

Research Paper

A Mixed Method Study On The Organizational Competence Among State Universities And Colleges (SUCs) In Region XII, Philippines

Eduardo Maca Cabalang Jr.^{1*}, Jay D. Buscano²

¹Dept. of Education, Bawing National High School, Seguel, General Santos City, Philippines, 9500

²Mindanao State University, School of Graduate Studies, Laurel St., General Santos City, Philippines 9500

*Corresponding Author: eduardo.cabalang@deped.gov.ph, Tel.: 0833054768

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Abstract— The development and preservation of an organization's competitive advantage over rival establishments depend heavily on organizational competency; nonetheless, little research has been conducted on administrators in state universities and colleges in the Philippines. This study wanted to determine the level of organizational competence, organizational climate, leadership competence, and quality management practices of SUC administrators and how they described their organizational competence and organizational climate in Region XII-Philippines. This study employed a sequential explanatory mixed-method research design. There were 219 administrators from 5 (SUCs) being utilized in this study using stratified random sampling. Weighted mean was used to identify the level of organizational competence, leadership competence, organizational climate, and quality management practices. Five (5) key informant interviewees were purposely selected for the interview. There was one (1) representative for each state university and college (administrator and faculty). Emergent themes were generated using Quirkos Software. The findings of the study revealed that SUC administrators exhibited a high level of organizational competence, leadership competence, organizational climate, and quality management practices. This suggested that SUC 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, mixed method, sequential explanatory, Philippines

1. Introduction

The educational landscape has evolved and advanced at the start of the new millennium to become timely and relevant. Higher education institutions looked for strategies that would help their businesses succeed. One such strategy is organizational competency, which describes expectations for employees and how those expectations are anticipated to be met. [1].

Furthermore, companies all over the world face a variety of competency-related difficulties, which operate independently in the absence of governance. The omission of technical competencies and the misalignment of competency development with the business objectives are two of these difficulties. [2].

As new trends emerge, companies must become more adept at acquiring the abilities, know-how, and characteristics required to advance and mature [3]. However, only the competency standards may be used to establish, identify, and evaluate organizations in terms of their level of capability. [4].

In higher education institutions, organizational competence refers to the qualities that workers in an organization need to possess to succeed in their positions of authority [5]. With this, higher education institutions must embrace organizational competency and align them to their organizational policies to have a competitive advantage over other institutions [6] and succeed [7].

Moreover, Obukhova et al. (2020) emphasized that because higher education's organizational management was poorly standardized and demonstrated a lack of organizational competency, it is challenging to ensure that professional training is of sufficient standard and that the educational process is effective [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 SUC's 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 administrators in institutes of higher learning.

Given this, the researcher set out to look into the level of leadership competence, organizational climate, organizational competency, and quality management practices among state universities and colleges (SUC) administrators and how they described their organizational competence and organizational climate. 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 SUC administrators in Region XII.

2. Related Work

According to research findings, an organization's success and capacity to compete in the market depend heavily on its organizational capabilities. An organization's internal capacity to accomplish its intended aims and objectives [27].

According to Grant (2021), organizational competence is the set of knowledge, abilities, metrics, and corporate culture that a business needs in order to accomplish its objectives. If the company can pinpoint its core strengths, it is operating at maximum efficiency. [28].

Coetzee et al. (2020) also claimed that work-life policy, supervisor support, reward and recognition, and employee retention are all positively correlated. [29]. Organizations nowadays face employee ineffectiveness, fast turnovers, conflict of interest, and disloyalty [30].

Also, Bielikov (2022) proposed that there exist diverse educational circumstances for the establishment and upkeep of organizational competence, as well as the growth of motivation; these include pedagogical modeling of its formation and guaranteeing interdisciplinary connections in the formation of organizational competence concerning 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 practices for sustainability [32].

However, Salman et al. (2020) reiterated that competence and competency are synonymous and also distinguished between hard and soft competence as well as skills, knowledge, and self-actualization-related competence. [33].

Bernarto et al. (2020) added that organizational culture acted as a mediating factor in the positive and noteworthy impact that hard and soft skills had on creativity. The study by Shet et al. (2019) [35], demonstrated a positive association between competency-based performance and organizational effectiveness on adaptation, productivity, and flexibility, [34] also supports this.

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

3. Research objectives

This study was conducted to determine the level of organizational competence, leadership competence, organizational climate, and quality management practices of SUC 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 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 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 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?
5. How did the administrators and faculty in state universities and colleges in Region XII describe their organizational competence?
6. In what way did the state universities and colleges administrators and faculty in Region XII describe the organizational climate they have?

7. In what way did the qualitative results support the quantitative findings of the study?

4. Experimental Method/Procedure/Design

A. Research Design

The sequential explanatory mixed method design was specifically used in this study to assess the level of leadership competence, organizational 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 in five cities of Region XII, namely Cotabato City, General Santos 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) SUC in Region XII. Five (5) key informant interviewees were purposely selected for the interview. There was one (1) representative for each state university and college (administrators and faculty). The sample size of the respondents was computed using the Cochran equation.

Table 1 Distribution of SUC 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.

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 organizational climate, leadership competence, and quality management practices. A five-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 competencies, core values, 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: providing structure, building cohesiveness, clarifying norms, 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.

Quantitative Strand

To ensure that each state university and college (SUCs) was well represented, 219 administrators and faculty with administrative functions were selected using stratified random sampling through a lottery. SUC faculty and staff with administrative functions were selected as participants because the researcher wanted to determine the level of organizational competence, organizational climate, leadership competence, and quality management approaches. The participation of the participants was voluntary, and they could withdraw anytime and discontinue participating in the study if they wanted to. The sample size was determined through Cochran formula.

Under the QUAN-QUAL sequential explanatory research design, the data collection, data analysis, collation, and data interpretation have undergone two phases. In the first phase, the researcher secured a permit to conduct the study from the Commission on Higher Education in Region XII and the respective administrators in the SUC. Once approved, administration and retrieval of questionnaires were employed. Details about the study and instructions for answering the questionnaires were included in the instrument to eliminate confusion. Data collation and tabulation of data were done after retrieving the filled-out questionnaires.

Qualitative Strand

As for the qualitative strand, five (5) identified participants underwent key informant interviews (KII). The participants

were selected from the study's participants using purposeful sampling. The interview was done by analyzing the results from the completed quantitative data. The said participants were asked open-ended questions wherein their responses were used to confirm and substantiate the quantitative information. The participants were asked how they describe the organizational competence of their institution. The study participants were the SUCs administrators from the universities and colleges duly accredited by the Commission on Higher Education. Specifically, it refers to those faculty and staff administrative functions.

