



## LEADERSHIP COMPETENCIES AND PERFORMANCE OF MANAGERS IN SELECTED UNIVERSITIES IN REGION II: BASIS FOR DEVELOPMENT PLAN

MR. RENIE N. CHANG-A

<http://orcid.org/0000-0003-2851-6562>

renchang\_a@yahoo.com

Centro Escolar University

Manila Campus, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/740983>

### ABSTRACT

*Enhancing leadership competencies is crucial for non-academic employees to get promoted to an extant position. This study determined the leadership competencies of managers in a university as a basis for a development plan. More so, it used descriptive and correlational research method and utilized weighted mean, independent t-test, one-way ANOVA, Pearson product moment correlation, and Friedman test for data analysis. The embedded design in the mix method technique was used for data collection of the five-leadership competency cluster on People, Team, Execution, Education (foundation), and Technical among the 123 respondents from three universities. The descriptive and correlational research method was utilized. Weighted mean, Independent t-test, one-way ANOVA, Pearson Product Moment Correlation, and Friedman test were used for data analysis. Key findings showed that females subjugated the non-academic discipline were mostly mid-'50s, married, finished higher degree, and enjoyed career for about 16-20 years. The most developed leadership competency was the technical cluster. SUCs managers were rated as more competent than private managers. On the assessment made by managers regarding the level of leadership competency based on demographic profile, the result showed that sex, age, civil status, educational attainment, and years in service had no significant effect. The correlation between performance rating and level of competencies has no significance. Using the assessed leadership competencies, a development plan for employees in the non-teaching position was crafted.*

*Keywords: leadership competency, non-academic employees, development plan, performance rating.*

### INTRODUCTION

Leadership competencies are the skills of a leader that contribute to superior performance. By developing leadership competencies, an organization can better identify and develop its next generation of leaders (Rohana, et al. 2017). Using the leadership competency as a guide, a university can develop a multi-facet plan to decide who among the potential employees to replace its leaders when they reach retirement age, experienced illness, or moving to other government or private companies (Aldulaimi,

2017). This entails an established development plan for employees in the non-teaching position to ensure leadership continuity and transfer of knowledge from their office. With the proactive participation of the incumbent manager and top management in the university, strategic leadership sustainability will be ensured. The development of leadership competencies is an essential part of a manager (Pinyosinwat, et al. 2018). As every organization maintains a desired proficiency for a particular position. In determining the right competencies, Maxwell (2016) opines that an

organization must maintain a position competency profile for every employee.

In this study, the researcher chose to explore the most developed competencies of non-academic managers in a university. The key competencies identified will be used as a basis in creating a development plan for their subordinates to become effective managers in the future. Employees who belong to this discipline must strive hard to develop the identified competencies in this study to prepare them to become suitable for any different leadership position. Currently, there are some universities that do not institutionalize a development plan intended for non-teaching personnel unlike their contemporaries in the teaching discipline.

According to Lanni, et al. (2019), the essence of identifying competencies for potential employees to lead the organization in the future is to hone them physically and mentally to circumspect challenges to attain the success of a company. Akin to the stated point, the researcher focused on the five competency clusters that must be embodied by the non-teaching employees as a springboard for their future promotions. These leadership clusters are People, Team, Execution, Education (foundation), and Technology competencies. Gaining the right competency contributes to achieving superior performance in the organization.

There are pieces of evidence on unskilled managers within the education sector that contributed to an unfavorable impression. The low result of board examinations in a university is a clear manifestation (Guzman, 2020). The same impression was found out by Tiongco, et al. (2015) stating that the standard of several higher education institutions has deteriorated over time as manifested in the low quality of their graduates. Given this dilemma in our educational system, all higher education institutions must inculcate meritocracy and excellence in public service that includes the establishment of a development plan for professional enhancement of employees.

Thus, the results of this study may act as an eye-opener for the University President to stringently implement a development plan for every position in the non-teaching offices and scrutinize employees who are next-in-line for promotion to

shun brain-drain and recurrent resignation among the employees.

## OBJECTIVES OF THE STUDY

This study aimed to determine the specific leadership competency possessed by non-academic managers. It also sought to identify the most developed leadership competency cluster by non-academic managers and find out if there is a significant relationship between the leadership competencies and performance ratings of managers.

