Research Paper

The Organizational Competence of State Universities and Colleges (SUCs) in Region XII-SOCCSKGEN Philippines

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Abstract— Organizational competence is essential for an organization to prosper and maintain its competitive edge over other institutions, however, there hasn't been much research on administrators in (SUCs) in the Philippines. This study aimed to identify the level of organizational competence, leadership competence, organizational climate, and quality management practices of (SUCs) administrators in Region XII-Philippines. This study employed a quantitative research design. There were 219 administrators and 280 faculties from 5 (SUCs utilized in this study using stratified random sampling. Weighted mean was used to determine the level of organizational competence, leadership competence, organizational climate, and quality management practices. The result showed that SUC administrators exhibited a high level of organizational competence, leadership competence, organizational climate, and quality management practices. This suggested that (SUCs) administrators may sustain their best practices on organizational competence to advance their existing status.

Keywords— Organizational competence, leadership competence, organizational climate, quality management practices, SUCs

1. Introduction

At the onset of the new millennium, the educational landscape has changed and progressed to make it appropriate and relevant. Higher education institutions sought to determine ways that provide successful outcomes to their organizations, and one of them is organizational competence, wherein it outlines what the organization expects of its employees and how it expects them to accomplish its goals [1].

Additionally, organizations worldwide need to overcome numerous challenges on competencies-related concerns; in the absence of governance, these function independently. One of these challenges is the exclusion of technical competencies and the misalignment of competency development with the business goals [2].

Currently, new trends are emerging, and organizations need to be more competent in developing the required knowledge, skills, and attributes to evolve and mature [3]. However, organizations can only be developed, recognized, and assessed concerning their competence level based on the competency standards [4].

Organizational competence in higher education institutions refers to those things that an organization's employees must exhibit to be successful in their positions of responsibility [5].

With this, higher education institutions must embrace organizational competency and align it to their organizational policies to have a competitive advantage over other institutions [6] and succeed [7].

Moreover, Obukhova et al. (2020) highlighted that without developing organizational competence, it is hard to guarantee the effectiveness of the educational process and, consequently, the type of professional training since the organizational management of higher education was not well standardized and displayed poor organizational performance [8].

Various studies have been conducted on organizational competence by utilizing nurses [9]; businessmen [10]; project managers [11]; teachers [12]; executives [13]; supervisors [14], and employees [15]. However, there is a need to conduct more studies, particularly on SUCs' organizational competence.

In the Philippines, several researchers studied servant leadership and organizational outcomes [16]; managerial skills development [17]; research culture [18]; organizational climate and management competencies [19]; organizational behaviors [20]; instructional competencies [21]; organizational citizenship behavior [22]; quality assurance [23]; employability skills and job performance [24]; corporate e-learning [25] and human resource competency [26] yet

minimal study investigated the organizational competence of SUCs administrators in the Philippines higher education institutions.

Given this, the researcher aimed to investigate the level of organizational competence, leadership competence, organizational climate, and quality management practices among state universities and colleges (SUCs) administrators. Thus, the result of this study could be used as baseline information and supplement the dearth of research in the Philippine database on higher education.

With this research, the researcher conducted the study to reduce the existing lacuna due to insufficient research on organizational competence among (SUCs) administrators in Region XII.

2. Related Work

Research findings have shown that organizational competencies are essential to the organization's success and ability to compete in the market. It is an internal capability of an organization to attain its desired objectives and goals [27].

Grant (2021) argued that organizational competence is a necessary combination of information, skills, performance indicators, and culture that the company needs to achieve its goal. The organization is doing its best if it can identify its core competencies [28].

Another study by Coetzee, (2020) claimed that there was a positive correlation between employee retention, supervisor support, reward and recognition, and work-life policies [29]. Organizations nowadays face employee ineffectiveness, fast turnovers, conflict of interest, and disloyalty [30].

Furthermore, Bielikov (2022) posited that there are various conditions of organizational competence maintenance and development of motivation; pedagogical modeling of its formation; and ensuring interdisciplinary links in organizational competence formation in terms of the organizational knowledge, skills, and abilities [31].

In support of this, Jeronimo et al. (2020) elaborated that organizational competence must be aligned with the company's economic, social, and environmental goals for sustainability [32].

However, Salman et al. (2020) suggested that competence and competency can be used interchangeably, and they classified competence into hard and soft competence and divided it into skills, knowledge, and self-actualization-related competence [33].

Bernarto et al. (2020) cited those soft skills and hard skills had a significant positive effect on innovation through the mediation of organizational culture. This is also supported by the study of Shet et al. (2019),[35] which showed a relationship between organizational effectiveness, and

competency-based performance on flexibility, adaptability, and productivity [34].

