

# Assessment of Organizational Management Capacity of Public Higher Education Institutions: The Case of Sulu State College

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**Abstract.** This study investigated the organizational management skills of Sulu State College for fiscal year 2023. A purposive sample of 100 people was selected, and several statistical procedures such as weighted mean, standard deviation, t-tests, ANOVA, and Pearson's r were used. According to the findings, the majority of surveyed employees were female, under the age of 30, had less than five years of work experience, had permanent employment, and possessed bachelor's degrees. According to the findings, Sulu State College had a significantly high degree of adaptation, particularly in strategic and operational planning, resource mobilization, communication management, and knowledge development. Interestingly, demographic variables such as gender, age, tenure, job status, and educational background had no significant influence on employees' perceptions of the institution's capacity for management. In addition, those who approved of the organizational management ability for strategic planning had similar perspectives on operational planning, resource mobilization, communication strategy, and knowledge management. This further means that employees from different demographic groups perceived SSC's management capacity similarly. This suggests that the college's practices are viewed as consistent and effective across all employee segments. The study also supported Frederic W. Taylor's Scientific Management Theory, highlighting its importance in improving organizational effectiveness through systematic work processes, task allocation, optimum procedures, performance evaluation, and incentivization. It offers a framework for directing and inspiring employee performance.

**Keywords:** Organizational management capacity; Public higher education institutions; Sulu State College; Scientific Management Theory; Philippines.

## 1.0 Introduction

Government organizations are supposed to be proficient in executing policies and providing services that are comparatively standardized, routine, and large volume in relation to their vision, purpose, and goals. In other words, they carry out duties like providing entitlements and, for the most part, do so while showing consideration and responsiveness to the stakeholders they support (Head, 2009; Alford, 2015). In other words, government organizations need to be capacitated because, while intra-organizational management is still necessary for the effective delivery of public services, the governance of relationships between organizations and stakeholders is now also necessary for the successful delivery of these services (Osborne, 2018).

Organizational capacity pertains to the degree to which an organization possesses essential attributes necessary for achieving its objectives (Horton et al., 2003; Misener & Doherty, 2009, as cited in Clutterbuck & Doherty, 2019). These attributes are typically classified into capacities related to finance, structure, and human resources.

Structural capacity encompasses planning and development capabilities, as well as infrastructure and operational efficiency (Hall et al., 2003, as mentioned in Clutterbuck & Doherty, 2019).

Building on measures of organizational effectiveness, Hall et al. (2003) developed a framework for organizational capacity that takes into account a variety of elements that influence the achievement of organizational goals. The framework was developed with consideration for the different sectors in mind, drawing on the body of research on the importance of structural, financial, and human capital in this wide-ranging context. It is claimed that each of the five capacity dimensions related to these affects, in different ways, an organization's capability to fulfill its mission (Hall et al., 2003 as quoted by Clutterbuck & Doherty, 2019).

The framework's underlying assumption is that dimensions shouldn't be taken into account apart from one another. Furthermore, there is a myriad of ways in which the broad capacity dimensions can influence each other due to their inherent interconnectedness (Hall et al., 2003; Misener & Doherty, 2009; Svensson & Hambrick, 2016; Svensson et al., 2017). Crucially, it is anticipated that the precise components inside each dimension would differ according on the unique charity setting. According to Doherty et al. (2014), referenced by Clutterbuck & Doherty (2019), there is agreement that each dimension's components are context-specific, even while what is important in one situation might not be in another. Therefore, before making any attempts to address capacity building, it is crucial to understand the specific nature of capacity in a certain type of organization.

In the Philippines, government agencies that fall under the purview of universities, in particular Sulu State College, are subject to a quarterly evaluation of their mandates concerning academics, research, extension, and financial problems. The amount to which academic programs follow predetermined agendas, the results of research and extension, funding allocations, and performance are the most often utilized criteria.