## METHODOLOGY

This study employed the descriptive–correlational research design because it involved a description, interpretation, and analysis of data derived from the five-leadership competency cluster of managers. The mixed-method technique was utilized in the study using the embedded design. The researcher made use of the qualitative and quantitative approach for managers to identify which among the competencies they developed most that made them promoted. For their least competencies as a manager, this will be the basis to identify what trainings they need to attend. For their subordinates, a quantitative technique was utilized to assess the leadership competencies of the manager based on their observation.

The frequency and percentile were used to determine the demographic profile of manager respondents. Weighted mean and Friedman test to rank which components of the five-leadership cluster is the most developed by managers. Independent t-test to compare which leadership competencies were highly developed by managers from private and government higher education institutions (HEI's). One-way ANOVA and T-test to determine whether there were significant differences on the level of leadership of managers based on their demographic profile, and Pearson correlation to determine if there is a relationship in the level of leadership competencies and performance rating of managers.

Additionally, this study was confined to the private and public higher education institutions



(HEIs) found in Region II, also known as Cagayan Valley in the Philippines, located in the Northern part of the Philippines. Region II is composed of the provinces of Batanes, Cagayan, Isabela, Quirino and Nueva Vizcaya.

The respondents were taken from the main campus of the selected HEIs in Region II due to the centralization of the transactions and operations of non-academic offices. They comprised the heads/managers of the different non-academic offices and their employees. Particularly, the following offices were covered: Registrar, Accounting, Human Resources, Library, Guidance and Counseling, Health (Clinic), Business Affairs (IGP) and General Services. The total number of respondents that participated were only 123.

The researcher utilized the purposive sampling technique. It was suitable in this study in order to choose one state university or private higher education institutions (HEIs) to represent every province in Region II. The criteria for selecting target universities were as follows: 1. For the private higher education institutions (HEI), it must be accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) or the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), or CHED autonomous. 2. For State Universities and Colleges, it should have passed the international organization for standardization (ISO) 9001:2015.

Questionnaire and informal interview were used as the main instruments employed in this study. The questionnaire is comprised of three parts. Part I pertains to the demographic profile of the respondents; Part II is composed of questions that were answered by the manager respondents, and Part III are questions intended for the subordinates to assess the different competencies of their respective managers.

There were two expert faculty members that acted as validators of the instrument. One from a state university and one from a private institution with a Doctor of Business Management degree. Their corrections and suggestions were incorporated in the instrument. The approved draft version was pre-tested in one university in Region II excluded in the study. The researcher chose this university because most of its programs were

assessed as level three by PACUCUA. A total of 30 non-academic respondents were involved in this pre-tested activity representing 6 managers and 24 employees.

Their responses underwent Cronbach's alpha analysis to secure the draft questionnaire's validity and reliability. In the five-leadership cluster, only the technical competency got an 'excellent rating' result while the remaining four clusters secured a 'good rating'. But the overall result of the Cronbach was .987 which has a verbal interpretation as 'excellent'. To observe formality, the researcher sought an endorsement letter from the Regional Director of the Commission on Higher Education (CHED) in Region II for an orderly and speedy transaction with the HEIs included in this study.

A permission letter was given to each of the Presidents from the selected SUCs and private universities based on the standard set in this study. The researcher personally distributed the survey instrument to the participating institutions, both private and government institutions in Region II. For other documents needed in this study such as the performance rating of managers, a request letter was sent to the office of the Human Resource Department (HRD) where the documents were kept. But due to law on data privacy act, only one university responded to this request.

## RESULT AND DISCUSSION

### 1. Demographic Profile of the Respondents

#### 1.1. In terms of Sex

**Table 1**  
*Summary of Respondents' Sex*

Sex	Managers		Employees		Total	
	F	%	f	%	f	%
Male	9	42.86	35	34.31	44	35.77
Female	12	57.14	67	65.69	79	64.23
Total	21	100	102	100	123	100

Table 1 shows the summary of two types of respondents' sex. A great number were female which obtained a frequency of 12 or 57.14% while



only 9 or 42.86% were male among the manager respondents. This denotes that females dominated the leadership positions for non-academic offices both in the public and private universities in Region II.