Furthermore, the study by Sabuhari et al. (2020) reiterated that job satisfaction, competencies, and human resource flexibility significantly influence an employee's performance [35].

3. Research objectives

This study was done to determine the organizational competence level, leadership competence level, organizational climate level, and the level of quality management practices of SUCs administrators in Region XII-Philippines. It aimed to answer the following questions:

1. What was the level of organizational competence among state universities and colleges (SUCs) as rated by administrators in Region XII in terms of:
   1.1 Core values;
   1.2 Core competencies;
   1.3 Functional competencies

2. What was the level of leadership competence among state universities and colleges (SUCs) as rated by administrators in Region XII in terms of:
   2.1 Emotional competency;
   2.2 Managerial Competency, and
   2.3 Intellectual Competency?

3. What was the level of organizational climate among state universities and colleges (SUCs) as rated by administrators in Region XII in terms of:
   3.1 Providing structure;
   3.2 Clarifying norms;
   3.3 Building Cohesiveness, and
   3.4 Promoting Standards of Excellence?

4. What was the level of quality management practices among state universities and colleges (SUCs) as rated by administrators in Region XII based on the following:
   4.1 Client satisfaction;
   4.2 Employee Involvement and Satisfaction;
   4.3 Training, and
   4.4 Continuous improvement?

4. Experimental Method/Procedure/Design

A. Research Design
This study utilized a descriptive quantitative design, particularly in determining the level of organizational competence, leadership competence, organizational climate, and quality management practices.

B. Respondents
The study's respondents were the selected faculty and staff holding administrative functions with permanent status of selected state universities and colleges recognized by the Commission on Higher Education (CHED) in five cities of

Region XII, namely General Santos City, Cotabato City, Koronadal City, Tacurong City, and Kidapawan City. The administrators in this study were the deans, program heads, directors, and faculty with administrative functions for at least three (3) years and holding regular permanent positions.

There were two hundred nineteen (219) administrators in five (5) (SUCs) in Region XII. The sample size of the respondents was computed using the Cochran equation.

Table 1. Distribution of SUCs Administrators

Schools	Population	Sample Size
Mindanao State University (MSU)	75	33
Cotabato Foundation College of Science and Technology (CFCST)	113	49
University of Southern Mindanao (USM)	122	53
South Cotabato State College (SCSC)	44	19
Sultan Kudarat State University (SKSU)	150	65
Total	**504**	**219**

C. Data tools and procedures
A contextualized and expert-validated survey questionnaire served as the primary research instrument. The questionnaire being used was adopted and modified from the available literature and journals developed and used by credible researchers on the following topics: leadership competence, organizational climate, and quality management. Data were interpreted using a 5-point Likert scale.

A survey questionnaire was employed, which was administered personally by the researcher. Credible validators in the field validated the questionnaire and underwent the Cronbach alpha reliability test through pilot testing. The questionnaire was split into two parts.

This study covers the primary variables directly determinant of organizational competence. Survey questions include leadership competence, organizational climate, and quality management practices. A 5-point Likert scale is used as follows:

The description of every Likert point pertains to the data generated from the participants, while the interpretation was used in analyzing the research results. The same survey questionnaire also solicited answers from the faculty and staff with administrative functions in terms of their organizational competence.

The organizational competence scale was determined by having a 48-item scale with three dimensions, namely core values, core competencies, and functional competencies, adopted from the Competency Framework for International Atomic Agency managers and staff. To countercheck the results, the randomly selected faculty were asked to answer the same questionnaire regarding the organizational competence of their administrators.

The leadership competence scale was determined by having a 12-item scale with three dimensions, namely managerial, emotional, and intellectual competency, developed by Higgs et al. (2005), known as the Questionnaire on Leadership Development.

The organizational climate was measured with a 20-item scale divided into four domains: clarifying norms, providing structure, building cohesiveness, and promoting standards of excellence developed by Milhem et al. (2015).

Quality management practices were measured with a 20-item scale with four components, namely client satisfaction, employee involvement and satisfaction, training, and continuous improvement, developed by Syduzzaman Md.

D. Data Analysis
This study used a weighted mean in determining the level of organizational competence, leadership competence, organizational climate, and quality management practices of selected (SUCs) in Region XII.

The following scales were used to interpret the weighted mean of each indicator of the level of organizational competence, leadership competence, organizational climate, and quality management practices among administrators in selected (SUCs) in Region XII.