In the second phase, the result from the first phase was evaluated to develop a structured interview guide. The key informant interview (KII) of the participants utilized open-ended questionnaires. The interview aimed to record the experiences and insights of the participants. Data reduction through coding of themes was made, followed by categorizing the core ideas and themes, then the data interpretation wherein the resulting themes were interpreted.

D. Data Analysis

Quantitative Result

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

Points	Description	Qualitative Interpretation
5	Very High	State Universities and Colleges (SUCs) have a very high organizational competence in core values, core competencies, and functional competencies.
4	High	State Universities and Colleges (SUCs) have a 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 a 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.

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

5. Results and Discussions

E. Level of Organizational Competence among State Universities and Colleges in Region XII-Philippines

Table 2 showed the overall organizational competence of SUC in Region XII from the responses of the administrators

with an overall mean of 4.28 which indicated that SUC 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 Competence of State Universities and Colleges (SUCs) in Region XII-Philippines

Organizational Competence of SUC 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.

F. Level of Leadership Competence among State Universities and Colleges in Region XII-Philippines

As shown in Table 3, the responses coming from the administrators showed the overall leadership competence of SUC 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.

Table 3 Leadership Competence of State Universities and Colleges (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

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

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

G. Level of Organizational Climate among State Universities and Colleges (SUCs) in Region XII-Philippines

As seen on Table 4, indicates the overall organizational climate of state universities and colleges 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 SUC 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 State Universities and Colleges 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 level of organizational climate, particularly in terms of clarifying norms, providing structure, building cohesiveness, and promoting standards of excellence.

H. Level of Quality Management Practices among State Universities and Colleges in Region XII-Philippines

As shown in Table 5, the Administrator's responses reflected that SUC administrators have a **High Level** of competence in quality management practices, with an overall mean of 4.26.

Table 5 Quality Management Practices of State Universities and Colleges (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.

Qualitative Result

The recorded interviews were transcribed in a verbatim way. Colloquial answers were translated into English, and all interview transcripts were processed using Quirkos Data Analysis software and Thematic Content Analysis as statistical tools. To prove the validity of the study, a theme analysis was conducted on the data. (Lincoln et al., 1985).

After transcribing, the data significant to the study was highlighted and codified according to context, relationship,

value, consistency, and distinction. Categories were identified. Based on these patterns, themes were developed that serve as a point of analysis. The Colaizzi Descriptive Method was used to analyze the generated data, wherein it undergoes a seven-step process, each of which keeps attention focused on the data.

State Universities and Colleges (SUCs) Administrators Description of their Organizational Competence

This part of the study showed the formulation of themes through the exported data from using QUIRKOS software for analysis and interpretation. Themes are discussed following the presentation of the statement of the problem of describing the organizational competence and organizational climate of state universities and colleges in Region XII.

In analyzing qualitative data, this is explained by following the emerging themes: (1) *knowledge and skills*, (2) *core personality characteristics*, and (3) *demonstrable performance*, as seen in Table 6.

Knowledge and Skills Organizational skills help in prioritizing tasks and utilizing efficiency in the workplace. It is noted that time management and self-motivation are some of the most essential organizational skills. Khan, 2018 identifies the three different types of knowledge relevant to competitiveness, namely codified knowledge which pertains to numeracy, scientific knowledge, and formal literacy, skills which pertains to the know-how based on tacit knowledge, and organizational capabilities, which pertains to the knowledge required for efficient collective activity.

Based on the study conducted by Nass, 1994 [35], stated that an administrator's primary responsibility is to distribute and provide information. It is also noted that knowledge is the primary intervening variable between experience and information processing.

Based on the quantitative findings, administrators are highly competent in possessing core values which got the highest mean response compared to core competencies and functional competencies.

As one of the informants stated:

“For me sir, our administrators like our program heads, directors, and academic heads, they manifest these core values in our school like the core values of our school are fairness, accountability, transparency, excellence and service to God. All of those, you can see in our administrators and we like to inculcate that one in our students.” (A1, KII: L 14-19)

This is also supported by one of the informants stated: “We are very aware of that sir because every activity we have, we recite that one. In terms of being practiced? Yes, of course, we make sure that inside the school you can observe that one. Here our core values are

cares meaning culture sensitive, adherent to laws, relevant and responsive, efficient and effective, and spiritually oriented. Anyway, that is self-explanatory that being part of school, you should be culture-sensitive because for example in our school, we have different tribes, Christian and Muslim so you should know the culture to prevent conflict.”) (A4, KII: L 29-38)

According to Pioggia et al. (2021) [36], an ethical organization also has strong administration. Workers who work for a company that values ethics report greater job satisfaction, productivity, and general well-being. Yusuf et al. (2020) also added that leadership integrity, as well as education and learning support, has a major effect on good governance practices.

Evident from quantitative findings in relation to integrity, administrators are highly competent in demonstrating and abiding adhere to the firm's basic principles in all of their actions and conduct, deal with unprofessional or unethical behavior quickly and effectively, and make decisions that are best for the organization without taking personal benefit into account. (highest mean response).

As detailed by one of the study's informant:

“Yes sir, I strongly agree because as what I observed our coordinators and Program heads are exhibiting these organizational values in terms of activities. They make sure that values are integrated.”) (A1, KII: L 52-55)

One of the informants supported this by explaining:

“In terms of unethical behavior sir, if there are reports, I take immediate action and talk to the concerned party especially if it can ruin the image of the school.”) (F1, KII: L 61-63)

One of the informants also cited:

“As I observed, all have ethical decision making. Having personal interest is not allowed if you make a decision. And so far, I have not received any complaint concerning that one.”) (F2, KII: L 64-67)

Based on the quantitative findings in relation to professionalism, administrators are highly competent in meeting commitments effectively and efficiently.

As explained by one of the informants:

“With regards to that, I've seen in our administrators of being result-oriented in the sense that if you set some deadline, they were able to accomplish it.”) (A1, KII: L 91-93)

The results also coincide with the answers coming from one of the informants:

“Yes sir, it is important that they can deliver results on time and I observed it in our

administrators and I practice it myself because I don't like giving extensions. Deadline is deadline.”) (A3, KII: L 97-101)

One of the faculty informants noted that:

(In terms of meeting commitments on time, our admin exhibits that one well because if you have a request from them like documents, they make sure that they can give it the soonest possible.”) (F4, KII: L 102-104)

Based on the quantitative findings in relation to respect for diversity, administrators are highly competent with working constructively with people from diverse backgrounds and highly competent in treating their treat coworkers, partners, stakeholders, clients, and counterparts with decency and respect; operate impartially while acknowledging the perspectives of others.