Meanwhile, the employee respondents were outnumbered by the females with 67 or 65.69% as compared to only 35 or 34.31% males. Overall, majority of the respondents were females with 79 or 64.23% while the male respondents were only 44 or 35.77%.

The results conform with the study of Mendoza, et al. (2015) that in the non-teaching offices, there are more women than men employees. Also, the findings of Pravazian, et al. (2017) revealed that in a university, the participation of women was increasingly observed which manifested by their bigger numbers. In other countries such as USA, Parker (2015) postulated that the dominance of women in higher education institutions is prevalent.

The reason why the female dominated the workforce as highlighted in Gorska's research (2016) that says women are more tolerant, understanding, and sympathetically extending freedom to their subordinates with less supervision. They also organize work through a list and treat rewards as a motivational tool. Moreover, her study confirms that women are more task-oriented while men are relationship-oriented.

In some cases, not all position were dominated by women. According to Barch, et al. (2018) women is made up to 14% only in the Fortune 500 executive committees for the past many years. Another literature that contradicted the prevalence of female in the workplace was evidenced by UNESCO institute for statistics (2017) stating that women represent just 28.8% of the worldwide in researches. The dearth of women in a managerial position may have been caused by the unconscious bias among managers and lack of work-life balance. This partiality is a significant barrier to gender equality in the workplace according to an article in future of jobs report in the World Economic Forum, 2016.

**1.2. In terms of Age**

**Table 2**  
Summary of Respondents' Age

Age	Manager		Employee		Total	
	F	%	f	%	f	%
66 and above			1	0.98	1	0.81
56 – 65	9	42.86	10	9.80	19	15.45
46 – 55	5	23.81	18	17.65	23	18.70
36 – 45	4	19.05	28	27.45	32	26.02
26 – 35	2	9.52	30	29.41	32	26.02
25 and below	1	4.76	15	14.71	16	13.00
<b>Total</b>	<b>21</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>123</b>	<b>100</b>

Table 2 illustrates that most of the managers in the non-academic offices were in their mid-50s with a frequency of 9 or 42.86%. This was followed by those in their mid-40s with frequency of 5 or 23.81%, then those in their mid-30s with a frequency of 4 or 19.05%, and lastly, the mid-20s with a frequency 2 or 9.52% of the total number of respondents. Only one respondent or 4.76% was below 25 years of age. The results indicated that the older a person is, the probability of obtaining a managerial position is high. The underlying reason for this phenomenon is the longer the experience or exposure an employee has in the job, the more knowledge, skills, and abilities he/she assimilates.

The result clashes with the findings of (Josh, et al. 2019) and (Palmer, 2017) that highlighted the disadvantages of being an old manager to the company. Also, the result opposes the findings of Villaganas, et al. (2017) that said, the age bracket between 30-40 represent the most productive years in one's life and not 56-65 years. But the result was corroborated with the verdicts of where they emphasized that the older an employee is in their job, the higher Pricellas, et al. (2016) the opportunity of them to become a school administrator/manager. Another justification why older managers are subjugated in the non-teaching offices is that they enjoy the job and are satisfied with their salary. Thus, they display higher vigor, dedication, and absorption towards their works (Mendoza, et al. 2015).

**1.3. In terms of Civil Status**

Table 3 presents the summary of both types of respondents' civil status.





**Table 3**  
*Summary of Respondents' Civil Status*

Civil Status	Manager		Employee		Total	
	f	%	f	%	f	%
Single	1	4.76	29	28.43	30	24.39
Married	18	85.71	63	61.76	81	65.85
Widow	2	9.52	9	8.82	11	8.94
Separated			1	0.98	1	0.82
<b>Total</b>	<b>21</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>123</b>	<b>100</b>

A prevailing number of the managers came from those who are married with a frequency of 18 or 85.71%, followed by the widows with a frequency of 2 or 9.52%, and only 1 or 4.76% who was single among at the time when the study was conducted. The results indicate that these managers exhibit passion and treat their job as a source of living to support their families. In the research of Rofcanin, et al. (2018), it discloses that married employees have a better quality of life (QOL) with less chance to experience depression in life.

Another investigation that has confirmed the benefits of being married in the workplace is the study of Joung, (2016) which claimed that married employees possessed low mortality and morbidity in contrast to those who were single, divorced, or separated who had higher mortality and morbidity in specific diseases.