As a result, this study evaluated Sulu State College's organizational capacity in defiance of common wisdom, driven by the extensive and expanding corpus of research on organizational capacity for government organizations. By expanding its inquiry to take into account a variety of government entities that provide services in various settings, it aimed to add to the body of literature. This study also looked at aspects of operational planning, resource mobilization, communication strategy, knowledge management, and strategic planning that are being used to reflect the variety of organizational endeavors. These aspects were selected because they demonstrate an organization's structural capacity, which is vital for government organizations to efficiently provide services. Successful service delivery depends on strong relationships with stakeholders, in addition to internal management. Efficient daily operations, resource acquisition, clear communication, knowledge sharing, and establishment of long-term goals are all essential for an organization to accomplish its objectives. By evaluating these five elements, the study reveals how well Sulu State College is organized to fulfill its mission. The knowledge and comprehension of the crucial capacity components in this context are expanded by this study, strengthening the foundation for government organization assistance and capacity building. Thus, this study assessed the following research questions: 1. What is the demographic profile of employee-respondents in terms of gender, age, length of service, status of appointment, and educational attainment?; 2. What is the level of organizational management capacity of Sulu State College in the context of strategic planning, operational planning, resource mobilization, communication strategy, and knowledge management?; 3. Is there a significant difference in the level of organizational management capacity of Sulu State College when data are grouped according to the demographic profile?; and 4. Is there a significant correlation among the sub-categories subsumed under the level of organizational management capacity of Sulu State College?

## **2.0 Methodology**

### **2.1 Research Design**

This study used a descriptive-correlational research approach. According to Higson-Smith and Bless (2019), a research design is "a program that guides a researcher in collecting, analyzing, and interpreting observed facts." Similarly, Babbie and Mouton (2001) define research design as the roadmap or blueprint for conducting research and achieving its goals and objectives. As a result, this study used a descriptive research design technique with the goal of describing, measuring, inferring, and discovering correlations between variables among employees, allowing for the prediction of future occurrences based on present information or phenomena.

## **2.2 Research Respondents**

The respondents of this study were Sulu State College employees assigned at the different academic departments and administrative support offices during the Academic Year 2023-2024. Using a purposive sample technique, this study selected one hundred (100) participants depending on employee availability. Purposive sampling was used to ensure representation of different demographics, such as age, gender, appointment status, and educational background.

## **2.3 Research Instrument**

The primary study tool used to collect information on the level of organizational management capability was a survey questionnaire. The Scientific Management Theory by Frederic W. Taylor, as published in Tompkins, J.R. (2005), served as the model and inspiration for this questionnaire. There are 27 items in total in this questionnaire, divided into 5 categories: communication strategy (6 items), operational planning (7 items), strategic planning (6 items), resource mobilization (4 items), and knowledge management (4 items). Using a five-point Likert scale, respondents had to indicate how much they agreed or disagreed (1 being strongly disagreed, 2 disagreed, 3 uncertain, 4 disagreed, and 5 strongly agree). There were two components to the research tool employed in this study. The purpose of Part I of the questionnaire was to gather information about the respondents' gender, age, length of service, appointment status, and level of education. The purpose of Part II was to gather information about the level of organizational management capability as evaluated by the staff in relation to knowledge management, resource mobilization, communication strategy, operational planning, and strategic planning. Standardized questionnaires from the last study served as the model and inspiration for the research employed in this one. However, the questionnaire was reviewed by at least two specialists from the Graduate Studies faculty at Sulu State College in order to ensure that it was appropriate for the current study and its local contexts.

## **2.4 Data Gathering Procedure**

The researcher launched, administered, and retrieved the questionnaire personally. The following actions were taken during the data collection process: the researcher requested permission from the Sulu State College's Office of the President and the Dean of Graduate Studies to administer the questionnaire.

## **2.5 Data Analysis**

The data analysis for this study used a combination of descriptive and inferential statistical techniques to answer different research questions. Firstly, frequency counts and percentages were used to profile the respondents (question 1). Secondly, means and standard deviations were calculated to assess the overall organizational management capacity (question 2). To investigate potential variations based on demographics (question 3), a one-way Analysis of Variance (ANOVA) was used to identify group differences across factors such as age, tenure, appointment status, and educational background. Moreover, a t-test for independent samples specifically examined gender-based variations in perception of management capacity. Finally, the Pearson Product Moment Correlation Coefficient (Pearson's  $r$ ) was used to explore relationships between subcategories of management capabilities (question 4) and identify statistically significant associations.