As stated by one of the informants:

“I agree sir because our administrators are good in terms of people skills. They know how to get along with people and how to deal with them either of the same rank or not.”) (A1, KII: L 138-140)

This is also supported by an administrator informant:

“They have interpersonal skills sir our admin head because they can treat our colleagues with dignity and respect and are not biased in terms of talking and making friends with them.”) (A2, KII: L 141-143)

One of the informants also added:

“They are good in public relations sir. They don't mind who are they facing to. There is equal treatment.”) (F4, KII: L 145-147)

Inegbedion et al., 2020 [37], it revealed that cultural diversity, conflict, and employee perception all have a substantial impact on diversity management. According to their findings, teamwork and diversity management have a major impact on organizational efficiency, and diversity management is crucial and must be prioritized in an organization to enable its implementation.

Based on the quantitative findings in relation to communication, the study shows that administrators are making themselves visible to the staff by communicating and listening at all levels in the organization and applying the utmost discretion and judgment in dealing with highly sensitive issues.

As explained by one of the informants:

“yes sir, we have open communication here especially in terms of new policies that needs to be implemented, we update our subordinates.”) (A3, KII: L 180-182)

Diaz-Soloaga, 2019 [37] noted that the function of communication in organizational culture varies depending on several aspects, such as the importance of communication in the case of experts, and emotional compensation is an important issue for middle managers.

Based on the quantitative findings in relation to resilience, administrators got the highest mean score in providing leadership and guidance in a difficult situation, and is supportive in skills enhancement to overcome daily work challenges.

One of the informants reiterated:

("During difficult times, they are there to back you up. They always ask if what assistance we need.") (A3, KII: L 467-468)

It has been argued that the quantitative study's findings demonstrated the high degree of competence that state university and college administrators exhibit in terms of organizational values, knowledge, and in possessing organizational skills, as reflected in their interviews.

Understanding organizational skills is important in an organization as it can help the administrators in developing their goals and objectives. It can also improve the organizational culture of an institution. Exhibiting organizational skills can help in utilizing the time, effort, and resources that matter. It can also help keep the stakeholders on track, particularly in meeting the desired goals (Guzman et al., 2020) [38]

The same study from Kassema (2019) [39] also reiterated that the lack of knowledge and skills could result in a problem in an individual understanding and perceptions, and it may cause major harm and difficulties for the organization's operations in accomplishing its intended aims and objectives.

Based on the study conducted by Anlunes et al. (2020), stated that an organization's ability to leverage and use the knowledge solely depends on its human resources. Administrators also must give importance to gaining general knowledge as it can support the organization's innovation.

Azeem et al. (2021) [40], in their study about discovering a connection between organizational culture, knowledge exchange, and organizational innovation and how these factors contribute to competitive advantage and knowledge sharing significantly affect competitive advantage. It is also stressed that knowledge-sharing and organizational innovation have been shown to be the primary drivers of achieving competitive advantage and that organizational culture is crucial for the success of corporate operations.

Skills, on the other hand, include interpersonal skills, time management, communication, delegation, analytical thinking, decision-making, and strategic planning. Having these organizational skills is important in building trust and professionalism in an organization. As an administrator; it is

important to possess these organizational skills as it can help them in meeting deadlines, minimize their stress and do their duties efficiently and effectively.

The study's findings suggested that state college and university administrators are highly competent in terms of acquiring knowledge and skills. It showed that administrators manifest core values in their organizations, and these are being practiced and most evident during the pandemic, particularly in the area of resilience. Organizational values are also exhibited during activities, and administrators are seen to be prompt in taking immediate action in times of problems. They also practice ethical decision-making sans personal interest in their daily work.

The SUCs administrators are also observed to be result-oriented in delivering and finishing tasks on time. They are also effective in meeting commitments on time and in exhibiting people and interpersonal skills. Mutual respect is also common in the workplace, and open communication is practiced every time.

Personality Characteristics In this study, personality characteristics pertain to the organizational structure, culture, and behavioral aspects of an organization. There are five major personality traits, namely conscientiousness, extroversion, openness, agreeableness, and neuroticism. These personality traits would reflect someone's patterns of thoughts, feelings, and how they behave. It is important for an administrator to understand one's personality in order for them to help their subordinates in modifying their behavior at work, to utilize their strengths as well, as improve their weaknesses. It can also help in interacting with the subordinates more effectively, leading to the success of an organization.

A conducted by Chiaburo et al. (2018) [41] on organizational citizenship behaviors elaborated that personality traits have a direct relationship with organizational behavior, particularly openness, extraversion, and emotional stability.

Based on the quantitative findings in relation to teamwork, administrators possess a high level of applying the organization's rules and, policies, regulations when managing their subordinates.

This is supported by one of the informants:

("I agree sir, they are very well versed in terms of school policy like memorandums they issued. They required everyone to follow it.") (A2, KII: L 218-220)

One of the informants also stated:

("In terms of rules and policies sir, they are very strict on it. You have to follow and abide by the organization's policies otherwise you will have a problem with it.") (A1, KII: L 215-217)

Another informant narrated:

“I highly agree sir in terms of acting as a role model in empowering their staff because it manifested in our administrators. They empowered our subordinates by having an open communication and giving honest feedback.” (F4, KII: L 225-227)

In support of this, the study by Shanock et al. (2019) [42] cited that organizational support enhanced the effectiveness of human resource strategies and unfairness towards workers was associated with decreased effort of the workers and increased worker turnover.

Moreover, Trus et al. (2019) [43] suggested that employees were more empowered when they had a resistant and proficient organizational culture and a functional and engaged climate. Also, having an appropriate organizational climate and culture in the workplace promotes empowerment.

Based on the quantitative findings in relation to achieving results, administrators showed a great degree of reflection when assessing the accomplishment of objectives for any programs or activities and they also were able to establish systems to monitor and evaluate progress.

As explained by the two informants:

“Yes, sir that is correct, our admins are constantly reflecting themselves in terms of tracking their work progress. They are able to identify their strengths and weaknesses, particularly in their skills and knowledge.” (A1, KII: L 294-297)

It can be deduced that administrators in state universities and colleges possess a high level of personality characteristics as they are seen to be very well-versed in terms of the organization's policies. They are also very strict and persuasive in terms of following the institution's rules and regulations. They also act as a role model, particularly in empowering their subordinates and staff. Moreover, they possess high self-awareness with regard to assessing their feelings and emotions and are constantly reflecting on themselves.

Self-awareness in an organization is important as it can help the administrators understand more their strengths, weaknesses as well as limitations.

Erstad (1997) [44], in his study about empowerment and organizational change, defined empowerment as a change strategy with the goal of increasing the ability of an individual and the organization to act.

Citing from the study conducted by Mustafa et al. (2012) [45] regarding the function of employee empowerment in companies, it was said that empowerment improves the operations and results of companies.