**1.4. Highest Educational Attainment**

**Table 4**  
*Summary of Respondents' Highest Educational Attainment*

Highest Educational Attainment	Manager		Employee		Total	
	f	%	f	%	f	%
Doctor of Philosophy/ Education	9	42.86	1	0.98	10	8.13
Master's degree	10	47.62	32	31.37	42	34.15
Bachelor's degree	2	9.52	66	64.71	68	55.28
High School level			3	2.94	3	2.44
<b>Total</b>	<b>21</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>123</b>	<b>100</b>

Table 4 displays the summary of the percentage of highest educational attainment of both types of respondents. As Glean from the

managers' column, most of them earned a master's degree with a frequency of 10 or 47.62%, and was followed by those who completed a doctorate degree with 9 or 4 2.86%. There were only 2 or 9.52% with a bachelor's degree among the total number of respondents.

Based on the results, it reverses the findings of Albert, et al. 2015, and Tiongco, et al. (2015) that pursuing highest educational degree is costly. As presented in the table, there were 21 managers but 19 of them pursued higher degree. The benefits derive of having a higher education will lead an employee to become active in the organization and society (Toscano, et al. 2017). This infers that an employee can be promoted from his current position if he/she finished a higher degree. But according to the research of Schweisfurth, et al. (2018) noted that highest educational attainment is necessary but not a sufficient condition for the promotion.

**1.5. In terms of Years in Service**

**Table 5**  
*Summary of Respondents' Years in Service*

Years in Service	Manager		Employee		Total	
	f	%	F	%	f	%
1 – 5 years	1	4.77	35	34.31	36	29.27
6 – 10 years	3	14.29	24	23.53	27	21.95
11 – 15 years	2	9.52	15	14.71	17	13.82
16 – 20 years	6	28.57	10	9.80	16	13.01
21 – 25 years	3	14.29	6	5.88	9	7.32
26 – 30 years	2	9.52	2	1.97	4	3.25
31 years and more	4	19.04	10	9.80	14	11.38
<b>Total</b>	<b>21</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>123</b>	<b>100</b>

Table 5 presents the summary of the managers and employees' years in service. For the manager respondents, most of them were employed from between 16 to 20 years in the university with 6 or 28.57%. It was followed by those who have enjoyed their career for 31 years or more with 4 or 19.04%. Those managers who have worked between 6 to 10 years and 21 to 25 years were tied with a frequency of 3 or 14.29%. Next, those from



between 11 to 15 years and 26 to 30 years which were both tied with 2 respondents each or 9.52%. Only 1 or 4.77% was employed from 1 - 5 years from the total number of respondents.

Table 5 indicates that the managers enjoyed the extent of their position until they reached the mandatory retirement period. The promotion of a manager can be due to their impressive educational qualification, length of service, and training. But contrary to this notion, Pricellas, et al. (2016) claimed in their study that the length of service of employees was not the sole factor for promotion. It is their leadership competency that counts the most to achieve a highly coveted position. Compared to business enterprises, non-academic managers also aim to keep loyal clients such as the university’s internal and external stakeholders in order to encourage profit and service satisfaction. Kumar, et al. study (2016) emphasized that employees who were recognized in their organization’s service awards are the ones who provided quality services that lead to their customers’ satisfaction.

## 2. The Five Leadership Competency Clusters

### 2.1. People Competency

**Table 6**  
*Summary of the Managers’ Level of Leadership Competencies in Terms of People Competency*

Components	Managers				Employees			
	X	S.D.	V.I.	Rank	X	S.D.	V.I.	Rank
Self-awareness and other-awareness	3.10	1.00	VS	1	3.42	0.62	VS	2
Communication and Influence	2.52	1.12	VS	3	3.38	0.68	VS	4
Leadership and Entrepreneurial Mindset	2.86	1.28	VS	2	3.46	0.65	VS	1
Learning Agility	2.19	1.03	S	4	3.40	0.66	VS	3
<b>Overall</b>	<b>2.67</b>	<b>1.11</b>	<b>VS</b>		<b>3.41</b>	<b>0.60</b>	<b>VS</b>	

Table 6 shows the means and standard deviation derived from the results of the assessment by managers and their employees. It reveals that most managers rated themselves “Very Satisfactory” in “self-awareness and other-awareness” as evidenced by the 3.10 mean

followed by “leadership and entrepreneurial mindset” with a mean of 2.86, and “communication and influence” with an average of 2.52. It was only in the “learning agility” that they rated themselves “satisfactory” which has a mean of 2.19. This least competency by manager suggested that their interest to learn new knowledge deteriorate as they reach managerial position. It contradicted the finding of O’hanlon (2016) which stated that leader needs to develop competency continuously in order to efficiently lead his employees to achieve set goals.

