

## Organizational Culture and Leadership Competence of State Universities and Colleges



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**ABSTRACT:** Generally, organizational culture varies in different schools. Its role in the development of the school had a greater impact as far as administrators, school heads, and instructors were concerned. This paper intended to identify the culture of the school and determine the leadership competence being practiced and effectively evaluate and assess the educational programs and its implementation in order to achieve the best performance particularly in State Universities and Colleges.

Three cultures were involved in the study such as Individualized, Balkanized, and Collaborative. Results show that collaborative culture was the most evident school organizational culture which posted evident and highly evident respectively. There was significant difference in the Collaborative Culture.

Leadership competence however, was intended to identify the level being practiced according to the following components as perceived by the respondents to wit, Developing and Communicating VMGO, Data-Based Strategic Planning, Problem Solving, Building High Performance Teams, Coordinating with Others, Leading and Managing Change and Resource Mobilization. It determines the significant differences in the collaborative culture and levels of leadership competence being practiced when respondents were grouped according to three groups and profile variables.

The researcher used the descriptive approach involving 161 respondents from three State Universities and Colleges represented, 46 administrators, 24 school heads and 121 instructors. The tools used were frequency count, percentage, mean, T-test, Kruskal Wallis, Mann Whitney U and Spearman Rho.

There were significant differences that exist in the level of leadership competence being practiced by school administrators and school heads when grouped according to educational attainment and school address and the null hypothesis was rejected.

Significant relationship exists in the collaborative culture and leadership competence of State Universities and Colleges.

**KEYWORDS:** Organizational Culture, Individualized, Balkanized, Collaborative, Coordinating with others, Data-based strategic planning, Developing and Communicating VMGO, High performance teams, Leadership competence, Leading and managing change, Problem solving, Resource mobilization

### STATEMENT OF THE PROBLEM

This study was designed to determine the performance of State Universities and Colleges during the Academic Year 2014-2015. Specifically, this study will seek to answer the following questions:

1. What is the profile of the administrators, school heads, and instructors in the following variables?
  - a. age
  - b. sex
  - c. length of service
  - d. educational attainment
  - e. school address
2. What is the most evident school organizational culture among State Universities and Colleges according to the following aspects as perceived by administrators, school heads and instructors?
  - a. Culture of Individualism
  - b. Balkanized Culture
  - c. Collaborative Culture
3. What is the level of leadership competence being practiced in the State Universities and Colleges according to the following components as perceived by the administrators, school heads and instructors?

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- a. Developing and Communicating VMGO
- b. Data-Based Strategic Planning
- c. Problem Solving
- d. Building High Performance Teams
- e. Coordinating with Others
- f. Leading and Managing Change
- g. Resource Mobilization

4. Are there significant differences in the organizational culture being practiced among State Universities and Colleges according to three groups of respondents?

5. Are there significant differences in the levels of leadership competence being practiced among State Universities and Colleges when respondents are grouped according to three groups and profile variables?

6. Are there significant relationships that exist in the most evident organizational culture and leadership competence of State Universities and Colleges?

### THEORETICAL / CONCEPTUAL FRAMEWORK

The theoretical framework in organizational culture was anchored on the model of culture introduced by Schein (1980). According to Schein, organizational cultures are those values and beliefs shared within the organization. The theory of culture presented by Schein (1980) was characterized by the deeper level of basic assumptions, values and beliefs that becomes shared and taken for granted as the organization continues to be successful. This theory promotes distinctive culture which has long term employment opportunities. This creates in an employee a sense of security and commitment to the organization; participants become invested in the organization.

To measure the most evident organizational culture of the three (3) groups of respondents the concept of Hargreaves (1992) particularly on culture is now the basis of the present study. He had identified three components of culture: the culture of individualism, balkanized and collaborative with ten indicators for each component represented.