Points	Description	Qualitative Interpretation
5	Very High	State Universities and Colleges (SUCs) have very high organizational competence in core values, core competencies, and functional competencies.
4	High	State Universities and Colleges (SUCs) have high organizational competence in core values, core competencies, and functional competencies.
3	Average	State Universities and Colleges (SUCs) have moderate organizational competence in core values, core competencies, and functional competencies.
2	Low	State Universities and Colleges (SUCs) have low organizational competence in core values, core competencies, and functional competencies.
1	Very Low	State Universities and Colleges (SUCs) have very low organizational competence in core values, core competencies, and functional competencies.

5. Results and Discussions

A. Level of Organizational Competence among (SUCs) in Region XII-Philippines

Table 2 shows the overall organizational competence of (SUCs) in Region XII from the responses of the administrators with an overall mean of 4.28 which indicated that SUCs administrators in Region XII have a **high level** of organizational competence in terms of their core values, core competencies, and functional competencies.

Results from the administrator's responses revealed that SUCs administrators have a **high level** of competence in core values (M = 4.31), functional competencies (M = 4.27, and core competencies (M = 4.26).

Table 2 Organizational Competences of (SUCs) in Region XII-Philippines

Organizational Competence of SUCs administrators in Region XII	Administrator		Qualitative Description
	Mean	SD	
Core Values	4.31	0.01	High
Core Competencies	4.26	0.03	High
Functional Competencies	4.27	0.02	High
Overall Mean	**4.28**	**0.02**	**High**

Legend: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Average 1.50-2.49 Low 1.00-1.49 Very Low

This implied that SUC administrators exhibited a high level of competence in terms of their core values, core competencies, and functional competencies.

Based on the study conducted by Nazir (2021), he found a link between supervisor support, reward and recognition, and work-life policies and employee retention. Employee ineffectiveness, rapid turnover, conflict of interests, and disloyalty are all issues that organizations confront today (Tan et al., 2020).

Also, Miranda (2017) categorized competence as the ability to do labor and accomplish something, and expressiveness, which may be shown through performance. An effective organization focuses on performance development skills that enable its employees to align their performance with its values and strategy while maximizing personal performance in pursuing specific work-related goals and behaviors.

B. Level of Leadership Competence among (SUCs) in Region XII-Philippines
As shown in Table 3, the responses coming from the administrators showed the overall leadership competence of (SUCs) in Region XII with an overall mean of 4.27 which indicated that SUCs administrators in Region XII have a **high level** of leadership competence.

SUCs administrators also exhibited a high level of emotional competence (M= 4.29), intellectual competence (M= 4.26), and managerial competence (M= 4.25).

Table 3 Leadership Competence of (SUCs) in Region XII-Philippines

LEADERSHIP COMPETENCY	Administrator		Qualitative Description
	Mean	SD	
Emotional Competency	4.29	0.04	High
Managerial Competency	4.25	0.05	High
Intellectual Competency	4.26	0.07	High
Overall Mean	**4.27**	**0.05**	**High**

Legend: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Average 1.50-2.49 Low 1.00-1.49 Very Low

This implied that SUC administrators manifested a high competence level in terms of their emotional competency, managerial competency, and intellectual competency.

According to a study conducted by Das et al. (2011), which studied the influence of leadership abilities on implementing total quality management principles, organizations with high leadership competencies implemented all nine total quality management principles. High leadership competence, customer focus, continuous improvement, employee involvement, and supplier quality management are all predictors of product quality [36].

According to Rappe et al., (2007) report on developing leadership competence of production unit managers higher levels of leadership competence are associated with better-perceived acceptance as managers by superiors but not by subordinates, better interaction with subordinates and superiors, and higher job satisfaction [37].

Emotional competence, on the other hand, can impact leadership. The latter refers to a person's ability to detect, understand, and manage his or her own emotions as well as those of others (Saarni, 2000).

According to research, effective emotional competence correlates with successful leadership, better customer satisfaction, and higher jobs [38].

Additionally, Almatrooshi et al. (2016) found that leadership competency in cognitive, social, and emotional abilities significantly impacted both employees' and organizational performance in their study on the drivers of organizational performance [39].

C. Level of Organizational Climate among (SUCs) in Region XII-Philippines
As seen in Table 4, indicates the overall organizational climate of (SUCs) in Region XII from the responses of the administrators with an overall mean of 4.40, which indicates that SUCs administrators in Region XII have a **high level** of organizational climate.

Results also indicated that SUCs administrators possess a high level of organizational climate in terms of building cohesiveness (M= 4.28), clarifying norms (M= 4.27), promoting standards of excellence (M= 4.27), and providing structure (M= 4.26).