Nevertheless, the result is aligned with the findings of Pinyosinwat, et al. (2018) that ‘self-awareness’ was perceived as the most developed by managers. In Thailand, Promtan, et al. (2016) also expounded that leading self and others is an important quality of a manager.

### 2.2. Team Competency

**Table 7**  
*Summary of the Managers’ Leadership Competencies in Terms of Team Competency*

Components	Managers				Employees			
	X	S.D.	V.I.	Rank	X	S.D.	V.I.	Rank
Building and leading Team	3.00	1.00	VS	2	3.25	0.72	VS	3
Collaboration and Teamwork	3.10	1.14	VS	1	3.34	0.70	VS	1
Developing People	2.67	1.11	VS	3	3.22	0.70	VS	4
High Performance Culture	2.10	1.14	S	4	3.29	0.68	VS	2
<b>Overall</b>	<b>2.72</b>	<b>1.10</b>	<b>VS</b>		<b>3.28</b>	<b>0.65</b>	<b>VS</b>	

Below Table (7) presents the summary of the managers’ leadership competencies in terms of team competency. On the other hand, “collaboration and teamwork” emerged as their most performed skill as indicated by the mean rating of 3.10 and a verbal interpretation of “Very Satisfactory.” Ranked second was the component “building and leading team” which obtained a mean score of 3.00 and a verbal interpretation of “Very Satisfactory.” The third and fourth in rank were “developing people” with a mean of 2.67 and a verbal interpretation of “Very Satisfactory” and “high-performance culture” with a mean of 2.10 and verbal interpretation of “Satisfactory.” Their overall self-assessment obtained a mean rating of 2.72 and a verbal interpretation of “Very Satisfactory.”



The importance of collaboration and teamwork was elaborated by the research of Haas & Mortensen (2016) that posited that collaboration creates unification for all departments in an organization. There are factors that collaboration can engender among employees such as, leadership, trust, communication, team resources, motivation, willingness to collaborate, rules and regulations, meetings & feedback. These factors will aid in achieving the goals of the organization (Assbeihat, 2016).

### 2.3. Execution Competency

**Table 8**  
Summary of the Managers' Leadership Competencies in Terms of Execution Competency

Components	Managers				Employees			
	X	S.D.	V.I.	Rank	X	S.D.	V.I.	
Result Orientation	2.95	1.07	VS	2	3.37	0.58	VS	
Planning and Organizing	2.57	1.21	VS	3	3.42	0.70	VS	
Performance and Accountability	3.05	0.92	VS	1	3.41	0.71	VS	
Agility and Continuous Learning	2.14	1.24	S	4	3.38	0.68	VS	
<b>Total</b>	<b>2.68</b>	<b>0.41</b>	<b>VS</b>		<b>3.39</b>	<b>0.63</b>	<b>VS</b>	

The execution competency of managers was summarized in table 8. Based on the managers' self-assessment, the component "performance and accountability" emerged as the most eminent competency which obtained a mean of 3.05 with a verbal interpretation of "Very Satisfactory." Following closely is the component "result orientation" with a mean rating of 2.95. Next is the component "planning and organizing" which garnered an average of 2.57. Both of these components obtained a verbal interpretation of "Very Satisfactory." The component "agility and continuous learning" was rated the lowest among the four proficiencies as shown by the mean rating of 2.14 with a verbal rating of "Satisfactory." These responses specify that managers should focus more on performing their listed accountability vis-a-vis the command responsibility to ensure a high-performance rating in all aspects of endeavors.

The study by Zenger, et al. (2016) correlates with this research's findings that a high-

performance level and accountability awareness of managers derive from proper execution. They recognized that premium execution is a critical skill that one must strive to perform well. They also proposed a set of behaviors that would improve execution such as be clear and methodical, set stretch goals and deadlines, give more positive feedback, resolve conflict, and build team unity. For the 'result orientation' components, Iypanda (2018) stressed that a manager who implemented outright result of decisions laid down by top management will lessen conflict among employees.