On the other hand, a theory in leadership competence is anchored on Fiedler's contingency theory (1967). It is a model that provides a competency on creating a professional learning community, which specifically qualify to mentor and coach existing employees and facilitates the induction of newly hired employees and faculty members' professional development programs. Some norms and values include the following indicators such as: members of the school welcome new staff and faculty, support new teachers in becoming familiar with school routing procedure and a lot more.

The study of Tafvelin (2013) contributes to the new knowledge on school leadership that a school leader must possess. Transformational leadership is described as superior leadership performance seen when leaders encourage employees to broaden and arouse their level of interest and generate awareness and acceptance of the purposes and mission of the group.

The theories are related to the present investigation since the researcher would like to identify the most evident organizational culture and to determine the level of leadership competence among State Universities and Colleges. Figure 1 highlights the paradigm of the study.

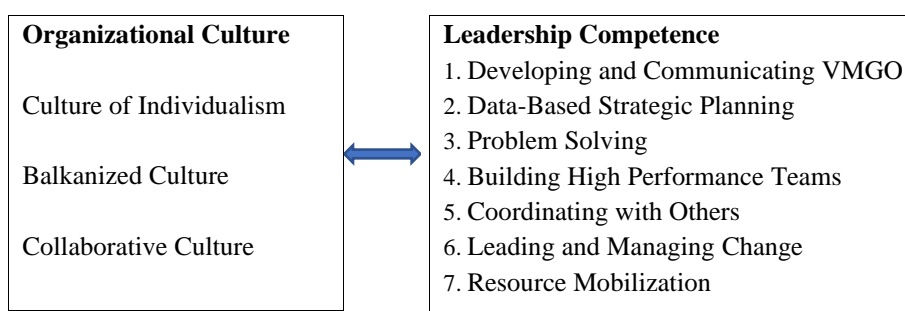


Figure 1. The Paradigm of the Study

### METHODS

#### Research Design

The study was designed to determine the most evident organizational culture and leadership competence of State Universities and Colleges in Negros Occidental, Philippines. The descriptive research design was used in the study, if used properly it can help an organization better define and measure the significance of something about a group of respondents and the population they represent (Penwarden, 2014). Stratified random sampling was employed in the selection of the respondents specifically in instructors and the

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total population for administrators and school heads. It involved 191 respondents composed of 46 administrators, 24 school heads and 121 instructors.

A total of thirty (30) items were used as indicators of such behavioral preferences in the instrument in organizational culture, ten (10) items for each culture represented in the study such as: Individualized, Balkanized and Collaborative. While in the leadership competence, there were forty (40) items which include: Developing and Communicating VMGO, Data-Based Strategic Planning, Problem Solving, Building High Performance Teams, Coordinating with Others, Leading and Managing Change, and Resource Mobilization.

The respondents were asked to respond by choosing an answer out of five given options.

### Statistical Tools

1. For problem 1, to identify the profile of the respondents, the frequency and percentage were used.
2. For problem 2, to identify the most evident school organizational culture, the mean and percentage were used.
3. For problem 3, to identify the level of leadership competence, the mean was used.
4. For problems 4 & 5, to identify the significant differences of the most evident school organizational culture and leadership competence, in age and sex the Mann-Whitney U was used and in length of service, educational attainment and school address Kruskal Wallis was applied.
5. For problem 6, to identify the significant relationships that exist in the most evident school organizational culture and the level of leadership competence Spearman Rho was used.

### The Respondents

The respondents of the study were the administrators, school heads and instructors of the three SUCs represented. The total population of the administrators and school heads were seventy (70). They were official and regular employees in three State Universities and Colleges as used in this study namely: SUC A with 32 respondents. SUC B twenty (20) and SUC C has a total of eighteen (18).

The total population of the administrators and school heads were taken as the actual respondents of the study. As for the instructors' population, there are **172** in three State Universities and Colleges. The sample size was **121**. There are 191 total respondents. The distribution is shown below.