Demonstrable Performance It pertains to the ability of an organization to manage and support its subordinates to achieve its desired goals. Owen et al. (2001) [46] cited that the ability of a company to produce quality products and services consistently is critical to its long-term success. In addition, giving rewards also influence the employee's performance (Akanni et al., 2021) [47].

In light of the numerical results in relation to teamwork, administrators possess a high level of applying the organization's rules and, policies, regulations when managing their subordinates. They also act as role models by empowering their staff.

One of the informants reiterated that:

“I agree sir because our admin heads are supportive of the employee's growth because they sent us to trainings and seminars and they encourage us to enroll ourselves to graduate studies. And we become empowered sir because they delegate the tasks to ask and allow us to learn new skill.” (F5, KII: L 228-232)

Numerous studies showed that empowering employees resulted in greater contentment at work and a decline in staff attrition. Fragkos et al. (2020) [48] cited that structural empowerment was significantly correlated with both work satisfaction and organizational commitment and psychological empowerment.

Role conflict, role ambiguity, and structural empowerment also were significant predictors of job satisfaction (Orgambidez et al., 2020) [49]. Empowering leadership also impacts innovative work behavior (Faulks et al., 2021) [50].

In planning and organizing, the result clearly showed that administrators have a high level of identifying the department's resources and making them available to meet the organization's priorities. It also showed that administrators developed a departmental plan with realistic timescales and monitored priorities.

One of the informants supported this by saying:

“Yes, sir I agree because our administrators are very resourceful in terms of utilizing the available resources in our department. And they take the initiative to do the work.” (A1, KII: L 255-257)

Responses above are also supported by one of the informants:

“Yes, sir based on my experience, they have an organizational skill in setting priorities particularly in effectively allocating the available resources.” (A2, KII: L 258-260)

Also coming from the responses of one of the informants:

(“Yes, sir we have a deadline to meet in terms of achieving the departmental goals.”) (F5, KII: L 268-266)

Allocation of resources is important for the organization to increase productivity, reduce costs, increased employee engagement, and prevent staff burnout.

Goncalves et al. (2021) [51] suggested that organizational skills have a mediating effect on the leader's commitment and the organization's performance Britton-Rumohr et al. (2022) [52] also added that training in organizational skills could increase the employee's organizational skills in the workplace.

On the study conducted by Zainab et al. (2022) [53] on the faculty's academic optimism, it indicated that training programs are essential to help faculty members improve their organizational skills.

Based on the quantitative findings in relation to analytical thinking, administrators got the highest mean score in establishing a common vision and choosing strategic paths in accordance with the goals and objectives of the company. They also offer the resources and analytical tools needed to accomplish strategic objectives.

One of the informants stated that:

(“I agree sir because our admin possess a strategic direction in terms of leading our organization because we are being motivated to achieve the desired results.”) (A1, KII: L 371-373)

Ahmad et al. (2019) [38] investigated the effect of strategic planning and discovered that it had a significant positive effect on the relationship between an organization's abilities and performance, concluding that strategic planning is the sole element in enhancing an organization's performance.

Based on the quantitative findings with knowledge sharing and learning, administrators are high in doing coaching and mentoring and in sharing information across the department.

In an interview with one of the informants:

(“I think why we have high mean response to that because part of the functions of administrators is coaching and mentoring and that is one of the leadership skills.”) (A1, KII: L 399-401)

Knowledge sharing is important in an organization because it improves the workforce by having expert employees share what they know with others.

As implied by Abdelwhad et al. (2019), knowledge sharing improves organizational performance through organizational growth and cost reduction.

The result from the qualitative study suggests that SUCs administrators exhibit a high level of competence in terms of performance, as shown by the informant's responses.

Administrators are seen to exhibit a high level of applying the organizations' rules and policies as well as regulations when managing their subordinates. They also act as role models by empowering their staff.

SUCs administrators also manifest a high degree of competence in identifying the department's resources and making them available to meet the organization's priorities. It also showed that administrators developed a departmental plan with realistic timescales and monitored priorities.

Table 6 showed the summary table on the Administrators' Organizational Competence.

Table 6 Summary Table on the Description of Administrators on their Organizational Competence

Major Theme	Core Ideas	Quantitative Results	Informant's Code
Administrators' Description on Their Organizational Competence	Knowledge and Skills Of an Administrators	“...manifest core values like fairness, accountability, transparency, excellence”	Informant 1
		“...na practice naman ng mga co administrators ko ang core values ng organization namin. Example is being flexible, nakita ko ito nong nagka pandemic”	Informant 5
		“...exhibiting these organizational values lalo na in terms sa mga activities”	Informant 1
		“...if may report na magdating sa akin, I take immediate action and talk to the concerned party”	Informant 4
		“As I observed, lahat naman sir ay may ethical decision making sa amin. Bawal na may personal interest”	Informant 5
		“I've seen sa mga administrators na result oriented sila”	Informant 1
		“...they can deliver results on time and nakita ko naman yan sa mga administrators namin”	Informant 3
		“...in meeting commitments on time, our admin exhibit that one well”	Informant 4
		“Ang mga administrators namin ay magaling in terms of people skills”	Informant 1
		“...may interpersonal skills po sir ang mga admin head namin”	Informant 2
		“...may mutual respect ang bawat isa”	Informant 3
		“...magaling sila sa public relations sir. They don't mind kung sino ang nakaharap sa kanila.”	Informant 4
		“May open communication kami dito lalo na if may mga bagong policies na dapat mapatupad,”	Informant 3
“...during difficult times, they are there to back you up”	informant 3		

Administrators Core Personality Characteristics	"...very well verse nila in terms sa mga policy ng school lalo na sa memorandums na na issue nila."	Informant 2
	"In terms sa rules and policies sir napaka strict po nila nyan."	Informant 1
	"...acting as role model in empowering their staff"	Informant 4
	"Our admins are constantly reflecting themselves"	Informant 1
	"...admin heads are having this self-awareness they know how to assess their feelings and emotions"	Informant 2
Administrators Demonstrable Performance	"...supportive of the employee's growth kasi pinapadala nila kami sa mga trainings and seminars"	Informant 5
	"...kasi dini delegate nila ang ibang tasks sa amin and allow us to learn new skills."	Informant 5
	"...napaka resourceful ng mga administrators namin in terms of utilizing the available resources"	Informant 1
	"May organizational skills sila to set priorities particularly in effectively allocating available resources."	Informant 2
	"May deadline kami na tinatarget lalo na sa pagkaroon sa pag achieve ng departmental goals."	Informant 5
	"Our admin possess a strategic direction in terms of leading our organization"	Informant 1
	"...part ng functions ng mga administrators talaga ang coaching and mentoring"	Informant 1

It also showed that administrators determined the organization's priorities and strategic directions; they also supplied the analytical tools and resources needed to meet the objectives.