### 2.4. Education (Foundation) Competency

**Table 9**  
Summary of the Managers' Leadership Competencies in Terms of Education (foundation) Competency

Components	Managers				Employees			
	X	S.D.	V.I.	Rank	X	S.D.	V.I.	
Interpersonal skills	2.48	1.25	VS	3	3.50	0.64	VS	
Oral Communication	3.19	0.87	VS	1	3.35	0.66	VS	
Continual learning	2.33	1.32	VS	4	3.36	0.70	VS	
Written communication	2.95	0.97	VS	2	3.38	0.69	VS	
<b>Total</b>	<b>2.74</b>	<b>1.10</b>	<b>VS</b>		<b>3.40</b>	<b>0.62</b>	<b>VS</b>	

Table 9 highlights the summary of the managers' leadership competencies in terms of education (foundation). The managers' self-assessment show that they placed "oral communication" as the most important component as evidenced by its 3.19 mean. This was followed by the components "written communication" and "Interpersonal skills" with a mean rating of 2.29 and 2.48 respectively. Ranked fourth was the component "continual learning" with a mean score of 2.33. All four components received a verbal interpretation of "Very Satisfactory."

The results signify that as non-academic managers, communication plays a vital part in conveying their ideas and helping the stakeholders they serve every day. In a university environment with diverse stakeholders such as the students, both local and foreign who come from different cultures, oral and written communication becomes an important tool to enable the managers and their employees to converse and deliver the services intended for their clients. The findings conform with



the study by Lacsamana, et al. (2018) that said oral communication is ‘of great need’ by non-teaching personnel and is a major factor for the success of a team. This emphasized that people use the oral mode of communication as it is more convenient and less time-consuming than written communication. In 2019, Alward, et al. justified that effective oral communication was the key in mobilizing employees to take part in the realization of the organization’s objectives.

### 2.5. Technical Competency

**Table 10**  
Summary of the Managers’ Leadership Competencies in Terms of Technical Competency;

Components	Managers				Employees			
	X	S.D.	V.I.	Rank	X	S.D.	V.I.	
Technical credibility	3.11	1.20	VS	1	3.42	0.70	VS	
Technology Management	2.84	0.76	VS	2	3.39	0.69	VS	
Technical know-how	2.74	0.87	VS	3	3.30	0.71	VS	
<b>Total</b>	<b>2.89</b>	<b>0.94</b>	<b>VS</b>		<b>3.37</b>	<b>0.66</b>	<b>VS</b>	

The technical competency of manager was delineated in Table 10. From the managers’ self-assessment, the component “Technical credibility” was deemed a priority which obtained a mean rating of 3.11, followed by “Technology management” with a mean score of 2.84, and last was “Technical know-how” with a mean rating of 2.74. All three components garnered a descriptive interpretation of “Very Satisfactory.” The managers’ self-evaluation obtained an overall mean of 2.89 with a descriptive rating of “Very Satisfactory.”

The findings suggest that managers are well equipped in operating new equipment utilized in their office. Their technical prowess will soon engender leadership position in the future. The advantage of using digital technology in the workplace today (Bond et al., 2020) will mitigate the long queue of students to process requests. The main role of technology in teaching and non-teaching employees is of great importance because of the information and knowledge to be shared to all the stakeholders.

### CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Women were better in clerical works thus they subjugated the non-academic offices.
2. Most of the managers in the non-academic offices were considered old and were married.
3. Employees with a doctorate or master’s degree become an advantage to become a non-academic manager.
4. Managers who are technically adept are a manifestation of being an effective leader.
5. State universities and colleges (SUCs) managers are more effective than private managers.
6. Managers from the registrar and general services exhibit higher level of competencies than the other offices in the university which means they are more effective managers than the others.

### RECOMMENDATIONS

Based on the conclusions, the following are recommended.

1. Male managers are suggested to upgrade their competencies by attending Seminars, Workshops, and Training.
2. Top university officials may encourage non-academic employees to pursue graduate studies and stay for a longer period of time.
3. University officials may provide financial assistance to their employees to enroll in higher education degrees.
4. Top management may conduct training and seminars on technology advancement to enhance managerial skills of managers.
5. Private university officials may send their employees to Attend seminars, workshops, and training (SWT).