### Validity and Reliability

The instrument was validated by five (5) experts and were administrators in their respective colleges and universities with an overall rating of 4.09 which interpreted as above average. And for the reliability testing Cronbach Alpha (Brown, 2002) was used and yielded the result of 0.96 which revealed a "very high" reliability. The corresponding rating scale, verbal description and interpretation were as follows:

### Organizational Culture

Rating Scale	Verbal Description	Interpretation
4.21-5.0	Highly Evident	Very clear demonstration & observation of culture all the time
3.41-4.20	Evident	Very clear demonstration & observation of culture often time
2.61-3.40	Slightly Evident	Sometimes has very clear demonstration & observation of culture
1.81-2.60	Less Evident	Rarely has clear demonstration & observation of culture
1.00-1.80	Not Evident	Never has very clear demonstration & observation of culture

### Leadership Competence

Rating Scale	Description	Interpretation
4.21- 5.0	Highly Competent	Performs duties all the time
3.41-4.20	Competent	Performs duties often times
2.61-3.40	Slightly Competent	Performs duties sometimes
1.81-2.60	Less Competent	Rarely performs duties
1.00-1.80	Incompetent	Never performs duties

**Table 1. The Total Population of the Respondents**

State Universities and Colleges	Respondents		Total Population of Administrators and School Heads	Total Population of Instructors		Total Population of the Respondents
	School Administrators	School Heads		Total Population	Sample Population	
1. SUC A	24	8	32	91	64	96

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2. SUC B	12	8	20	54	38	58
3. SUC C	10	8	18	27	19	37
<b>Total</b>	<b>46</b>	<b>24</b>	<b>70</b>	<b>172</b>	<b>121</b>	<b>191</b>

### RESULTS

The general profile of the respondents of SUCs was mainly composed of 40 years old and below with a frequency of 67 of the population. While respondents with 41 years old and above had a frequency of 124 of the population. There were more administrators, school heads and instructors who were 41 years old and above. In terms of sex, majority or 111 of the respondents were females and 80 were males. There were more male administrators but more school heads and instructors who were females.

In the educational attainment, there were 14 with Bachelor's Degree, 123 with Master's Degree and 54 with Doctorate Degree.

There were more administrators and school heads who had Doctorate Degrees while more instructors were Master's Degree holders and there were still school head and instructors who were Bachelor's Degree holders.

In terms of the length of service, respondents were characterized by 46 administrators, 24 school heads and 121 instructors for a total of 191. All of the school heads' population belong to a range of 1-10 years of service while majority of the instructors had served within 1-10 years. There were more administrators who served 1-10 years. For the school address, majority of the respondents were taken from SUC A in a frequency of 96 followed by the respondents from SUC B at 58 and SUC C at 37.

**Table 2. Profile of the Respondents**

Variables	Category	Administrators	School Heads	Instructors	Total	Percentage
		f	f	f	F	(%)
Age	40 years old and below	10	9	48	67	35.08
	41 years old and above	36	15	73	124	64.92
	<b>Total</b>	<b>46</b>	<b>24</b>	<b>121</b>	<b>191</b>	<b>100</b>
Sex	Male	28	10	42	80	41.88
	Female	18	14	79	111	58.12
	<b>Total</b>	<b>46</b>	<b>24</b>	<b>121</b>	<b>191</b>	<b>100</b>
Educational Attainment	Bachelor	0	0	14	14	7.33
	Masters	17	16	90	123	64.40
	Doctorate	29	8	17	54	28.27
	<b>Total</b>	<b>46</b>	<b>24</b>	<b>121</b>	<b>191</b>	<b>100</b>
Length of Service	1-10 years	32	24	57	113	59.16
	11-20 years	8	0	31	39	20.42
	21-30 years and more	6	0	33	39	20.42
	<b>Total</b>	<b>46</b>	<b>24</b>	<b>121</b>	<b>191</b>	<b>100</b>
School Address	SUC A	24	8	64	96	50.26
	SUC B	12	8	38	58	30.37
	SUC C	10	8	19	37	19.37
	<b>Total</b>	<b>46</b>	<b>24</b>	<b>121</b>	<b>191</b>	<b>100</b>

