strategies, and resource allocation. Organizing requires decisions about structure, roles, and authority. Leading involves decisions related to motivation, communication, and conflict resolution. Controlling requires decisions regarding performance evaluation and corrective actions (Koontz et al., 2010). Managers at different levels make decisions with varying scopes and impacts. Top-level managers focus on strategic decisions, middle-level managers handle tactical decisions, and lower-level managers are primarily responsible for operational decisions. Each level requires distinct decision-making skills and perspectives.

Types of Managerial Decisions

1. **Strategic Decisions** Strategic decisions are long-term, non-routine decisions that determine the overall direction of the organization. These decisions involve significant resource commitments and have far-reaching consequences (Eisenhardt & Zbaracki, 1992). Examples include market entry, mergers and acquisitions, innovation strategies, and competitive positioning. Strategic decision-making is characterized by high uncertainty, complexity, and ambiguity. Managers must consider external environmental factors such as competition, technological change, and regulatory conditions, making strategic decisions particularly challenging.

2. **Tactical Decisions** Tactical decisions translate strategic objectives into specific plans and actions. These decisions are typically made by middle-level managers and focus on resource

utilization, departmental goals, and performance improvement. Tactical decisions are less complex than strategic decisions but still require analytical and coordination skills.

3. Operational Decisions Operational decisions are routine, short-term decisions that ensure the efficient functioning of daily activities. These decisions are often standardized and guided by established procedures. Examples include scheduling, inventory management, and employee task assignments. Advances in automation and AI have increasingly supported or replaced human involvement in operational decision-making (Davenport & Ronanki, 2018).

Decision-Making Models in Management

Decision-making is a central activity in management and a key determinant of organizational effectiveness. Managers continuously make decisions related to strategy formulation, resource allocation, problem-solving, and performance improvement. To understand how managers make decisions, scholars have developed various decision-making models that explain the cognitive, behavioral, and organizational processes underlying managerial choices. These models provide conceptual frameworks that help explain why decisions differ across individuals, organizations, and contexts (March, 1994).

Decision-making models in management range from highly structured and analytical approaches to more flexible and experience-based perspectives. No single model fully captures the complexity of real-world managerial decision-making. Instead, each model highlights particular assumptions, strengths, and limitations. In contemporary organizations—especially those influenced by digital technologies and Artificial Intelligence (AI)—managers often combine multiple decision-making models rather than relying on a single approach (Jarrahi, 2018). This section discusses four major decision-making models in management: the rational decision-making model, incremental decision-making, intuitive decision-making, and evidence-based decision-making. Each model is examined in terms of its theoretical foundations, key characteristics, applications, and limitations.

Rational Decision-Making Model

The rational decision-making model is one of the earliest and most influential models in management theory. It assumes that decision-makers are fully rational and capable of identifying clear objectives, gathering complete and accurate information, generating all possible alternatives, and selecting the option that maximizes organizational outcomes (Simon, 1977). Under this model, decision-making is viewed as a logical, systematic, and objective process.

The rational model typically follows a linear sequence of steps: problem identification, information collection, evaluation of alternatives, selection of the optimal solution, implementation, and evaluation. This approach provides a normative benchmark for decision quality and is widely used in strategic planning, policy analysis, and operations management. One of the main strengths of the rational decision-making model is its clarity and structure. By

emphasizing systematic analysis and objective evaluation, the model reduces ambiguity and provides a clear framework for complex decisions (Bazerman & Moore, 2013). It is particularly useful in stable environments where goals are clear, data is reliable, and decision outcomes can be reasonably predicted. The rational model also aligns well with analytical tools, quantitative methods, and AI-based decision-support systems. Optimization models, forecasting algorithms, and cost–benefit analyses reflect the logic of rational decision-making and support managers in making data-driven choices (Davenport & Harris, 2007).

Limitations of the Rational Model

Despite its theoretical appeal, the rational decision-making model has been widely criticized for its unrealistic assumptions. In practice, managers rarely have access to complete information or unlimited cognitive capacity. Time constraints, uncertainty, political pressures, and emotional factors often prevent fully rational decision-making (March & Simon, 1958). Herbert Simon’s concept of bounded rationality highlights these limitations, arguing that managers satisfice rather than optimize by selecting solutions that are acceptable rather than optimal (Simon, 1955). As a result, the rational model is best viewed as an idealized benchmark rather than a realistic description of managerial behavior. Incrementalism suggests that managers make decisions through small, gradual adjustments rather than comprehensive analysis (Lindblom, 1959). This approach is common in public administration and complex organizations where consensus-building and political considerations are important. Intuitive decision-making relies on experience-based pattern recognition rather than conscious analysis (Dane & Pratt, 2007). Experienced managers often use intuition in time-pressured or uncertain situations. While intuition can enhance speed and creativity, it may also increase susceptibility to bias. Evidence-based management emphasizes the use of empirical research, organizational data, and systematic analysis in decision-making (Rousseau, 2006). This approach has gained prominence with the rise of analytics and AI, promoting more objective and transparent decisions.

Incremental Decision-Making Model

Incremental decision-making, also known as incrementalism, challenges the comprehensive analysis assumed in the rational model. Lindblom (1959) argued that managers and policymakers often make decisions through small, gradual adjustments rather than radical changes. Instead of evaluating all alternatives, decision-makers focus on options that differ only marginally from existing practices. Incrementalism reflects the reality of complex organizations where decision-making is constrained by limited information, competing interests, and the need for consensus. This model is particularly common in public administration, large bureaucracies, and politically sensitive environments.

Incremental decision-making emphasizes continuity, negotiation, and compromise. Managers rely on past decisions as reference points and make adjustments based on feedback and experience. This approach reduces risk by avoiding drastic changes and allows organizations to adapt gradually to environmental shifts (Quinn, 1980). Incrementalism also acknowledges the political nature of decision-making. By focusing on small changes, managers can minimize resistance and maintain organizational stability. This makes the model especially relevant in organizations with strong stakeholder involvement and power dynamics.