The result also implied that SUCs administrators manifest a high level in terms of coaching and mentoring and in sharing information across the department.

State Universities and Colleges Administrators Description of their Organizational Climate

In analyzing the qualitative data, this is explained by following the emerging themes: (1) leadership, (2) employee relation, (3) employee motivation as seen in Table 7.

Leadership, in its simplest definition, means influencing other people to follow. The ability of administrators to influence their subordinates to follow them exhibits a leadership quality. It was noted that leadership styles greatly influence the employee's job performance (Wen et al.,2019). Leadership plays an important part in an organization. An ineffective leader could result in the failure of an organization. An efficient and effective leader demonstrates

and establishes a powerful vision, mission, goals, and objectives (VMGO) in an organization to achieve success.

According to the study conducted by Syakur et al. (2020) [54] showed that organizational culture and communication have a direct and advantageous relationship with regard to leadership style. This is also anchored by the study of Meng et al. (2019) [55], which confirmed that organizational culture could impact leader performance in relation to work engagement, job satisfaction, and trust. Khan et al. (2020) also cited that leadership styles have an effect on the innovative work behaviors of employees.

As evident from quantitative findings in relation to integrity, administrators are highly competent in demonstrating and adhering to the organization's core values in both actions and conduct. Additionally, they deal with unprofessional or unethical behavior quickly and effectively, and they make judgments that are beneficial for the firm without taking personal benefit into account. (highest mean response).

One of the informants shared:

("in terms of unethical behavior sir, if there are reports to me, I take an immediate action and talk to the concerned party most especially if it can ruin the image of the school.") (F4, KII: L 61-63)

Leaders in an organization must keep up with their mission, vision and must incorporate ethical practices in the organization (Grigoropoulos, 2019) [56].

According to the study done by Jannat et al. (2021) [57], it suggested that providing corporate ethics programs can significantly reduce employees' unethical behavior in organizations.

Based on the quantitative findings in relation to professionalism, administrators are highly competent in meeting commitments effectively and efficiently.

As explained by one of the informants:

("with regards to that. I've seen in our administrators that they are result-oriented in the sense that if you give them deadline, they can deliver it.") (A1, KII: L 91-93)

Also cited by one of the administrator informants:

("yes, sir because they can deliver results on time and I've seen in our administrators and I practice it myself too. Because I don't like giving extension.") (A3, KII: L 97-101)

Another informant commented:

("in terms of meeting commitments on time, our admin exhibit that one well because if there are request liked documents, they make sure that they can

give it the soonest possible.”) (F4, KII: L 102-104)

Based on the quantitative findings in relation to achieving results, administrators demonstrated a great degree of reflection when assessing the accomplishment of goals for any programs or activities. Administrators also were able to establish systems to monitor and evaluate progress.

This can be observed from the informant’s response: (“yes, sir that is correct, our admins are constantly reflecting themselves in terms of tracking their work progress. They are able to identify their strengths and weakness by their skills and knowledge.”) (A1, KII: L 294-297)

In a study conducted by Wang et al. (2020) [58], it showed that by facilitating the employee self-reflection, could enhance the employee's intellectual capital. Leaders also can facilitate employee's creativity by motivating them to self-reflect and nurture a safe environment in which people can take risks without losing their integrity.

In planning and organizing, it is evident that administrators have a high level of determining the department's resources and making them available to meet the organization's priorities. It also showed that administrators developed a departmental plan with realistic timescales and monitored priorities.

As detailed by one of the informants: (“yes, sir I agree because they are very resourceful in terms of utilizing the available resources in our department. And they take the initiative to do the work.”) (A1, KII: L 255-257)

One of the informants supported that: (“yes, sir based on my experience, they have an organizational skill in setting priorities particularly in effectively allocating available resources.”) (A2 KII: L 258-260)

Based on the study conducted by Norta et al. (2015) [59], tangible resources in an organization can influence the performance of the organization, considering that resources are important for an organization to develop its capabilities in order to adapt to the external environment resulting in continuous growth.

This is also cited by the study of Wicker et al. (2013) [60], which suggested that organizational resources like financial resources, significant factors that influence organizational issues include people resources, infrastructure resources, and cultural resources.

Quantitative findings in relation to leading and supervising revealed that administrators are highly capable of providing

clear direction for others and creating an enabling environment. They also ensured that power and authority were not abused.

Excerpts from the interview showed: (“I agree sir because they are paving the way for us to where the direction of the institution like now, we are aiming for accreditation of all our programs.”) (A1 KII: L 332-334)

According to the study by Kolfshoten et al. (2012) [61], it cited that abusive supervision promotes employee deviance in an organization. Organizational structure also has an effect on abusive supervision as well as role ambiguity.

In addition, Kapur (2021) [62] elaborated that leader must guide and direct their employees in an appropriate manner, provide solutions to challenges and problems, create a friendly environment for their subordinates, and make effective decisions.

Based on the quantitative findings in relation to judgment/decision-making, it is evident that administrators got the highest mean score in taking full responsibility for his/her actions and in supporting difficult decisions in the best interest of the organization.

As stipulated by one of the informants: (“Yes, they own up to their mistakes. And they take responsibility for their actions.”) (F2 KII: L 439-440)

Based on the quantitative findings in relation to clarifying norms, administrators highly demonstrated effective communication and expected subordinates to listen when another subordinate was talking.

One of the key informants narrated: (“I see this in my co-administrator sir, they possess good communication skills and they can explain themselves well. Of course, they are friendly and they give and receive constructive criticism openly.”) (A2 KII: L 658-661)

In support of this, Kruchina (2020) [63] reiterated that possessing interpersonal communication skills is essential in an organization nowadays.

Bostan et al. (2021) [64] added that cultural intelligence has a significant effect on interpersonal communication skills. Ahangari et al. (2019) suggested that communication skills and social capital have a significant relationship with organizational commitment. Verbal skills and feedback skills also had a significant and direct correlation with emotional intelligence (Ghanbari et al., 2020) [65].

The results of the study implied that SUCs administrators manifested a high level of competence in organizational climate, particularly in leadership skills.

It is evident that the administrators take immediate action in times of problems. They are seen to be result-oriented and committed to delivering results on time. They are also constantly reflecting on themselves and are resourceful in utilizing available resources.

SUC administrators also possess organizational skills in setting priorities, particularly in allocating available resources and directing their institution. They are also seen to own up to their mistakes and exhibit good communication skills.

Employee relations It is defined as an effort of the organization in order to maintain a positive relationship with their employees. It is essential in the organization since it develops trust between an organization and its employees. Kumar (2018) [66] defined employee relations as managing employees in the workplace, and it encompasses the incorporation of the workplace's practices and policies as well as managing performance and conflicts or complaints in the workplace.