### School Organizational Culture among State Universities and Colleges

Results show that collaborative culture was the most evident school organizational culture among the administrators, school heads and instructors. It has a mean of 4.14 for administrators, 3.99 for school heads and the overall mean of 4.15 which posted evident while instructors posted highly evident with the mean of 4.32. This indicates that the respondents 'agree to values and collective vision for the school', 'willing to accept change as part of professional growth', 'create the form of collaboration by establishing structure and expectation for teachers' and 'show openness, trust and respect to people in the school.' The remaining indicators posted "evident." Moreover, administrators and school heads posted "evident" as shown in the result while instructors posted "highly evident." The overall mean as represented by three cultures used in the study was "evident" to all the respondents.

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The findings were in relation to the concepts of Peterson & Deal (2010) that much of the early literature on school culture was directed toward change and school improvement; and assumes that understanding culture was a prerequisite to making schools more effective.

Peterson and Deal (2010) added, that effective schools have strong cultures with the following characteristics: shared values and consensus on “how we get things done around here”, the principal or dean as a hero or heroine embodies core values; distinctive rituals that embody widely shared beliefs; rituals of acculturation and cultural renewal; significant rituals to celebrate and transform core values; balance between innovation and tradition and between autonomy and control and widespread participation in cultural rituals.

Hargreaves (1992) pointed out that in collaborative culture there is an evident mutual acceptance, trust, openness, sharing support and recognition and teachers are highly competing, working and socializing together. He also added that collaborative cultures are difficult to create and sustain, and rarely found in schools because these types of culture are inconsistent with the traditional context of teacher’s work.

Moreover, Osibanjo and Adeniji (2013) suggest that there was close relationship between recruitment process and organizational culture such as belief, value, and practice. This focuses on the impact of organizational culture on human resource practices. Furthermore, culture is unique for every organization according Cameron and Quinn (2010); it’s about everything: performance, competitiveness, innovation, satisfaction, retention and resistance to organizational change.

**Table 3. School Organizational Culture among State Universities and Colleges**

<i>Aspect of Culture</i>	State Universities and Colleges						Over all Mean	Interpret ation
	Adminis trators	Inter pretation	School Heads	Inter pretation	Instruc tors	Inter pretatio n		
<b>Individualism</b>	3.27	Slightly Evident	3.40	Slightly Evident	3.54	Evident	3.40	Slightly Evident
<b>Balkanized</b>	3.57	Evident	3.75	Evident	3.77	Evident	3.70	Evident
<b>Collaborative</b>	4.14	Evident	3.99	Evident	4.32	Highly Evident	4.15	Evident
<b>Overall Mean</b>	3.66	Evident	3.71	Evident	3.88	Evident	3.75	Evident

### Significant Difference in the Organizational Culture Being Practiced among SUCs when Grouped According to Administrators, School Heads and Instructors

As presented in Table 3, the organizational culture involved the cultures of individualism, balkanized and collaborative with an overall mean of 4.13 for administrators, 3.99 for school heads and 4.32 for instructors. In the collaborative culture however, the P-value was .003 while the overall result was .045 which was lesser than .05 level of significance therefore, the null hypothesis was *rejected*. There was significant difference in the overall result and in the collaborative culture which was the most evident organizational culture in State Universities and Colleges. The result of the study was in relation to the theory of culture presented by Hoy, et al (2013) which was characterized by the shared values of intimacy, trust, cooperation, teamwork and egalitarianism. This theory promotes distinctive culture which has long term employment opportunities. This creates in an employee a sense of security and commitment to the organization; participants become invested in the organization. The process of slower rates of promotion creates more opportunities to broaden experiences and more diverse career paths as employees perform different functions and occupy different roles. This effectively produces company- specific skills and promotes career development. Thus, theories of organizations are structured and operated to promote the basic values of intimacy, trust, cooperation and egalitarianism (Hoy, et al 2013) which directed to the school organizational culture in particular and the school performance in general.