The strength of incremental decision-making lies in its practicality and adaptability. It allows managers to cope with uncertainty and complexity without requiring comprehensive analysis. Incremental decisions are often easier to implement and less disruptive to organizational routines. However, incrementalism can also limit innovation and strategic renewal. By emphasizing small adjustments, organizations may fail to respond effectively to major environmental changes or disruptive technologies (Mintzberg, 1994). In rapidly changing environments, incremental decision-making may lead to strategic inertia.

Intuitive Decision-Making Model

Intuitive decision-making relies on experience-based pattern recognition rather than deliberate analytical reasoning. According to Dane and Pratt (2007), intuition is a rapid, non-conscious process grounded in accumulated knowledge and expertise. Experienced managers often use intuition when facing time pressure, uncertainty, or ambiguous information.

Intuitive decision-making does not imply irrationality; rather, it reflects a different mode of cognition that complements analytical thinking. Research in cognitive psychology suggests that intuition can be highly effective in familiar contexts where decision-makers have deep domain expertise (Kahneman, 2011).

Experience is a critical factor in intuitive decision-making. Expert managers develop mental models that allow them to recognize patterns and anticipate outcomes quickly. This enables fast decision-making in dynamic environments such as crisis management, entrepreneurship, and innovation (Eisenhardt, 1989). In the age of AI, intuition remains relevant because not all decisions can be fully captured by data or algorithms. Strategic judgment, leadership decisions, and ethical dilemmas often require human insight beyond analytical outputs.

While intuition can enhance speed and creativity, it also increases susceptibility to cognitive biases such as overconfidence, availability bias, and confirmation bias (Kahneman & Tversky, 1979). Intuitive decisions may be influenced by emotions and personal preferences, potentially reducing objectivity. Therefore, intuitive decision-making is most effective when balanced with analytical validation and evidence-based approaches.

Evidence-Based Decision-Making Model

Evidence-based decision-making, also known as evidence-based management (EBM), emphasizes the systematic use of the best available evidence from multiple sources, including scientific research, organizational data, professional expertise, and stakeholder input (Rousseau, 2006). This model seeks to improve decision quality by reducing reliance on intuition, tradition, and personal opinion. EBM has gained prominence with the rise of big data, analytics, and AI technologies, which enable organizations to collect and analyze large volumes of information in real time (Davenport, 2014).

Evidence-based decision-making supports transparency, accountability, and learning. Managers using this model critically evaluate data sources, assess the validity of evidence, and integrate quantitative and qualitative insights. This approach is particularly valuable in areas such as human resource management, healthcare administration, and strategic planning.

AI-driven analytics enhance evidence-based decision-making by providing predictive insights and scenario analysis. However, managers must still interpret evidence within organizational and ethical contexts. Despite its advantages, evidence-based decision-making faces practical challenges. Managers may lack access to high-quality evidence, analytical skills, or time to conduct systematic evaluations. Organizational cultures resistant to data-driven approaches may also limit EBM adoption (Kiron et al., 2014).

Additionally, evidence does not eliminate uncertainty or value-based judgments. Managers must still make decisions under incomplete information and competing stakeholder interests.

In practice, managerial decision-making rarely follows a single model. Managers often combine rational analysis, incremental adjustments, intuitive judgment, and evidence-based insights depending on the context. For example, strategic decisions may begin with evidence-based analysis, incorporate intuitive judgment, and be implemented incrementally. The integration of AI further reinforces the need for hybrid decision-making models that balance analytical rigor with human judgment and ethical responsibility (Raisch & Krakowski, 2021).

Organizational-Level Factors Influencing Decision-Making

Organizational culture shapes shared values, norms, and assumptions that guide managerial behavior. A culture that emphasizes innovation, learning, and experimentation encourages managers to adopt AI tools and integrate them into decision processes (Schein, 2010). Conversely, risk-averse or hierarchical cultures may discourage AI adoption and limit decision autonomy. Culture also influences trust in AI. Organizations that promote data-driven decision-making are more likely to accept algorithmic insights, whereas cultures emphasizing intuition and authority may resist machine-generated recommendations (Kiron et al., 2014). Therefore, culture plays a foundational role in shaping AI-enabled managerial decisions.

Organizational Structure and Decision Authority

Organizational structure determines how decision authority is distributed across levels and functions. Centralized structures concentrate decision-making power at the top, while decentralized structures empower lower-level managers (Mintzberg, 1979). AI can both reinforce and disrupt existing structures by enabling real-time information sharing and automated decision-making. For example, AI-driven dashboards may empower frontline managers by providing actionable insights, while centralized AI systems may shift decision authority upward or toward technical specialists. Structural alignment is therefore essential for effective AI-supported decision-making (Shrestha et al., 2019). Decision-making is inherently political, as managers pursue competing interests and negotiate power relationships (Pfeffer, 1992). AI does not eliminate organizational politics; instead, it can reshape power dynamics by privileging those who control data, algorithms, or technological expertise. Managers may selectively use AI outputs to legitimize predetermined decisions or strengthen their influence within the organization. Consequently, political behavior remains a significant factor influencing how AI is used in managerial decision-making. The quality of organizational information systems strongly influences decision effectiveness. Reliable data infrastructure, integration capabilities, and governance mechanisms are prerequisites for meaningful AI-driven insights (Davenport & Harris, 2007). Poor data quality can lead to misleading recommendations and undermine trust in AI systems. Data governance policies regarding ownership, access, privacy, and security also shape managerial decisions. Managers must navigate regulatory and ethical constraints when using AI-generated information, making information systems a central organizational factor in decision-making.