## **3.0 Results and Discussion**

### **3.1 Demographic Profile of the Respondents**

Table 1 presents the demographic distribution of employee-respondents based on gender. Out of the 100 surveyed employees, 40 (40.0%) are male, while 60 (60.0%) are female. These results indicate that a slightly larger proportion of female participants, constituting a majority, took part in this study compared to their male counterparts. Thus, the findings suggest that the employee population at Sulu State College for Fiscal Year 2023 is predominantly comprised of female employees. The table also displays the breakdown of employee-respondents by age group. From the analysis, the researcher found that out of the 100 employees surveyed, 43 (43.0%) are aged 30 and below, 26 (26.0%) are aged between 31 and 40, 27 (27.0%) are aged between 41 and 50, and 4 (4.0%) are aged 51 and above. This suggests that a significant portion, possibly the majority, of participants fall within the middle-age range, indicating a stage of vibrancy and energy. It also presents the demographic breakdown of employee-respondents based on their length of service. Upon examining the table, it can be seen that out of the 100 employees surveyed, 46 (46.0%) have accumulated 5 years or less of service, 33 (33.0%) have served between 6 and 10 years, 11 (11.0%) have served between 11 and 15 years, and 10 (10.0%) have served 16 years or more.

| <b>Table 1.</b> Demographic profile of the teacher-respondents |                  |                   |
|----------------------------------------------------------------|------------------|-------------------|
| <b>PROFILES</b>                                                | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
| <b>Gender</b>                                                  |                  |                   |
| Male                                                           | 40               | 30.0%             |
| Female                                                         | 60               | 70.0%             |
| <b>Age</b>                                                     |                  |                   |
| 30 years old & below                                           | 43               | 43.0%             |
| 31-40 years old                                                | 26               | 27.0%             |
| 41-50 years old                                                | 27               | 27.0%             |
| 51 years old & above                                           | 4                | 4.0%              |
| <b>Length of Service</b>                                       |                  |                   |
| 5 years & below                                                | 46               | 46.0%             |
| 6-10 years                                                     | 33               | 33.0%             |
| 11-15 years                                                    | 11               | 11.0%             |
| 16 years & above                                               | 10               | 10.0%             |
| <b>Status of Appointment</b>                                   |                  |                   |
| Permanent                                                      | 63               | 63.0%             |
| Temporary                                                      | 18               | 18.0%             |
| Casual/Contract of Service                                     | 19               | 19.0%             |
| <b>Educational Attainment</b>                                  |                  |                   |
| Bachelor's degree                                              | 34               | 34.0%             |
| With master's units                                            | 17               | 17.0%             |
| Master's degree                                                | 23               | 23.0%             |
| With doctoral units                                            | 11               | 11.0%             |
| Doctorate degree                                               | 15               | 15.0%             |

This data indicates that almost half of the participants in this study have 5 years or less of work experience, suggesting that many of these respondents are beginners in their respective roles. In addition, for the distribution of employee-respondents based on their appointment status, it is evident that out of the 100 employees surveyed, 63 (63.0%) have permanent positions, 18 (18.0%) have temporary positions, and 19 (19.0%) are employed on a casual or contract basis. This reveals that the majority, or more than half, of the study participants have permanent employment status. Moreover, the table shows the demographic distribution of employee-respondents based on their educational achievements. Upon analyzing the table, it is evident that out of the 100 surveyed employees, 34 (34.0%) hold bachelor's degrees, 17 (17.0%) have bachelor's degrees in addition to master's units, 23 (23.0%) possess master's degrees, 11 (11.0%) hold master's degrees along with doctoral qualifications, and 15 (15.0%) have obtained doctoral degrees. This data indicates that nearly half of the participants in this study have bachelor's degrees, which fulfills the minimum requirement for employment in the public higher education sector.

### 3.2 Organizational Management Capacity *Strategic Planning*

**Table 2.** Level of organizational management capacity of Sulu State College in the context of strategic planning

| <b>INDICATORS</b>                                                                                                       | <b>MEAN</b>   | <b>SD</b>     | <b>INTERPRETATION</b> |
|-------------------------------------------------------------------------------------------------------------------------|---------------|---------------|-----------------------|
| 1. SSC has comprehensive, written strategic plan that reflects its mission, vision and values.                          | 4.6400        | .50292        | Strongly Agree        |
| 2. SSC has based the plan on a review of strengths and weaknesses, and client needs including people with disabilities. | 4.5700        | .55514        | Strongly Agree        |
| 3. SSC has included priority areas, measurable objectives, and clear strategies.                                        | 4.6400        | .48242        | Strongly Agree        |
| 4. SSC has referred the plan for management decisions and operational planning.                                         | 4.6300        | .52522        | Strongly Agree        |
| 5. SSC has reviewed the plan.                                                                                           | 4.6300        | .56237        | Strongly Agree        |
| 6. SSC has resource needs and corresponding budget.                                                                     | 4.6500        | .51981        | Strongly Agree        |
| <b>Total Weighted Mean</b>                                                                                              | <b>4.6267</b> | <b>.43559</b> | <b>Strongly Agree</b> |