According to the study conducted by Bulinska-Stangrecka et al. (2021) [67], it elaborated that job satisfaction and employee relations were positively correlated. Also evident in the study it added that trust is a mediating factor between the two variables.

A study conducted by Parashakti (2020) [68] suggested that motivation, the work environment, and competence have a favorable and significant impact on employees' performance. Maintaining a positive relationship with employees through frequent communication and involvement is essential for assisting them not just in the technological area but also in engaging and retaining them (Kaushik et al., 2019) [68].

In support of this, the study of Yaokumah et al. (2019) [69] cited that staff security training has an indirect and considerable impact on security behavior by influencing employee relations, monitoring, and accountability.

Based on the quantitative findings in relation to respect for diversity, administrators are highly competent with working constructively with people from diverse backgrounds and highly competent in treating their peers, partners, stakeholders, coworkers, and clients with decency and respect; they also strive to be impartial and considerate of others' viewpoints.

One of the informants shared:

("I agree, sir because our administrators are good in terms of people skills. They know how to mingle and deal with other people, either the same rank or not.") (A1, KII: L 138-140)

This is also supported by one of the informants:

("they have mutual respect to everyone regardless of gender.") (A3, KII: L 144)

Also, another informant added:

("They are good in public relations. They don't mind who are they facing. There is equal treatment.") (F1, KII: L 144-146)

The findings of the study were congruent with the study of Saylik et al. (2016) [70], which showed that secondary school administrators and instructors exhibited positive individual attitudes and behaviors toward diversity. In addition, organizational norms and beliefs towards diversity are favorable among school administrators and instructors.

The study of Avery (2011) [71] cited that employee support is one of the most critical factors in determining whether diversity is managed well or poorly.

Based on the quantitative findings in relation to teamwork, administrators possess a high level of applying the organization's rules, policies, and regulations when managing their subordinates. They also act as role models by empowering their staff.

As cited by one of the informants:

("I highly agree sir in terms of acting as a role model in empowering their staff because it manifested in our administrators. They empowered our subordinates by having open communication and giving of honest feedback.") (F1, KII: L 224-227)

This is in line with the study of Laschinger et al. (2012) [72] on the influence of leadership practices and empowerment. It revealed that empowered employees at all levels who are supported by their organizations are more likely to stay in their roles, remain committed, and act as role models for other subordinates. Heslin, (1999) [73] detailed that in order to boost the employee's performance, it is important to empower them through coaching, participation, mentoring, demonstration as well as giving rewards.

Based on the quantitative findings in relation to communication, the study shows that administrators are making themselves visible to the staff by communicating and listening at all levels in the organization and applying the utmost discretion and judgment in dealing with highly sensitive issues.

One of the informants shared:

("Yes, sir we have open communication here especially if there are new policies that need to be implemented, they updated our subordinates.") (A3, KII: L 180-182)

One of the informants also supported this by saying:

("Yes, sir I agree with the result since it is manifested in our admin heads that they reach out to communicate with the

subordinates and to listen to all the departments. Every coordinator and head are given the freedom to speak their sentiments.”) (A1, KII: L 171-175)

As supported by the study of Ishola (2019) [74], it is essential for leaders to establish a friendly staff relationship by communicating effectively and efficiently among staff. It also suggested that leaders must build an open and transparent leadership that fosters commitment and recognizes and rewards excellent employees.

Based on the quantitative findings in relation to respect for diversity, administrators are highly competent with working constructively with people from diverse backgrounds and highly competent in treating their colleagues, partners, stakeholders, clients, and counterparts with dignity and respect and work without bias and respect other’s points of view.

As elaborated by one of the informants:

“They have interpersonal skills sir, our admin head because they are able to treat our colleagues with dignity and respect and are not biased in terms of talking and making friends with them.”) (A3, KII: L 141-143)

The study's findings support Benson (2014) [75] that Interpersonal skills, which are determined by how communication affects another person, are inherently relationship- and process-based.

The findings of the study implied that SUC administrators are highly competent in terms of employee relations. Administrators are seen to manifest people skills and exhibit mutual respect for their subordinates.

SUC administrators are also competent in terms of public relations and in acting as a role model in empowering their staff. They also practice open communication in their respective institutions, and interpersonal skills are also evident in them. Administrators also reach out to their subordinates and listen to them.

Employee motivation. Employee motivation in an organization pertains to an employee's attitude toward their work. It is the driving force that motivates employees to achieve their objectives. Accordingly, motivated employees can get things done, improve productivity, and serve as role models for the rest of the employees in the workplace.

The study conducted by Shahzadi et al. (2014) [76] demonstrated a strong and positive correlation between employee motivation and output. They also concluded that having intrinsic rewards significantly affects employee performance and motivation.

Ramlall (2004) [77] reiterated that employee motivation affects employee retention in an organization and

performance and that having effective organizational communication is also essential in motivating employees and increasing their performance. It is also noted that an employee's motivation, performance, and morale are all influenced by the way the company interacts with them. Employee trust and job happiness might increase if they feel their management communicates well. (Rajhans, 2012).

Based on the quantitative findings concerning resilience, administrators got the highest mean score in providing leadership and guidance in difficult situations and support skills enhancement to overcome daily work challenges.

One of the informants detailed:

“During difficult times, they are there to back you up. They asked always if we needed any assistance.”) (A3, KII: L 467-468)

In the study of Mangin, (2005), it reiterated that teachers need support from their administrators in offering guidance to their teachers and in setting the expectations for teachers in achieving their goals.

Also, the study conducted by Reitman et al. (2019) [78] specified that if their employers provide them with consistent assistance and professional development in areas of essential need over their first five years of teaching, new teachers have a higher chance of remaining in the field.

Based on the quantitative findings in relation to teamwork, administrators possess a high level of applying the organization’s rules, policies, and regulations when managing their subordinates. They also act as role models by empowering their staff.

“I agree sir because our admin heads are supportive of the employee’s growth because they sent us to trainings and seminars and they encourage us to enroll ourselves to graduate studies. And we feel empowered because they delegated to us the tasks and allow us to learn new skills.”) (F2, KII: L 228-232)

The study conducted by Fang et al. (2019) [79] demonstrated that having supportive leadership and co-worker support significantly affects employee resilience.

Iis et al. (2022) found that career development and the workplace environment had a considerable impact on employee performance and motivation, which in turn had a direct impact on performance (80).

Sugiarti (2023) [81] cited that workplace culture, career advancement, and training all have a big impact on employee motivation. They also cited that work motivation also significantly affects employee performance.

In planning and organizing, it is evident that administrators have a high level of identifying the department's resources and making them available to meet the organization's priorities. It also showed that administrators developed a departmental plan with realistic timescales and monitored priorities.