Technological Factors in AI-Enabled Decision-Making

AI systems rely heavily on data quality, volume, and relevance. Inaccurate, incomplete, or biased data can distort AI outputs and negatively influence managerial decisions (Mittelstadt et al., 2016). Managers must assess data credibility before relying on AI-generated recommendations. Access to real-time data enhances responsiveness but also increases cognitive and operational demands on managers. Thus, data availability both enables and complicates decision-making in AI-driven environments. Algorithmic transparency refers to the extent to which AI decision processes can be understood and explained. Lack of explainability can reduce trust and hinder managerial accountability (Glikson & Woolley, 2020). Managers are more likely to accept AI recommendations when they understand how conclusions are generated. Explainable AI (XAI) has therefore emerged as a critical factor influencing managerial reliance on AI-supported decisions, particularly in regulated industries. The degree of automation determines how much control managers retain over decisions. Fully automated systems may improve efficiency but reduce managerial involvement and situational awareness. Augmented systems, by contrast, support human judgment rather than replacing it (Raisch & Krakowski,

2021). Decisions about automation level are themselves managerial decisions influenced by trust, risk perception, and organizational norms. Maintaining appropriate human oversight is essential for balancing efficiency and responsibility.

External Environmental Factors Influencing Decision-Making

Competitive pressure influences managerial decision-making by increasing the need for speed, accuracy, and innovation. AI enables rapid analysis of market trends and competitor behavior, shaping strategic and tactical decisions (Eisenhardt, 1989). In highly competitive environments, managers may rely more heavily on AI to gain strategic advantage, while in stable environments, traditional decision approaches may persist. Rapid technological change creates uncertainty and complexity, influencing managerial risk perception and strategic choices. AI both contributes to and helps manage technological disruption. Managers must decide how aggressively to adopt AI technologies while balancing organizational readiness and long-term sustainability. Regulatory frameworks governing data protection, algorithmic accountability, and AI ethics significantly influence managerial decision-making (European Commission, 2020). Compliance requirements may constrain data usage or algorithm deployment, shaping how managers integrate AI into decisions. Institutional norms and industry standards also influence managerial behavior, particularly in highly regulated sectors such as finance and healthcare.

Interaction of Factors and Decision Complexity

Managerial decision-making in the AI era is best understood as a socio-technical process shaped by interacting individual, organizational, technological, and environmental factors. These factors do not operate independently; rather, they dynamically influence one another, creating unique decision contexts (Papadakis et al., 1998). For example, a manager's cognitive style interacts with organizational culture and AI transparency to shape trust in algorithmic recommendations. Similarly, regulatory pressures interact with ethical values and data governance structures to influence decision outcomes. This interactional complexity explains why AI adoption does not automatically improve decision quality and why managerial judgment remains essential. Understanding the factors influencing managerial decision-making in the age of AI has important practical implications. Managers must develop AI literacy, ethical awareness, and adaptive leadership skills. Organizations must align culture, structure, and governance mechanisms to support effective human–AI collaboration. Rather than viewing AI as a replacement for managerial decision-making, organizations should adopt an augmentation perspective that leverages both human judgment and machine intelligence.

Conclusion

Managerial decision-making in the age of Artificial Intelligence is characterized by increasing complexity arising from the interaction of human judgment and machine intelligence. This study examined the key factors influencing managerial decision-making by integrating insights from classical, behavioral, and contemporary management theories with emerging research on AI-enabled decision processes. Through a comprehensive review of the literature, the study identified individual, organizational, technological, and environmental factors as critical determinants shaping how managers interpret information, evaluate alternatives, and exercise judgment in AI-driven contexts.

The findings suggest that while Artificial Intelligence significantly enhances analytical capacity, speed, and predictive accuracy, it does not replace the need for managerial experience, ethical reasoning, and contextual understanding. Instead, managerial decision-making in the AI era functions as a socio-technical process in which human cognition and organizational context interact dynamically with algorithmic systems. Factors such as cognitive style, risk tolerance, organizational culture, data quality, algorithm transparency, and regulatory pressures collectively influence the extent to which AI-supported decisions are trusted, adopted, and effectively implemented.

Moreover, the study highlights that effective managerial decision-making requires the integration of multiple decision-making models. Rational and evidence-based approaches are strengthened by AI-driven analytics, while intuitive and incremental decision-making remain essential in situations characterized by ambiguity, uncertainty, and ethical considerations. Consequently, organizations that adopt an augmentation perspective—leveraging AI to support rather than replace managerial judgment—are better positioned to improve decision quality and achieve sustainable performance.

Overall, this study contributes to the body of knowledge on managerial decision-making by offering an integrative framework that captures the multidimensional nature of decision-making in AI-enabled organizational environments. It underscores the importance of balancing analytical rigor with human judgment, innovation with accountability, and technological advancement with ethical responsibility.

Body of Knowledge

The body of knowledge on managerial decision-making has evolved significantly over time, reflecting changes in organizational environments, technological capabilities, and theoretical perspectives. Early management research conceptualized decision-making as a rational and objective process, emphasizing optimization, clear objectives, and systematic analysis. This classical perspective provided foundational models that continue to influence strategic planning and analytical decision-support systems. Subsequent theoretical developments challenged the assumptions of full rationality by introducing the concept of bounded rationality, which

recognizes the cognitive and informational limitations faced by managers. Behavioral and psychological research further expanded the body of knowledge by demonstrating the influence of cognitive biases, emotions, and heuristics on managerial decisions. These perspectives shifted the focus from idealized decision-making toward more realistic explanations of managerial behavior under uncertainty and complexity. The literature also distinguishes among different types of managerial decisions, strategic, tactical, and operational, each characterized by varying levels of uncertainty, time horizons, and organizational impact. Decision-making models such as rational, incremental, intuitive, and evidence-based approaches have been developed to explain how managers navigate these decision contexts. Contemporary research emphasizes that managers rarely rely on a single model, instead adopting hybrid approaches tailored to situational demands. With the advent of Artificial Intelligence, the body of knowledge on managerial decision-making has expanded to incorporate socio-technical perspectives. AI technologies enhance analytical capacity, reduce information-processing constraints, and support evidence-based decision-making through predictive analytics and real-time data processing. At the same time, scholars highlight that AI reshapes managerial roles by shifting decision-making from purely human-centered processes toward human–AI collaboration.