Culture affects willingness of staff members, students, parents and teachers; administrators provide ample time and opportunities into continuous improvement and refining their craft. Therefore, culture is the key to productivity (Peterson & Deal, 2010). Although the literature on organizational culture and creativity and innovation is not extensive, there have been some high-quality and influential pieces of research by a number of scholars (Olori and Mark, 2013).

According to Beytekin, et al in 2010, organizational culture is a vital element of effective management practices in universities. Lately, researchers were motivated to study on the organizational concept to provide managerial effectiveness in the universities. Strong-culture proponents suggest that the mere presence of a shared system of beliefs, values, and symbols were not sufficient to enhance organizational performance.

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**Table 4. Difference in the Organizational Culture Being Practiced among SUCs when Grouped According to Three Groups of Respondents**

Aspects of Culture	Categories	Mean	H	P-Value	Interpretation
Culture of Individualism	Administrators	3.27	3.57	.168	Not Significant
	School Heads	3.40			
	Instructors	3.54			
Balkanized Culture	Administrators	3.57	2.74	.255	Not Significant
	School Heads	3.75			
	Instructors	3.77			
Collaborative Culture	Administrators	4.13	11.54	.003	Significant
	School Heads	3.99			
	Instructors	4.32			
Overall	Administrators	4.14	6.20	.045	Significant
	School Heads	3.97			
	Instructors	4.25			

### Level of Leadership Competence Being Practiced in the State Universities and Colleges (Overall Result)

The next table shows the overall result of the level of leadership competence being practiced in the State Universities and Colleges. The SUCs were represented by the three schools and results revealed that in the first area which is Developing and Communicating VMGO all the respondents posted highly competent and the remaining areas are generally competent. However, the instructors posted highly competent in the six areas except in the area of Resource Mobilization which posted competent. Results revealed that the level of leadership competence of the school administrators and school heads as perceived by themselves and the instructors posted competent with the overall mean of 4.14, 3.98 and 4.25 respectively; while the overall mean of the three respondents posted 4.12 which interpreted competent in all seven areas.

This leadership style, according to Hoy et al (2010) opens the door wide for intellectual excitement and motivation through values and a shared vision so that the school community works together with a sense of purpose and meaning, not only for immediate benefits but also for future rewards in terms of excellence. The table shows the result.

**Table 5. Levels of Leadership Competence Being Practiced in the State Universities and Colleges (Overall Result)**

Leadership Competence	State Universities and Colleges						Overall Mean	Interpretation
	Administrators	Interpretation	School Heads	Interpretation	Instructors	Interpretation		
1. Developing and Communicating VMGO	4.25	Highly Competent	4.25	Highly Competent	4.40	Highly Competent	4.30	Highly Competent
2. Data-Based Strategic Planning	4.14	Competent	3.95	Competent	4.28	Highly Competent	4.12	Competent
3. Problem Solving	4.17	Competent	4.01	Competent	4.24	Highly Competent	4.14	Competent
4. Building High Performance Teams	4.10	Competent	4.02	Competent	4.21	Highly Competent	4.11	Competent
5. Coordinating with Others	4.13	Competent	3.95	Competent	4.25	Highly Competent	4.11	Competent
6. Leading and Managing Change	4.27	Highly Competent	4.00	Competent	4.26	Highly Competent	4.18	Competent
7. Resource Mobilization	3.90	Competent	3.71	Competent	4.11	Competent	3.91	Competent
<b>Overall Mean</b>	<b>4.14</b>	Competent	<b>3.98</b>	Competent	<b>4.25</b>	Highly Competent	<b>4.12</b>	Competent

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### Difference in the Level of Leadership Competence being Practiced among SUCs when Respondents were Grouped According to Profile Variables

The table shows the level of leadership competence being practiced by the administrators and school heads among State Universities and Colleges as perceived by the administrators and school heads themselves and their respective instructors when they are grouped according to age, sex, length of service, educational attainment and school address.