As shared by one of the informants:

("Yes, sir we have a deadline to be met mostly in terms of achieving the department goals.") (F2, KII: L 268-269)

Based on the quantitative findings in relation to knowledge sharing and learning, administrators are high in doing coaching and mentoring, and in sharing information across the department.

Interviews from one of the informants supported this:

("I think why we have a high mean response to that because part of the function of administrators is coaching and mentoring, and that is one of the leadership skills.") (A1, KII: L 399-401)

Based on the study conducted by Hakro et al. (2020) [82], the findings suggested that coaching can be a useful strategy for encouraging personal and professional development as well as contributing to organizational goals.

Employee motivation is essential for the success of an organization. In so doing, an organization must prioritize inspiring its human resources to maintain its competitiveness and prevent problems with employee retention. (Parjoleanu, 2020) [83].

Based on the quantitative findings concerning analytical thinking, administrators got the highest mean score in establishing a common vision and choosing strategic paths in accordance with the goals and objectives of the company. They also offer the resources and analytical tools needed to accomplish strategic objectives.

One of the informants commented:

("I agree sir because our admin possess a strategic direction in terms of leading our organization because we are being motivated to achieve the desired results.") (A1, KII: L 371-373)

Also supported by one of the informants:

("Yes, sir because they allow us to learn new skills.") (A3, KII: L 377)

George et al. (2019) claimed that strategic planning positively and significantly affects organizational performance. The study result of Abusharekh et al. (2020) [84] suggested that universities need to enhance their modern strategic planning for the school's smart infrastructure.

Based on the quantitative findings in relation to promoting standards of excellence, administrators recognize people when they do a good job and promote a standard of excellence.

One of the informants reiterated:

("yes, sir we practice that one here. We give recognition to those employees who are doing a good job. Even a simple token or a certificate, they are happy with it.") (A1, KII: L 735-737)

Based on the findings of the study conducted by Hussan et al. (2019) [85] showed that employee performance is significantly improved by employee rewards and recognition. The findings also indicated that the relationship between employee performance and perceived organizational support is influenced by job stress, rewards, and recognition.

Reward and work motivation is critical for an organization since they can be utilized to direct employees toward fulfilling the organization's goals. Furthermore, recognizing and motivating efficient personnel will be beneficial in increasing the employee's productivity. It also showed that there is a clear and significant correlation between rewards and motivation and that employee motivation improves as they receive greater rewards (Asaari et al., 2019) [86].

The study's outcomes implied that SUC administrators are highly competent in motivating their employees. They are setting deadlines and realistic timelines to achieve their institutions' goals. SUC administrators have also observed coaching and mentoring their subordinates and motivating them. They also allow their subordinates to learn new skills by sending themselves to seminars, trainings, and workshops. They also established a reward and recognition system in their institutions as part of motivating their employees.

Table 7 Summary Table on the Description of Administrators on their Organizational Climate

Major Theme	Core Ideas	Quantitative Results	Informant's Code
Administrators Description on their Organizational Climate	Administrators' Leadership	"...if may report na magdating sa akin, I take an immediate action and talk to the concerned party"	Informant 4
		"I've seen sa mga administrators na result oriented sila"	Informant 1
		"...they can deliver results on time and nakita ko naman yan sa mga administrators namin"	Informant 3
		"in meeting commitments on time, our admin exhibit that one well"	Informant 4
		"our admins are constantly reflecting themselves"	Informant 1
		"...napaka resourceful ng mga administrators namin in terms of utilizing the available resources"	Informant 1
		"...may organizational skills sila to set priorities particularly in effectively allocating available resources."	Informant 2
		"They are paving the way for us kung saan ang direction ng institution"	Informant 1

	"...they own up for their mistakes and they take responsibility for their actions."	Informant 5
	"...they possess good communication skills and they can explain themselves well."	Informant 2
Administrators' Employee Relation	"Ang mga administrators namin ay magaling in terms of people skills"	Informant 1
	"...may mutual respect ang bawat isa"	Informant 3
	"...magaling sila sa public relations sir. They don't mind kung sino ang nakaharap sa kanila."	Informant 4
	"...acting as role model in empowering their staff"	Informant 4
	"May open communication kami dito lalo na if may mga bagong policies na dapat mapatupad."	Informant 3
	"May interpersonal skills po sir ang mga admin head namin"	Informant 2
	"...they reach out talaga to communicate sa mga subordinates nila and to listen"	Informant 1
	"...during difficult times, they are there to back you up"	informant 3
Administrators' Employee Motivation	"...kasi dini delegate nila ang ibang tasks sa amin and allow us to learn new skills."	Informant 5
	"...may deadline kami na tinarget lalo na sa pagkaroon sa pag achieve ng departmental goals."	Informant 5
	"...part ng functions ng mga administrators talaga ang coaching and mentoring"	Informant 1
	"...supportive of the employee's growth kasi pinapadala nila kami sa mga trainings and seminars"	Informant 5
	"We are being motivated to achieve the desired results"	Informant 1
	"...they allow us to learn new skills."	Informant 2
	"We give recognition talaga sa mga employees namin who are doing a good job."	Informant 1

specifically in **reaching out to communicate** and having **organizational communication**. They also practiced **open communication** and **sound judgment**. SUCs administrators are also seen to be **very strict** in terms of implementing the institution's **rules and regulations**. They **empower** and **support** their subordinates at work. SUCs administrators also displayed **resourcefulness** in allocating their resources and **possessed organizational skills** as well as coaching and mentoring.

Moreover, in terms of functional competencies, SUCs administrators exhibited a high level of competence with a mean of (**M=4.27**). It showed that SUCs administrators are **self-actualized** and are **fair** to all their subordinates. They are also seen to **possess a strategic direction** and **takes account of their action**. SUCs administrators also **refrain from using** their position, allow their employees to **learn new skills**, **support** their decisions, and are ready to **provide help and leadership**.

Table 8 Summary Table of Integration of the Quantitative and Qualitative Findings on the Organizational Competence of SUC Administrators in Region XII

Organizational Competence	Quantitative Results	Core Ideas Qualitative Results	Participants' Code
Core Values	M=4.31 High	<ul style="list-style-type: none"> Manifest core values Always practice organizational values in their institutions Very aware in every activity Prompt action to unethical behavior Ethical decision making Administrators are result oriented Can deliver results on time Good in people skills Possessed interpersonal skills Mutual respect is present 	A 1, 2, 3, F 1, 2,
Core Competencies	M=4.26 High	<ul style="list-style-type: none"> Reach out to communicate Exhibited organizational communication Has open communication Sound judgment Strict implementation of rules and policies Empowered their employees Supportive in the employee's work Resourcefulness in allocating organizational resources Has organizational skills Always reflecting themselves Monitoring and Evaluation 	F 1, 2, A 1, 2, 3,
Functional Competencies	M=4.27 High	<ul style="list-style-type: none"> Self-actualized Fair treatment Administrators don't misuse their position Possessed a strategic direction Allow employees to learn new skills Take account of their actions Supportive of the decisions Provide help and leadership 	A 1, 2, 3, F 1, 2,

Integration of the Quantitative and Qualitative Findings on the Organizational Competence of SUC Administrators

Table 8 on the next page revealed that state universities and colleges in Region XII exhibited high competence levels. These findings implied that the SUCs in Region XII are highly in organizational competence, particularly in core values, core competence, and functional competence.