1. Decision-making models in management include:
 - Rational decision-making model
 - Incremental decision-making model
 - Intuitive decision-making model
 - Evidence-based decision-making model
2. Contemporary research emphasizes that:
 - Managers rarely rely on a single decision-making model
 - Hybrid decision-making approaches are commonly used
 - Decision models are adapted based on context, uncertainty, and time pressure
3. The emergence of Artificial Intelligence has expanded the body of knowledge by:
 - Introducing socio-technical perspectives on decision-making
 - Enhancing analytical capacity and data-processing speed
 - Supporting evidence-based and predictive decision-making
4. AI has reshaped managerial decision-making by:
 - Reducing information-processing constraints
 - Enabling real-time data analysis and forecasting
 - Shifting decision-making from human-centered to human–AI collaboration

Overall, the existing body of knowledge suggests that managerial decision-making in the age of Artificial Intelligence cannot be understood through a purely technical or rational lens. Instead, it represents a dynamic, context-dependent process shaped by the interaction of human cognition, organizational systems, and intelligent technologies. This study builds on and integrates these theoretical streams by providing a comprehensive framework of factors influencing managerial decision-making in AI-driven organizational environments.

Suggestions

Suggestions for Implementation

Based on the findings of this study, several practical suggestions can be offered for organizations seeking to enhance managerial decision-making in the age of Artificial Intelligence. First, organizations should invest in developing managerial AI literacy. Managers need not become technical experts, but they should possess sufficient understanding of AI capabilities, limitations, and assumptions to critically evaluate algorithmic recommendations and avoid overreliance on automated outputs.

Second, organizations should foster a data-driven yet ethically grounded decision-making culture. Establishing clear data governance policies, ethical guidelines, and accountability mechanisms can help ensure responsible use of AI in managerial decisions. Emphasis on transparency and explainable AI systems can further enhance managerial trust and facilitate informed judgment, particularly in high-stakes or regulated decision contexts.

Third, organizational structures and decision authority should be aligned with AI-supported processes. Clear delineation of roles between human decision-makers and AI systems is essential to maintain accountability and prevent ambiguity in responsibility. AI should be designed to augment managerial judgment by providing insights and alternatives, while final decision authority remains with managers.

Finally, continuous learning and feedback mechanisms should be incorporated into AI-enabled decision systems. By systematically evaluating decision outcomes and refining both human and algorithmic inputs, organizations can enhance organizational learning and improve long-term decision quality.

Suggestions for Future Research

Future research could further advance understanding of managerial decision-making in the age of Artificial Intelligence in several ways. First, empirical studies are needed to examine how individual differences—such as cognitive style, AI literacy, managerial experience, and ethical orientation—moderate reliance on and interpretation of AI-generated recommendations. Such research would provide deeper insight into effective human–AI collaboration.

Second, future studies should investigate organizational-level factors through comparative and cross-industry research designs. Examining how different organizational cultures, governance structures, and leadership styles influence AI-enabled decision-making would help identify best practices and contextual contingencies.

Third, further research is warranted on the role of explainable Artificial Intelligence (XAI) in managerial decision-making. Empirical evidence is needed to assess how algorithm transparency affects managerial trust, accountability, decision quality, and ethical judgment, particularly in complex and uncertain environments.

Finally, longitudinal research designs would be valuable in capturing how managerial decision-making evolves as organizations gain experience with AI technologies. Such studies could reveal learning effects, shifts in decision authority, and long-term implications for organizational performance and strategy.

Declaration of Interests

The author declares that there is no competing financial, professional, or personal interests that could have influenced the research reported in this article.

Ethical Considerations

This study is based entirely on a review and synthesis of previously published literature. No primary data were collected from human participants, and no experiments or interventions were conducted. As such, ethical approval was not required. Nevertheless, the study adheres to established academic standards of integrity, transparency, and proper citation, ensuring that all sources are appropriately acknowledged and represented accurately.

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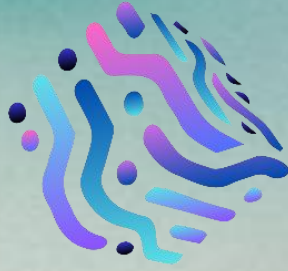
Definition of Conflicts of Interest

A conflict of interest refers to any situation in which an author's financial, professional, or personal relationships could inappropriately influence, or be perceived to influence, the objectivity, integrity, or interpretation of the research findings. In the context of this study, no such conflicts of interest were identified or reported by the author.

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The Impact of Education on Pedagogical Theory and Practice

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Academic Review Articles

The Impact of Education on Pedagogical Theory and Practice

Jantima Shangphare*

Abstract

Education plays a central role in shaping pedagogical theory and practice by mediating philosophical values, structural arrangements, and conceptual understandings of learning. This theoretical narrative review examines how education influences pedagogy at both structural and conceptual levels, emphasizing the interdependence between educational purposes and pedagogical transformation. Drawing on key perspectives from educational philosophy, curriculum theory, learning sciences, and sociocultural theory, the article synthesizes foundational ideas from idealism, pragmatism, constructivism, and critical theory, alongside structural factors such as curriculum frameworks, assessment regimes, institutional organization, and professional standards. The analysis further explores conceptual shifts in learning theories, highlighting the movement from transmission-oriented models toward constructivist, socio-cultural, and lifelong learning perspectives. Rather than focusing on empirical outcomes, the article adopts a conceptual and integrative approach to illuminate how pedagogy is shaped by evolving educational goals in response to globalization, technological change, and calls for equity and sustainability. The review contributes to contemporary educational discourse by clarifying the theoretical foundations of pedagogy and offering a coherent framework for understanding pedagogical change in complex educational contexts.