Table 4 Organizational Climate of (SUCs) in Region XII-Philippines

ORGANIZATIONAL CLIMATE	Administrator		Qualitative Description
	Mean	SD	
Providing Structure	4.26	0.08	High
Clarifying Norms	4.27	0.04	High
Building Cohesiveness	4.28	0.06	High
Promoting Standards of Excellence	4.27	0.07	High
Overall Mean	**4.40**	**0.06**	**High**

Legend: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Average 1.50-2.49 Low 1.00-1.49 Very Low

This implied that SUC administrators exhibited a high competence level of organizational climate, particularly in terms of clarifying norms, providing structure, building cohesiveness, and promoting standards of excellence.

D. Level of Quality Management Practices among (SUCs) in Region XII-Philippines

As shown in Table 5, the administrator's responses reflected that SUCs administrators have a **high level** of competence in quality management practices, with an overall mean of 4.26.

Table 5 Quality Management Practices of (SUCs) in Region XII-Philippines

QUALITY MANAGEMENT PRACTICES	Administrator		Qualitative Description
	Mean	**SD**	
Client Satisfaction	4.24	0.05	High
Employee Involvement	4.25	0.04	High
Training	4.28	0.06	High
Continuous Improvement	4.28	0.03	High
Overall Mean	**4.26**	**0.05**	**High**

Legend: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Average 1.50-2.49 Low 1.00-1.49 Very Low

Specifically, SUCs administrators got a high level of competence in terms of training (M= 4.28), continuous improvement (M= 4.28), employee involvement (M= 4.25), and client satisfaction (M= 4.24).

This implied that SUC administrators exhibited a high level of quality management practices, particularly in terms of client satisfaction, employee involvement, training, and continuous improvement.

6. Conclusion and Future Scope

Based on the findings of the study on the organizational competence among (SUCs) in Region XII, it is indicated that (SUCs) in the region are highly competent in terms of their core values. The administrators' responses coincide with the faculty's responses, specifically in terms of integrity, professionalism, and respect for diversity.

SUCs in Region XII also possessed a high level of competence, particularly in their core competencies. The results from the administrators and faculty's responses indicated they exhibited competence in communication, teamwork, achieving results, and planning and organizing.

SUCs administrators also manifested a high level of competence in their functional competencies, as evident from the result of the study. Responses from the administrators and faculty showed that they demonstrated competence in terms of their leading and supervising, resilience, knowledge sharing and learning, judgment/decision-making, and analytical thinking,

In addition, the study's findings also indicated that SUCs administrators are highly competent regarding their leadership competence. It expressed that SUCs administrators, as rated by the administrators and faculty, exhibited high emotional, intellectual, and managerial competence.

Furthermore, SUCs administrators in Region XII manifested a high competence level in terms of their organizational climate. The results showed that SUCs administrators demonstrated competence in clarifying norms, providing structure, building cohesiveness, and promoting standards of excellence.

Moreover, SUCs administrators exhibited a high level of competence in quality management practices specifically in terms of training, continuous improvement, employee involvement, and satisfaction, as well as client satisfaction.

Scope and Delimitation

This study focused on the organizational competence, leadership competence, organizational climate, and quality management practices of state universities and colleges (SUCs) in Region XII. It focused on the state universities and colleges (SUCs) faculty and staff with administrative functions holding permanent status in selected state universities and colleges in Region XII, Philippines.

The participants of the study were the selected faculty and administrators, which comprised the dean, department heads, and directors of selected state universities and colleges (SUCs) as recognized by the Commission on Higher Education in five cities of Region XII or SOCCSKSARGEN Region, namely Cotabato City, Kidapawan City, Koronadal City, General Santos City, and Tacurong City.

Conflict of Interest

The researcher in this study had no financial, personal, or professional interest that could influence the results of the study. This study aimed to provide baseline information to SUCs in Region XII-Philippines and supplement the dearth of research in the Philippine Database on higher education. The researcher observed proper coordination and protocols before collecting data to ensure an ethical study. A letter about the details of the study was sent to the Director of the Commission on Higher Education, University and Colleges Presidents, Deans, Directors, and Program Heads. These letters explained the objectives and steps to be done in their institution or designated jurisdiction.

Before the start of the study, informed consent about the study was given to the participants. They participated voluntarily and can withdraw from the study anytime they feel like it. Confidentiality and anonymity were observed, and no potential for harm occurred.

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Author's Contributions

This study is the solo effort of the researcher which aimed to determine the level of organizational competence, leadership competence, organizational climate, and quality management practices.

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