6. Other offices in the university may be given a higher fund for training and seminars than the registrar and general services offices.
7. Top management may conduct competency assessment for potential employees by institutionalizing a developing plan for every position.
8. For future researchers may conduct competency assessment to managers in all Government Own and Controlled Corporations (GOCC) using assessment by their subordinates and clients' feedback

## REFERENCES

- Albert, J.R., Dumagan, J.C., & Martinez, A. (2015, December 4). Inequalities in income, labor, and education: The challenge of inclusive growth. <https://dirp4.pids.gov.ph/webportal/CDN/Publication/pidsdps1501.pdf>
- Aldulaimi, S.H. (2017). The role of leadership improvement with succession planning. *International Journal of Economics, Commerce and Management*. 5 (6). <https://www.researchgate.net/publication/334390881>
- Alward, E., & Phelps, Y. (2019). Impactful leadership traits of virtual leaders in higher education. *Online Learning*, 23(3), 72-93. <https://www.doi.org/10.24059/olj.v23i3.2113>
- Assbeihat, J. M. (2016, November 14). *The Impact of collaboration among members on team performance*. [https://www.researchgate.net/publication/311811209\\_the\\_impact\\_of\\_collaboration\\_among\\_members\\_on\\_teams\\_performance](https://www.researchgate.net/publication/311811209_the_impact_of_collaboration_among_members_on_teams_performance)
- Barsh, J. & Yee, L. (2018, November 20). Unlocking the full potential of women at work. *Wall Street Journal*. <http://www.online.wsj.com>
- Bond, M., Buntins, K., Bedenlier, S., Richter, O. Z., Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education* 17(2). <http://doi.org/10.1186/s41239-019-0176-8>
- Gorska, A. (2016, November 14). Gender differences in leadership. <https://www.researchgate.net/publication/313266610>.
- Guzman, R. B. (2020). Performance in the licensure examination for teachers among the graduates of Isabela State University, Echague, Isabela, Philippines. *Journal of Critical Reviews*. <http://dx.doi.org/10.31838/jrc.07.11.11>
- Haas, M., & Mortensen, M. (2016, October 13). The secret of great teamwork. *Harvard Business Review* <https://hbr.org/2016/the-secret-of-great-teamwork>
- IvyPanda (2018, October 3). The secret to successful strategy execution. <http://www.lvyypanda.com/essay/the-secrets-to-successful-strategy-execution/>
- Josh, B. & Premuzic, T. C. (2019). The Case for hiring older workers. *Harvard Business Review*. <https://hbr.org/2019/09/the-case-for-hiring-older-workers>
- Joung, I. (2016). Differences in self-reported morbidity by marital status and by living arrangement. *International Journal of Epidemiology* 1994, 23: 91-97. <https://doi.org/10.1093/ije/23.1.91>
- Kumar, A., Bezawada, R., Rishika, R., Janakiraman, R. (2016). Social to sale: The effects of firm generated content in social media on customer behavior. *Journal of Marketing*, 80(1). <https://doi.org/10.1509/jm.14.0249>
- Lacsamana, R. M., Portugal, L., Delos Reyes, E. F. (2018). Learning needs assessment of non-teaching personnel as input to human resource development plan. *Asia Pacific Journal of Education, Arts and Sciences*, 5 (3), 27-35. <https://www.apjeas.apjmr.com>
- Lanni, P. A., Samuels, E. M. & Eakin, B. L. (2019). Assessments of research competencies for clinical investigations: A systematic review. <https://doi.org/10.1177/0163278719896392>
- Maxwell, J. C. (2016). The 5 levels of leadership. <https://www.johnmaxwell.com/blog/the-5-levels-of-leadership1/>
- Mendoza, R.O., Laguador, J. M. & Buenviaje, M.G. (2015). Organizational satisfaction and work engagement among non-teaching personnel of an ASIAN university. *Asian Journal of Management Sciences and Economics*. <http://www.multidisciplinaryjournals.com>
- O'Hanlon, J. (2016, November 10). Looking for quality? Competent people are as important as effective process. <https://www.itgovernance.co.uk/blog/looking-for-quality-competent-people-are-as-important-as-effective-processes>.