As gleaned in the table, school administrators, school heads and instructors of the three SUCs namely: SUC A, SUC B, and SUC C were grouped into two age groups; 40 years old and below and 41 years old and above. It had an average mean of 4.19 in both categories with .894 P-values. The table presents the significant difference on the level of leadership competence of the administrators and school heads as perceived by themselves and the instructors when the respondents were grouped according to age.

The result reveals that there is no significant difference when the respondents were grouped according to age as stated in the seven components. This means that age does not influence the perceptions of the administrators, school heads and the instructors on the level of leadership competence of the administrators and school heads in seven components. This illustrates that whether the administrators, school heads and instructors are as young as 40 years old and below or as older as 41 years old and above, their perception on the level of leadership competence do not significantly differ. This may mean that the individual instructor either young or old can perceived whether their administrators and school heads understand them and listen to what they think is important. Thus, the null hypothesis was **accepted**.

The result of the study affirmed the findings of Cortez (2009) that age does not affect the administrators and school heads' leadership competence as perceived by the instructors. Their findings may not be unconnected with the fact that experience expands changes in management skills exist over the years at age levels. Hence, the evaluation of an administrator and school heads' management skills which is a pre-requisite motivating indicator to the teaching performance is affected by the chronological age of the instructors.

When grouped according to sex, results reveal that there's a significant difference in the level of leadership competence as perceived by the administrators and school heads themselves as well as the instructors as evident in the p-value of .032 which is less than .05 level of significance. This means that sex was influenced by the perception of the three groups of respondents on the level of leadership competence of the administrators and school heads. The null hypothesis is therefore **rejected**.

This illustrates that the level of leadership competence of the administrators and school heads vary when observed by a male or female respondent. They may see in a different intensity how school administrators or school heads perform in developing and communicating VMGO, data-based strategic planning, problem solving, building high performance teams, coordinating with others, leading and managing change and resource mobilization.

This was supported by Clemente (2006) who stated that male and female instructors, school heads and administrators have greater influence to students' achievement as they grow older. This implied that respondents' sex acquires some behavior patterns from their fellow colleagues and they influence the management styles of the school leaders.

When grouped according to length of service. It was classified into 1-10 years, 11-20 years and 21 years or more. As a result of the Mann-Whitney test, there's no significant difference in the perceived level of leadership competence among school administrators and school heads. This was shown through the computed p-value of .105 which is greater than the .05 level of significance. This means that the length of service does not influence the perception of the administrators and school heads management styles in all component areas. The null hypothesis is therefore **accepted**.

This illustrates that whether the administrators, school heads and instructors are new or had stayed long in their service, their perception on the management styles of the school administrators and school heads are not significantly different.

The findings do not agree to the result of the study done by Yukl in 2010, his study revealed leadership as influenced by the longer period of stay in teaching. He posits that influence involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization for a longer period of time. His studies concluded that leadership may be understood as "influence" but this notion is neutral and it does not explain or recommend what goals or actions should be sought through this process. However, certain alternative creates leadership focus on the need for leadership to be grounded in strong personal and professional values, and these core values should be given importance.

Educational attainment was classified as Bachelor's Degree, Master's Degree and Doctorate Degree. It reveals that the computed p-value of .003 lower than .05 level of significance. Therefore, the null hypothesis is **rejected**.