**Legend:** (5) 4.50-5.0=Strongly (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Undecided (U); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

Table 2.1 shows Sulu State College's organizational management capabilities with regard to strategic planning. This subcategory received a rating of Strongly Agree or at a Very High Level, as shown in the table, with a total weighted mean score of 4.6267 and a standard deviation of .43559. The opinion expressed by employee respondents was unanimous: Sulu State College showed a very high degree of organizational management competency in terms of strategic planning. Generally speaking, Sulu State College is thought to have very good written strategic planning that is in line with its mission, vision, and values. The plan is based on an evaluation of the college's assets and weaknesses as well as the needs of its clients, which includes people with disabilities. It also includes specified strategies, quantifiable goals, and priority areas.

Employees who took part in the survey clearly expressed strong agreement or very high satisfaction with the following statements: "SSC has a written strategic plan that is in line with its mission, vision, and values;" "The plan has been developed after evaluating strengths, weaknesses, and the needs of clients, including those with disabilities;" "It includes well-defined strategies, measurable goals, and key focus areas;" "It has been presented for managerial decisions and operational planning;" and "It has undergone thorough review."

### *Operational Planning*

**Table 3.** Level of organizational management capacity of Sulu State College in the context of operational planning

| INDICATORS                                                                                                    | MEAN          | SD            | INTERPRETATION        |
|---------------------------------------------------------------------------------------------------------------|---------------|---------------|-----------------------|
| 1. SSC has a complete annual operational plan.                                                                | 4.5300        | .57656        | Strongly Agree        |
| 2. SSC has included goals, measurable objectives and strategies, timelines, responsibilities, and indicators. | 4.5500        | .53889        | Strongly Agree        |
| 3. SSC has linked the plan to program/project work plans and budget.                                          | 4.5400        | .53973        | Strongly Agree        |
| 4. SSC has developed the plan with staff participation.                                                       | 4.6300        | .52522        | Strongly Agree        |
| 5. SSC has set dates for quarterly reviews.                                                                   | 4.6200        | .50812        | Strongly Agree        |
| 6. SSC has submitted the plan on time to the Board of Trustees.                                               | 4.6300        | .50562        | Strongly Agree        |
| 7. SSC has used the plan for management decision-making.                                                      | 4.5600        | .57419        | Strongly Agree        |
| <b>Total Weighted Mean</b>                                                                                    | <b>4.5800</b> | <b>.44058</b> | <b>Strongly Agree</b> |

The organizational management competence of Sulu State College about operational planning is shown in Table 3. This table shows that the sub-category in question received a rating of Strongly Agree or at a Very High Level, with a total weighted mean score of 4.5800 and a standard deviation of .44058. When it came to operational planning, employee respondents overwhelmingly agreed that Sulu State College showed a very high degree of organizational management capability. In summary, Sulu State College is thought to have a highly developed annual operational plan that is completed, with goals, quantifiable objectives, strategies, deadlines, roles, and indicators; the plan was created with staff participation and is connected to program/project work plans and budgetary considerations.

Workers who took part in the survey clearly indicated that they strongly agreed or were extremely satisfied with the following statements: "SSC has an annual operational plan that is comprehensive," "The plan includes goals, measurable objectives, strategies, timelines, responsibilities, and indicators," "It is linked to program/project workplans and budget," "It was created with staff involvement," and "Quarterly review dates have been set."

### *Resource Mobilization*

**Table 4.** Level of organizational management capacity of Sulu State College in the context of resource mobilization

| INDICATORS                                                                          | MEAN          | SD            | INTERPRETATION  |
|-------------------------------------------------------------------------------------|---------------|---------------|-----------------|
| 1. SSC has a business plan based on an analysis of its programs and resource needs. | 4.5600        | .55632        | Strongly Agree  |
| 2. SSC has identified resource providers.                                           | 4.5700        | .53664        | Strongly Agree  |
| 3. SSC has successfully bid for resources from one or more resources.               | 4.6500        | .50000        | Strongly Agree  |
| 4. SSC has sufficient funds to support its activities.                              | 4.6400        | .50292        | Strongly Agree  |
| <b>Total Weighted Mean</b>                                                          | <b>4.6050</b> | <b>.45806</b> | <b>Strongly</b> |