- Palmer, C. & Isaacs, H. (2017). Narrative analysis of educational experiences: a creative pedagogy towards outdoor learning. *Journal of Qualitative Research in Sport Studies*. 11(1), 49-104. [https://www.academia.edu/35588945/Clive\\_Palmer\\_et\\_al\\_2017\\_narrative\\_analysis\\_of\\_educational\\_experiences\\_a\\_creative\\_pedagogy\\_towards\\_outdoor\\_learning\\_Journal\\_of\\_Qualitative\\_Research\\_in\\_Sports\\_Studies\\_11\\_1\\_49\\_104](https://www.academia.edu/35588945/Clive_Palmer_et_al_2017_narrative_analysis_of_educational_experiences_a_creative_pedagogy_towards_outdoor_learning_Journal_of_Qualitative_Research_in_Sports_Studies_11_1_49_104)
- Parvazian, S., Gill, J., Chiera, B. (2017). Higher education, women, and sociocultural change: A closer look at the statistics. <https://doi.org/10.1177/2158244017700230>
- Pinyosinwat, P. & Preudhikulpradab, S. (2018). An initial analysis of leadership competencies for organization development intervention: A case study of educational quality assurance agency. *ABAC ODI journal vision.action.outcome*, 5(2). <http://www.assumptionjournal.au.edu/index.Php/odijournal/index>
- Pricellas, V.S., Niez, R.A., Nierra, R.N., & Tubi, A.P., (2016). Effectiveness of school administrators' leadership skills and behaviors and their school performance in area III Leyte Division, Philippines. *IOSR Journal of Business and Management (IOSR-JBM) Vol.18(8)106-1*. <http://www.iosrjournals.org>
- Promptan, T., Asawarungsaengkul K., Rungreunganun, V., & Intarakumthornchai, T. (2016). The leadership competency model for middle management in hard disk drive industry. *The Journal of KMUTNB*. 26 (3), 517-524. <https://doi.org/10.14416/j.kmutnb.2015.07.014>
- Rofcanin, Y., De Jong, J. P., Las Heras, M., & Kim, S. (2018). The moderating role of prosocial motivation on the association between family-supportive supervisor behaviours and employee outcomes. *Journal of Vocational Behavior*, 107: 153-167. <https://doi.org/10.1016/j.jvb.2018.04.001>
- Schweisfurth, M., Davies, L., Symaco, L. P., Valiente, O. (2018). Higher education, bridging capital, and developmental leadership in the Philippines: Learning to be a crossover reformer. *International Journal of Educational Development*, 59 (1-8). <https://doi.org/10.1016/j.ijedudev.2017.09.001>
- Thouction Performance Maximization Consulting Ltd. (2017, May 20). *Leadership development solutions by competency*. <http://www.tpmc.in/leadership-development-solutions/>
- Tiongco, M.M. & Conchada, M. I. (2015). A review of the accreditation system for Philippine higher education institutions. <http://www.pids.gov.ph>
- Toscano, V.E., Rodrigues, M., & Costa, P. (2017). Beyond educational attainment: The importance of skills and lifelong learning for social outcomes. <https://doi.org/full/10.1111/ejed.12211>
- Villaganas, V. D., Villaganas, A. A., Villaganas, M. C., Inocian, R., (2017). Performance appraisal to ensure quality management system. *International Journal of Research-Granthaalayah*. <http://www.doi.org/10.29121/grantaalayah.v5.i5.2017.1857>
- Zenger, J. & Folkman, J. (2016). Four ways to be more effective at execution. *Harvard Business Review*. <https://hbr.org/2016/05/4-ways-to-be-more-effective-at-execution>

**AUTHOR'S PROFILE**

**Mr. Renie N. Chang-a** is a graduating student from Centro Escolar University, Manila Campus, in the Program Doctor of Philosophy major in Business Management. He finished his Master in Business Administration at the Northeastern College, Santiago City, Isabela, Philippines. Before my government service, I worked for fourteen (14) years in a multi-national company engaging in different positions from clerical to supervisory. Currently, I served the government sector for eleven (11) years in a state university in the Philippines. With this span of years as a member of the non-academic groups, this study was spawned.

**COPYRIGHTS**

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*