This means that there is a significant difference on the level of leadership competence of the school administrators as perceived by themselves and the instructors when they were grouped according to educational attainment. This could be credited to their adherence to policies, even if they personally agree. The results of the study signify that high qualification matters, their discernment on the impact of the management styles of their leaders vary in the educational attainment of every individual leader. This is in contrast to the findings cited by Afon (2012) that educational attainment causes no positive results on the actual performance of a certain manager. In her study, there was no significant difference between the performance in the managerial

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functions of educational administration and non-educational administration graduates. However, a doctorate degree in a field other than educational administration could give one perspective to acquire these competencies through training and experience. Therefore, a better qualification and higher degree has an edge to leadership competence.

As presented in the table, there is a significant difference in the level of leadership competence practiced by the school administrators and school heads as perceived by themselves and the instructors when they were grouped according to school address. The computed .000 is lower than the .05 level of significance. This means that the null hypothesis is therefore **rejected**.

The findings implied that the level of leadership competence practiced by the school administrators and school heads among SUCs were influenced by the school address they are involved or connected. The respondents working or teaching in different places showed the different level of leadership competence practiced by the school administrators and school heads.

Public agencies no matter where the location is in particular must be in tune with their unique challenges. Simply borrowing private sector techniques is not an effective method for public organizations. One effective way of tailoring a strategic process is to articulate goals in terms of scope and services provided. Establish Clear Mission and Vision is providing justification for existence, organizational mission and clear vision projects where an agency is headed (Bryson, 2004).

**Table 6. Difference on the Level of Leadership Competence being Practiced among SUCs when Respondents were Grouped According to Profile Variables**

Variables	Categories	Mean	U/H	P-Value	Interpretation
Age	40 yrs old and below	4.19	4186	.894	Not Significant
	41 yrs old and above	4.19			
Sex	Male	4.30	3634	.032	Significant
	Female	4.08			
Length of Service	1-10	4.20	4.5	.105	Not Significant
	11-20	4.29			
	21-30 or more	4.05			
Educational Attainment	Bachelor's Degree	3.86	14.10	.003	Significant
	Master's Degree	4.30			
	Doctorate Degree	4.16			
School Address	SUC A	4.07	19.25	.000	Significant
	SUC B	4.46			
	SUC C	4.02			

### Relationship that Exists on the Most Evident Organizational Culture and Leadership Competence among State Universities and Colleges

The data in the next table showed the significant relationship on the organizational culture and leadership competence of SUCs. It could be deduced from the data that there is a significant relationship between the most evident organizational culture and leadership competence of the school administrators and school heads as shown in the computed Rho-value of 0.768 at .000 P-value which is lesser than the .05 level of significance. Therefore, the hypothesis as stated that there is no significant relationship is rejected.

The findings implied that leadership qualities of the school administrators and school heads as perceived by themselves and the instructors of the SUCs significantly influence each other. There is a correlation between organizational culture and leadership competence of the school administrators and school heads as supported in this study. School administrators and school heads may be competent in collaborative culture based on school experiences and supported in the present study but they still need to identify and develop to be transforming, practicing and emerging leaders in the school community.

Meta-analyses have identified very few studies (out of hundreds) that provide empirically derived support for the positive impact of professional development on school achievement (Blank & de la Alas, 2009). Although more rigorous researchers are needed both experimental and non-experimental researches, the existing research base provide important guidance for the leadership experience.

**Table 7. Relationship that Exists on the Most Evident Organizational Culture and Leadership Competence among State Universities and Colleges**

Variables	rho	p-value	Interpretation
Organizational Culture (Collaborative)	0.768	0.000	Significant
Leadership Competence			



### CONCLUSIONS

Based on the findings of the study, the researcher has come up with the following conclusions:

1. The respondents of State Universities and Colleges were dominated by older age, almost female, majority with Masters' Degree and were mostly new experienced teachers who had stayed less than ten years in teaching and were taken from SUC A. SUC A had more administrators and instructors as compared to SUC B and SUC C.
2. Generally, SUCs school administrators, school heads and instructors from SUC A, SUC B and SUC C find culture of individualism as "slightly evident" and "evident" in balkanized and collaborative cultures. However, collaborative culture was the most evident school organizational culture as shown in the results. Despite distinctive characteristics that each SUC had established over-time, the dominating pattern of expected culture that SUC had been encouraging the schools to develop prevailed.