A summary table is being provided to explain further the integration of the results from the data in quantitative and qualitative phases in order to have an in-depth knowledge of organizational competence.

SUC administrators, as rated by faculty and administrators, have confirmed that they exhibited a high level of competence in core values (M=4.31) since they manifested and practiced organizational values in every activity. SUCs administrators also are very aware of their core values and take prompt action when dealing with employees having unethical behavior. They also applied ethical decision-making and were very result oriented. SUCs administrators also are seen to exhibit good interpersonal skills and mutual respect.

Furthermore, SUCs administrators also manifested a high level of core competence (M=26), as evidenced by the result,

Integration of the Quantitative and Qualitative Findings on the Organizational Climate of SUCs Administrators

Table 9 revealed that Region XII's state colleges and universities shown an excellent level of competence. These results suggested that the SUCs in Region XII had a high level of competence when it comes to organizational climate, especially when it comes to establishing structure, outlining expectations, fostering unity, and encouraging a standard of excellence.

Based on the results of the study indicated that SUC administrators displayed a high level of competence in terms of providing structure with a high mean of (M=4.26). SUC administrators are seen to extend a **helping hand in assisting their subordinates** in need and **providing support** to their subordinates. They also **encourage their subordinates** and **make them realize their work's purpose** and organizational roles in the institution. SUC administrators are **also task-oriented, emphasizing and explaining the task or assignment** to their subordinates and why it must be done on time.

In addition, SUC administrators exhibited a high level of competence in clarifying norms with a high mean response of (M=4.27). SUC administrators are **good communicators** and **active listeners**. They are seen to be **friendly** towards their subordinates and can able to **understand non-verbal messages**. They are also **very observant** and **practices two-way communication** process in communicating with different departments to avoid future conflicts.

Table 9 Summary Table of Integration of the Quantitative and Qualitative Findings on the Organizational Climate of SUC Administrators in Region XII

Organizational Climate	Quantitative Results	Core Ideas Qualitative Results	Participants' Code
Providing Structure	M=4.26 High	<ul style="list-style-type: none"> Extend a helping hand Provide support to subordinates Encourage their co-workers Emphasize and explain the task or assignment Task-oriented 	A 1, 2, 3, F 1, 2,
Clarifying Norms	M=4.27 High	<ul style="list-style-type: none"> Good communicator Active listener Friendly Able to understand non-verbal messages Observant Practice two-way communication process 	F 1, 2, A 1, 2, 3,
Building Cohesiveness	M=4.28 High	<ul style="list-style-type: none"> Listened and respect everyone Respect for diversity Respect each other's preferences 	A 1, 2, 3, F 1, 2,
Promoting Standard of Excellence	M=4.27 High	<ul style="list-style-type: none"> Give rewards Do monthly recognition Set as an example Put high stake on performance Mastery Embodies the vision, mission, goals, and objectives of the organization 	F 1, 2, A 1, 2, 3,

Furthermore, SUC administrators possessed a high level of competence in building cohesiveness with the highest mean response of (M=4.28). SUC administrators ensure that everyone **is being listened** to and **respected**. They **served as a role model in respecting** and **respecting each one's differences and preferences**.

Also, SUC administrators displayed a high level of competence in promoting a standard of excellence with a high mean response of (M=4.27). SUC administrators are seen to **set an example to their subordinates** in working hard so that their subordinates would emulate them **and instill in their minds to be excellent** always. SUC administrators **give rewards and monthly recognition** to their subordinates by identifying the best employees for each department. SUC administrators also **put a high stake in performance and mastery** as well as in putting the organization's **mission, goals, and objectives** into practice.

6. Conclusion and Future Scope

The state universities and colleges (SUCs) in Region XII are shown to be extremely competent in terms of their core values, according to the findings of a study on the organizational competence among SUCs in the region. 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 responses indicated they exhibited competence in communication, teamwork, achieving results, and planning and organizing.

SUC 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 showed proficiency in resilience, leadership and supervision, learning and sharing of knowledge, critical thinking, and judgment/decision-making.

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

Furthermore, Administrators of SUCs in Region XII have shown a high level of proficiency with regard to the organizational climate. The findings indicated the ability of SUC administrators to provide coherence, define norms, encourage excellence, and provide structure.

Moreover, SUC administrators in Region XII 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 faculty and staff with administrative functions holding permanent status in selected state universities and colleges in Region XII, Philippines.

The dean, department heads, and directors of chosen state universities and colleges (SUCs) recognized by the Commission on Higher Education in five cities of Region XII, also known as the SOCCSKSARGEN Region—Cotabato City, Kidapawan City, Koronadal City, General Santos City, and Tacurong City—were the participants in the study.

Conflict of Interest

The study's researchers had no competing interests that would have affected the findings, either financially, personally, or professionally. The purpose of this study was to fill up the gaps in the Philippine Database's scarce research on higher education and to give SUCs in Region XII- Philippines' baseline data. 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 a collaborative effort of the researchers which aimed to determine the level of organizational competence, organizational climate, leadership competence, and quality management practices.

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AUTHORS PROFILE

Eduardo Maca Cabalang, Jr., Ph. D.

finished his Bachelor's degree in Biology at Mindanao State University-General Santos City. He also graduated with his Master of Arts in Education major in School Administration from the same University. He completed his academic requirements for a Master of Arts in Teaching Science at Sultan Kudarat State University-Tacurong City. He also graduated with his Doctor of Philosophy in Educational Management at Mindanao State University-School of Graduate Studies, General Santos City. He is a Senior High School Science Teacher III at Bawing National High School and is currently designated as the School Research Coordinator and Science Department Head.

**Jay D. Buscano Ph. D.**

finished his Bachelor's degree in Mathematics at Mindanao State University-General Santos City as Cum Laude. He also graduated his Master of Arts in Mathematics at Notre Dame of Marbel University-Koronadal City. He also finished his Doctor of Philosophy in Mathematics with specialization in Operator Theory and Functional Analysis at De La Salle University, Manila, Philippines. He is an Associate Professor V and currently designated as MST Program Coordinator at Mindanao State University-School of Graduate Studies and was the Acting Dean of the School of Graduate Studies from February 2023-August 2023.



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