Keywords: Education, Pedagogy, Learning Theory, Educational Philosophy, Instructional practice

Introduction

Education is widely recognized as a fundamental mechanism for individual development and societal transformation, serving not only to transmit knowledge but also to shape values, identities, and social structures (Dewey, 1938; UNESCO, 2015). Within this broad educational landscape, pedagogy—understood as both the theory and practice of teaching and learning—functions as a critical mediating force between educational ideals and classroom realities.

Pedagogical approaches are therefore not neutral or static; rather, they are deeply embedded within educational systems and reflect prevailing philosophical assumptions, sociocultural conditions, and ideological orientations (Alexander, 2008; Biesta, 2015).

The impact of education on pedagogy operates at both structural and conceptual levels. Structurally, education influences curriculum design, assessment systems, institutional organization, and professional roles within learning environments. Conceptually, it shapes how knowledge is defined, how learning is understood, and how teachers and learners relate to one another in the educational process (Bernstein, 2000; Illeris, 2018). As educational goals shift in response to globalization, technological advancement, and calls for equity and sustainability, pedagogical paradigms are continually reconfigured to address new demands and expectations (Fullan, 2016; OECD, 2019).

Against this backdrop, a purely outcome-oriented or empirical focus is insufficient to capture the depth and complexity of pedagogical transformation. A theoretical and narrative approach is therefore necessary to explore how educational purposes, philosophical foundations, and social contexts interact to shape pedagogical thought and practice. This article seeks to contribute to such understanding by synthesizing key perspectives from educational philosophy, psychology, and sociology, offering a conceptual analysis of the evolving relationship between education and pedagogy in contemporary contexts.

Objectives of the Article

In order to achieve the aims outlined above, this theoretical narrative article is guided by the following objectives. To study the conceptual relationship between education and pedagogy by analyzing how educational purposes, values, and ideologies influence pedagogical theories and practices

Philosophical Foundations of Education and Their Pedagogical Implications

Educational philosophy provides the foundational lens through which pedagogy is conceptualized, justified, and enacted. It shapes fundamental assumptions about the purposes of education, the nature of knowledge, the process of learning, and the roles of teachers and learners within educational systems. Pedagogy, therefore, cannot be understood as a neutral or purely technical practice; rather, it is deeply rooted in philosophical traditions that reflect broader social, cultural, and ideological orientations (Alexander, 2008; Biesta, 2015). An examination of key educational philosophies—such as idealism, pragmatism, constructivism, and critical theory—reveals how philosophical commitments continue to influence pedagogical theory and practice.

Idealist philosophy views education as a means of cultivating the intellect and moral character through engagement with enduring truths and canonical knowledge. From this

perspective, knowledge is seen as objective and hierarchical, and learning involves the transmission of established ideas from teacher to learner. Pedagogically, idealism has historically supported teacher-centered approaches, structured curricula, and emphasis on intellectual discipline (Ornstein & Hunkins, 2018). While often criticized for its rigidity, idealist pedagogy continues to influence contemporary education through standardized curricula and content-driven instructional models, particularly in systems that prioritize academic achievement and examination performance.

In contrast, pragmatism, most notably articulated by John Dewey, reconceptualizes education as an experiential and dynamic process grounded in learners' interactions with their environments. Dewey (1938) rejected the separation of theory and practice, arguing that knowledge emerges through reflective experience and problem-solving. From a pragmatic standpoint, education aims to prepare individuals for democratic participation and adaptive living, rather than mere content mastery. Pedagogically, this philosophy supports inquiry-based learning, project-based instruction, and reflective practice, positioning learners as active participants in the construction of meaning. The enduring influence of pragmatism is evident in contemporary pedagogical approaches that emphasize learner engagement, collaboration, and real-world application.

Constructivist philosophy further extends the pragmatic emphasis on active learning by asserting that knowledge is constructed through cognitive and social processes rather than transmitted intact from teacher to student. Influenced by theorists such as Piaget and Vygotsky, constructivism emphasizes learners' prior knowledge, social interaction, and contextual meaning-making (Illeris, 2018). Pedagogically, constructivist education promotes student-centered learning environments, formative assessment, and dialogical teaching methods. Teachers are reconceptualized as facilitators or guides who design learning experiences that support exploration and reflection. This philosophical shift has significantly impacted modern pedagogy, particularly in higher education and professional learning contexts, where critical thinking and lifelong learning are prioritized.

Critical theory introduces a more explicitly political and ethical dimension to educational philosophy. Rooted in the work of Freire (1970) and later critical pedagogues, this tradition views education as a site of power relations and ideological reproduction. Knowledge is not considered neutral but socially constructed and shaped by historical, economic, and political forces. The purpose of education, from a critical perspective, is emancipation—enabling learners to question dominant narratives and transform unjust social conditions. Pedagogically, critical theory supports dialogical learning, critical reflection, and participatory practices that challenge hierarchical teacher–student relationships. Such pedagogy seeks not only cognitive development but also the cultivation of critical consciousness and social responsibility.

These philosophical traditions illustrate that pedagogy is inherently value-laden and responsive to broader educational beliefs. As Alexander (2008) argues, pedagogical choices reflect underlying assumptions about authority, knowledge, and learning, as well as cultural

norms and societal priorities. For example, educational systems that emphasize economic competitiveness and accountability may favor pedagogies aligned with efficiency, measurement, and standardization. Conversely, systems committed to democratic citizenship, equity, and sustainability are more likely to adopt pedagogies that emphasize dialogue, inclusion, and holistic development.