There might be differences in the way they work whether by group or individually, but each one was aware that the SUC thrust was to create harmony rather than disunity and cooperation rather than division.

3. The perceptions of the school administrators, school heads and instructors on school organizational culture differ. The respondents may infer that their school culture was a system of shared orientations that hold them together and give them a distinctive identity.
4. There was significant difference in the collaborative culture when grouped according to administrators, school heads and instructors as well as in the overall result as shown in the study.
5. In the level of leadership competence of SUCs, generally, administrators and school heads are "highly competent" in Developing and Communicating VMGO, and "competent" in the remaining components such as Data-based strategic planning, Problem solving, Building high performance teams, Coordinating with others, Leading and managing change, and Resource mobilization. This might be due to the fact that State Universities and Colleges had been always the recipients of pilot programs and projects thereby gaining more hands-on experiences and insights to process and have been enabled to avoid pitfalls commonly occurring to a less trained or less experienced colleagues.
6. Age, sex and length of service of school administrators, school heads and instructors do not influence the way they perceived the level of leadership competence of the school administrators and school heads. However, educational attainment and school address affected the way they perceived. This result was a consequence of the present thrust of SUC to demand the highest standards in the performance of roles and responsibilities of the school administrators and school heads. They were encouraged to earn highest educational leadership. In like manner, school address has significant influence in the way the respondents perceived.

### RECOMMENDATIONS

- In the light of the findings and conclusions of the study, the following recommendations were formulated:
1. State Universities and Colleges may give full support to school administrators, school heads and instructors in facing challenges and giving motivation such as managing, teaching and support staff. Their workloads may be reduced in order to have enough time to attend to important matters related to their jobs, responsibility, and fill the needs of their instructors especially the male instructors who had served more than 10 years in service. Master's degree holders may be motivated to pursue their Doctorate degree. School administrators in State Universities and Colleges may be part in the planning process as well as in the implementation and the improvement of the school.
  2. Organizational culture may be strengthened and trainings may be introduced. Open communication may be encouraged among school administrators and school heads as well as instructors. One step is to hold regular meetings of instructors to create bonding and collegial partnerships. The type of meetings may be varied to create sense of newness and variety, thus enhancing the organizational culture of the school.
  3. Cyclical feedback from the instructors in the school where the school administrators and school heads are stationed may be encouraged. Pre and post observation conferences may be utilized as avenue for mutual feedbacking and improvement of school organizational culture. Reinforce shared culture through team motivation and rewards.
  4. Revisit twice a year the school's vision, mission, goals and objectives with the stakeholders both for refinement and consultation purposes.
  5. Further studies were recommended for future researchers in a wide range of locale and respondents to affirm the results and convey more accurate findings to develop organizational culture.
  5. Managers of State Universities and Colleges such as directors, administrators and school heads may be provided with enhancement trainings and developmental plans of activities for them to be refreshed of the current trends in the field of managerial positions. Training programs may be provided by SUCs such as service leadership to coach them to demonstrate the needed leadership behavior to their instructors.
  6. Team building sessions may continually be a part of school leadership trainings. Open communication may be encouraged among school administrators and school heads as well as instructors. One step is to hold regular meetings of instructors to create bonding and collegial partnerships. The type of meetings may be varied to create sense of newness and variety, thus enhancing the leadership competence of the school.

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7. School administrators and school heads should strive for service excellence to reach the highest impact on management styles. Active participation of the parents and other stakeholders should be encouraged to demonstrate unity and community support.
8. School administrators and school heads may be transparent and credible in all their dealings. Develop the confidence of its subordinates in their school to strengthen the relationship.

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