In contemporary educational contexts, philosophical pluralism increasingly characterizes pedagogical theory and practice. Rather than adhering to a single philosophical tradition, modern pedagogy often integrates elements from multiple perspectives to address complex educational challenges. Biesta (2015) notes that education today must balance competing purposes, including qualification, socialization, and subjectification. This complexity requires pedagogical frameworks that are flexible, reflective, and ethically grounded. As educational goals evolve in response to globalization, technological change, and social transformation, pedagogical theory likewise adapts, incorporating insights from diverse philosophical traditions.

Moreover, international policy discourse has reinforced the philosophical reorientation of education toward humanistic and holistic values. UNESCO (2015) emphasizes education as a global common good, advocating pedagogical approaches that foster ethical responsibility, intercultural understanding, and sustainable development. Such perspectives challenge narrow instrumental views of education and reaffirm the importance of philosophical foundations in shaping pedagogical innovation.

In sum, philosophical foundations play a decisive role in shaping pedagogical theory and practice by defining the aims of education, the nature of knowledge, and the dynamics of teaching and learning. Idealism, pragmatism, constructivism, and critical theory each offer distinct yet overlapping insights into how education should be organized and enacted. Understanding these philosophical underpinnings enables educators and scholars to critically examine pedagogical choices and align instructional practices with broader educational values. As educational systems continue to confront rapid social and technological change, sustained engagement with educational philosophy remains essential for developing pedagogies that are meaningful, equitable, and responsive to contemporary needs.

Structural Influences of Education on Pedagogical Practice

At the structural level, education exerts a powerful influence on pedagogical practice through formal systems and institutional arrangements that regulate teaching and learning. Curriculum frameworks, assessment regimes, governance structures, and professional standards collectively shape how pedagogy is conceptualized and enacted in educational settings. These structures do not merely support pedagogical practice; they actively define the boundaries within which teaching and learning occur. As Bernstein (2000) argues, educational systems regulate pedagogical discourse by determining what knowledge is considered legitimate, how it is

organized and sequenced, and how learning is evaluated. Consequently, pedagogy is deeply embedded within structural conditions that both constrain and enable instructional practice.

Curriculum frameworks represent one of the most significant structural influences on pedagogy. National and institutional curricula specify learning objectives, content standards, and progression pathways, thereby shaping instructional priorities and classroom interactions. When curricula are highly centralized and prescriptive, pedagogy often becomes content-driven and teacher-centered, emphasizing coverage and compliance over inquiry and creativity (Ornstein & Hunkins, 2018). Teachers working within such frameworks may have limited flexibility to adapt instruction to learners' needs, resulting in pedagogical practices focused on transmission rather than engagement. In contrast, curriculum models that emphasize competencies, interdisciplinary learning, and local adaptation tend to support pedagogical approaches that are more learner-centered and context-responsive.

Assessment systems further reinforce structural influences on pedagogy by shaping what is valued and rewarded in education. High-stakes assessments, particularly those linked to accountability and performance metrics, exert strong pressure on teachers to align pedagogy with test requirements. This phenomenon, often referred to as "teaching to the test," encourages instructional practices that prioritize efficiency, measurability, and standardized outcomes (Au, 2011). Under such conditions, pedagogical innovation may be constrained, as teachers focus on ensuring that students meet externally defined benchmarks rather than fostering deeper understanding or critical thinking.

Conversely, assessment reforms that emphasize formative assessment, feedback, and authentic evaluation can enable more dialogical and reflective pedagogical practices. Black and Wiliam (2009) argue that formative assessment supports learning by providing ongoing feedback that informs both teaching and learning processes. Educational systems that institutionalize formative assessment practices tend to promote pedagogies characterized by interaction, self-regulation, and learner agency. Thus, assessment structures play a pivotal role in shaping pedagogical orientation and classroom dynamics.

Institutional organization and governance also significantly influence pedagogical practice. School structures, scheduling systems, class sizes, and resource allocation affect how teachers plan and implement instruction. For example, rigid timetables and large class sizes may limit opportunities for collaborative learning and individualized instruction, reinforcing more traditional pedagogical approaches. In contrast, flexible scheduling, team teaching, and supportive leadership can create conditions conducive to pedagogical innovation and professional collaboration (Fullan, 2016). Institutional cultures that value experimentation and reflective practice are more likely to foster pedagogies aligned with contemporary educational goals.

Professional expectations and standards for teachers constitute another critical structural dimension shaping pedagogy. Teacher education programs, certification requirements, and professional development policies influence teachers' pedagogical knowledge, beliefs, and

practices. When professional standards emphasize accountability, compliance, and technical competence, pedagogy may be framed primarily as the efficient delivery of curriculum. However, when standards highlight reflective practice, ethical responsibility, and learner-centeredness, teachers are encouraged to adopt more adaptive and responsive pedagogical approaches (Darling-Hammond, 2017). The professional positioning of teachers within educational systems thus has direct implications for pedagogical autonomy and innovation.

Educational policy reforms further illustrate the dynamic relationship between structure and pedagogy. Policies promoting competency-based education, inclusive education, and digital learning environments have reshaped pedagogical expectations in many contexts. The OECD (2019) emphasizes the need for pedagogies that develop creativity, critical thinking, and lifelong learning skills in response to the demands of knowledge-based economies. Such policy directions require structural adjustments in curriculum design, assessment practices, and teacher professional development to support new pedagogical paradigms. Without corresponding structural support, however, pedagogical reform often remains superficial or fragmented.

Importantly, structural influences on pedagogy are not deterministic. Teachers exercise agency within structural constraints, interpreting and enacting policies in ways that reflect their professional judgment and contextual realities. Bernstein's (2000) concept of recontextualization highlights how pedagogical practice emerges through the interaction between official educational discourse and classroom-level interpretation. This perspective underscores the complexity of pedagogical change, which depends not only on structural design but also on the capacity of educators to navigate and transform existing conditions.

In contemporary educational discourse, there is growing recognition of the need to align structural conditions with pedagogical goals that emphasize equity, inclusion, and sustainability. UNESCO (2015) advocates for educational structures that support holistic learning and democratic participation, challenging narrow accountability-driven models. Such alignment requires systemic coherence, ensuring that curriculum, assessment, institutional organization, and professional standards collectively support meaningful pedagogical practice.

In conclusion, structural influences of education play a central role in shaping pedagogical practice by defining the institutional, policy, and organizational contexts of teaching and learning. Curriculum frameworks, assessment regimes, institutional arrangements, and professional expectations interact to regulate pedagogical possibilities and constraints. Understanding these structural dimensions is essential for developing pedagogical theories and practices that are responsive to contemporary educational challenges. As educational systems continue to evolve, sustained attention to structural alignment remains critical for enabling pedagogies that foster deep learning, learner agency, and social transformation.

Conceptual Shifts in Learning Theories and Pedagogical Thought

Education influences pedagogy not only through structural arrangements but also at a conceptual level by shaping dominant theories of learning and knowledge. Over time, educational discourse has undergone significant conceptual shifts, moving from transmission-oriented models toward perspectives that emphasize learning as an active, contextualized, and socially mediated process. These shifts reflect broader changes in how education conceptualizes the learner, the nature of knowledge, and the purpose of teaching. As a result, pedagogical thought has evolved in ways that fundamentally reshape instructional practices and teacher–learner relationships.

Traditional learning theories, particularly those grounded in behaviorism and early cognitive psychology, conceptualized learning as the acquisition of discrete units of knowledge or skills. From this perspective, learning was viewed as a relatively passive process, with the teacher responsible for transmitting information and reinforcing correct responses. Pedagogically, this conceptualization supported teacher-centered instruction, linear curricula, and standardized assessment practices (Illeris, 2018). While such models contributed to systematic instructional design, they were increasingly criticized for neglecting learners’ agency, context, and meaning-making processes.

The emergence of constructivist learning theory marked a major conceptual shift in educational thought. Constructivism posits that learners actively construct knowledge by integrating new experiences with prior understanding. Influenced by the work of Piaget and later expanded through social constructivist perspectives, this theory emphasizes cognitive development, inquiry, and reflective thinking (Fosnot, 2013). Within this framework, knowledge is not transmitted intact but co-constructed through engagement with ideas, materials, and problems. Pedagogically, constructivism supports learner-centered approaches such as problem-based learning, project-based instruction, and experiential learning, all of which prioritize understanding over memorization.

Socio-cultural theories of learning further extend constructivist ideas by emphasizing the social and cultural dimensions of learning. Drawing on Vygotsky’s concept of mediated learning and the zone of proximal development, socio-cultural theory views learning as inherently relational and situated within cultural practices and social interaction (Lave & Wenger, 1991). From this perspective, knowledge emerges through participation in communities of practice rather than solely through individual cognition. Pedagogical implications include collaborative learning, dialogical teaching, and the use of scaffolding to support learners’ development. Teachers are reconceptualized as facilitators who guide participation and support learners’ movement toward greater competence.

These conceptual developments have significantly influenced pedagogical thought by challenging traditional hierarchies between teachers and learners. As educational theory increasingly recognizes learners as active agents, pedagogical models shift toward shared

authority, dialogue, and co-construction of meaning. Biesta (2015) argues that education must move beyond a narrow focus on knowledge acquisition to include subjectification, enabling learners to become responsible and autonomous subjects. This shift underscores the ethical and relational dimensions of pedagogy, emphasizing the formation of learners' identities alongside cognitive development

Contemporary learning theories also highlight the affective and social dimensions of learning, contributing to more holistic pedagogical approaches. Illeris (2018) emphasizes that learning involves cognitive, emotional, and social processes, all of which must be considered in pedagogical design. As a result, pedagogy increasingly incorporates reflective practice, emotional engagement, and supportive learning environments that attend to learners' well-being. This conceptual broadening challenges reductionist views of learning and supports pedagogical approaches that foster deeper and more sustainable learning outcomes.

Another significant conceptual shift in learning theory involves the recognition of learning as a lifelong and adaptive process. In knowledge-based and rapidly changing societies, education is no longer confined to formal schooling but extends across the lifespan and multiple contexts. The OECD (2019) emphasizes the importance of developing competencies such as critical thinking, creativity, and self-regulation. These priorities require pedagogical models that promote metacognition, autonomy, and adaptability. Consequently, teachers are increasingly viewed as designers of learning environments that support continuous learning rather than transmitters of fixed knowledge. Digital technologies have further accelerated conceptual shifts in learning theories and pedagogical thought. Networked learning theories emphasize connectivity, access to information, and participatory knowledge construction in digital environments (Siemens, 2005). These perspectives challenge traditional notions of authority and expertise, as learners engage with diverse sources of knowledge beyond the classroom. Pedagogically, this shift supports blended learning, collaborative online environments, and learner-driven inquiry, reinforcing the view of learning as distributed and socially situated. Importantly, these conceptual shifts do not imply the complete abandonment of earlier learning theories. Rather, contemporary pedagogical thought is characterized by theoretical integration and pluralism. Educators draw on multiple learning theories to address diverse learners, contexts, and purposes. As Bernstein (2000) suggests, pedagogical practice emerges through the selective recontextualization of theoretical knowledge within specific educational settings. Understanding conceptual shifts in learning theories therefore enables educators to critically examine pedagogical assumptions and align practice with evolving educational goals. In conclusion, conceptual shifts in learning theories have profoundly reshaped pedagogical thought by redefining learning as an active, social, and holistic process. The movement from transmission models toward constructivist, socio-cultural, and lifelong learning perspectives has repositioned learners as active meaning-makers and teachers as facilitators of learning environments. These developments underscore the reciprocal relationship between educational

theory and pedagogical practice, highlighting the importance of ongoing theoretical reflection in addressing contemporary educational challenges.

Conclusion

This theoretical narrative review has explored the impact of education on pedagogical theory and practice through an integrated analysis of philosophical foundations, structural influences, and conceptual shifts in learning theories. The discussion has demonstrated that pedagogy is not an isolated instructional technique but a socially, philosophically, and institutionally situated practice that reflects broader educational purposes and values. Educational philosophy provides the normative and ethical grounding for pedagogy, structural arrangements regulate pedagogical possibilities, and evolving learning theories reshape how teaching and learning are understood and enacted.

The analysis highlights that pedagogical change is a complex and multidimensional process that cannot be adequately explained through outcome-based or purely empirical approaches alone. Instead, pedagogical transformation emerges from the dynamic interaction between educational goals, institutional structures, and conceptual understandings of learning. As education systems respond to globalization, technological innovation, and increasing demands for equity, inclusion, and sustainability, pedagogy must continuously adapt while remaining grounded in coherent theoretical and philosophical foundations. Ultimately, understanding the reciprocal relationship between education and pedagogy is essential for developing meaningful, reflective, and context-responsive teaching practices. By clarifying the theoretical underpinnings of pedagogy, this review contributes to contemporary educational discourse and provides a conceptual framework for examining pedagogical change in complex and evolving educational contexts.

Body of Knowledge

The body of knowledge emerging from this review underscores that pedagogy is best understood as a dynamic and relational construct shaped by educational philosophy, institutional structures, and evolving learning theories. Education functions as the overarching system within which pedagogical practices are conceptualized, legitimized, and enacted. At the philosophical level, educational traditions such as idealism, pragmatism, constructivism, and critical theory provide normative orientations that define the aims of education and guide pedagogical decision-making (Alexander, 2008; Biesta, 2015). These philosophical commitments shape assumptions about knowledge, authority, and the learner's role, thereby influencing instructional design and classroom interaction.

Structurally, educational systems translate philosophical values into formal mechanisms, including curriculum frameworks, assessment policies, and professional standards. Bernstein's (2000) theory of pedagogic discourse highlights how educational structures regulate what

knowledge is taught, how it is organized, and how learning is evaluated. These regulatory mechanisms exert a powerful influence on pedagogical practice, often privileging certain forms of knowledge and modes of teaching over others. For instance, standardized curricula and high-stakes assessments tend to reinforce transmissive pedagogies, whereas competency-based and formative approaches support learner-centered and dialogical practices (Black & Wiliam, 2009; Fullan, 2016).

Conceptually, shifts in learning theories have further reshaped pedagogical thought by redefining learning as an active, social, and lifelong process. Constructivist and socio-cultural perspectives emphasize meaning-making, interaction, and contextualized learning, challenging traditional teacher-centered models (Illeris, 2018; Lave & Wenger, 1991). These theoretical developments reposition teachers as facilitators and designers of learning environments and learners as active participants in knowledge construction. The integration of digital technologies and networked learning theories has further expanded pedagogical possibilities, reinforcing the view of learning as distributed across social and technological systems (Siemens, 2005).

Taken together, these philosophical, structural, and conceptual dimensions form an integrated body of knowledge that explains how pedagogy evolves in response to changing educational purposes. Pedagogical transformation is therefore not the result of isolated instructional innovations but emerges from the interaction between educational values, institutional conditions, and theoretical understandings of learning.

Suggestions

Drawing on the conceptual insights of this review, several suggestions are proposed to support pedagogical development at policy, institutional, and scholarly levels.

Suggestions for Implementation

First, educational policymakers and curriculum designers should ensure greater alignment between educational values and pedagogical practices. Curriculum frameworks should explicitly reflect philosophical commitments such as democratic participation, learner agency, equity, and holistic development, thereby supporting pedagogical approaches that move beyond narrow content transmission.

Second, assessment systems should be reoriented to support meaningful learning rather than solely accountability-driven outcomes. Expanding the use of formative, authentic, and reflective assessment practices can create structural conditions that enable learner-centered, dialogical, and inquiry-based pedagogies.

Third, teacher education and professional development programs should place stronger emphasis on educational philosophy, learning theory, and reflective practice. Strengthening

teachers' theoretical understanding can enhance their capacity to interpret curriculum flexibly, exercise professional judgment, and adapt pedagogy to diverse learners and contexts.

Suggestions for Future Research

Future research could extend this theoretical analysis by examining how philosophical, structural, and conceptual dimensions of education interact within specific educational contexts, such as higher education, vocational education, or teacher education programs. Comparative studies across national or cultural contexts may also provide valuable insights into how different educational systems shape pedagogical practice.

Additionally, empirical research informed by this conceptual framework could investigate how educators negotiate structural constraints while enacting learner-centered or critical pedagogies in practice. Longitudinal studies exploring the relationship between educational reform, pedagogical change, and professional identity development would further enrich understanding of pedagogical transformation over time.

Finally, future studies could explore the implications of digitalization, artificial intelligence, and sustainability education for pedagogical theory, particularly in relation to ethical responsibility, learner autonomy, and lifelong learning.

Declaration of Interests

The author declares that there are no financial, personal, or professional interests that could have influenced the content, interpretation, or presentation of this article.

Ethical Considerations

This article is based on a theoretical narrative review of existing literature and does not involve human participants, animals, or primary data collection. As such, formal ethical approval was not required. Nevertheless, ethical academic practices were observed throughout the study, including accurate citation of sources, critical engagement with existing scholarship, and respect for intellectual integrity.

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A conflict of interest refers to any situation in which an author's personal, professional, or financial relationships could inappropriately influence, or be perceived to influence, the objectivity, integrity, or interpretation of scholarly work. In this study, no such conflicts of interest were identified.

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