The organizational management ability of Sulu State College concerning resource mobilization is shown in Table 4 with a weighted mean score of 4.6050 overall and a standard deviation of .45806, this particular subcategory was rated as Strongly Agree or at a Very High Level, as can be seen in the table. In terms of resource management, employee respondents unequivocally said that Sulu State College had an extremely high degree of organizational management capability. Sulu State College is generally regarded as having a high degree of preparedness for a business plan that is based on an examination of its programs and resource needs; it has located sources of resources, won resources through one or more bids, and has sufficient funding to continue operating.

The following statements were clearly strongly agreed upon or expressed very high levels of satisfaction by employees who took part in the survey: "SSC has a business plan derived from an assessment of its programs and resource requirements," "SSC has pinpointed sources of resources," "SSC has effectively secured resources through one or more successful bids," and "SSC has adequate funds to sustain its operations."

**Table 5.** Level of organizational management capacity of Sulu State College in the context of communication strategy

| INDICATORS                                                                                                                                                                       | MEAN          | SD            | INTERPRETATION        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|-----------------------|
| 1. SSC has a comprehensive communication strategy, including objectives, responsibilities, timelines, dissemination mechanism, and attention to attracting additional resources. | 4.6100        | .51040        | Strongly Agree        |
| 2. SSC has staff members with communication strategy management, including documentation development and oversight.                                                              | 4.6000        | .53182        | Strongly Agree        |
| 3. SSC has a process for testing and revising materials/ messages based on test results.                                                                                         | 4.5700        | .59041        | Strongly Agree        |
| 4. SSC has developed its own branding policy, oriented staff, and instituted a system to monitor compliance.                                                                     | 4.5900        | .55222        | Strongly Agree        |
| 5. SSC has created templates and style guides and trained staff on their use.                                                                                                    | 4.5900        | .53362        | Strongly Agree        |
| 6. SSC has a communication strategy that is sensitive to disability inclusion.                                                                                                   | 4.5600        | .53786        | Strongly Agree        |
| <b>Total Weighted Mean</b>                                                                                                                                                       | <b>4.5867</b> | <b>.45101</b> | <b>Strongly Agree</b> |

The organizational management capability of Sulu State College with regard to communication strategy is shown in Table 5. This particular subcategory, as shown in the table, received a rating of Strongly Agree or at a Very High Level, with a total weighted mean score of 4.5867 and a standard deviation of .45101. Employee respondents overwhelmingly agreed that Sulu State College showed an exceptionally high degree of organizational management competency in terms of communication strategy. In general, Sulu State College is thought to be highly prepared and has a well-thought-out communication plan that includes goals, roles, deadlines, distribution channels, and an emphasis on drawing in more funding. The college also has staff members who are responsible for managing the communication strategy, which includes creating and supervising documentation and developing testing and revision procedures depending on test findings. Sulu State College has also created its own branding guidelines, trained employees, and put in place a mechanism to keep an eye on compliance.

Evidently, those who took part in the survey reported complete agreement or outstanding satisfaction with the following points: "SSC possesses a thorough communication strategy, encompassing goals, designated responsibilities, timelines, distribution mechanisms, and a focus on resource augmentation," "SSC has team members tasked with managing communication strategy, including the creation and oversight of documentation," "SSC has established procedures for evaluating and refining materials and messages based on testing outcomes," "SSC has formulated its own branding guidelines, educated staff on them, and implemented a monitoring system to ensure adherence," alongside "SSC has developed templates and a style guide and provided training to staff on their utilization."

### *Knowledge Management*

**Table 6.** Level of organizational management capacity of Sulu State College in the context of knowledge management

| INDICATORS                                                                                                    | MEAN          | SD            | INTERPRETATION        |
|---------------------------------------------------------------------------------------------------------------|---------------|---------------|-----------------------|
| 1. SSC has active links with appropriate organizations to share best practices or program experiences.        | 4.5300        | .54039        | Strongly Agree        |
| 2. SSC has a process for routinely sharing technical expertise and experience with staff and stakeholders.    | 4.5800        | .53522        | Strongly Agree        |
| 3. SSC has applied best practices to its program.                                                             | 4.6300        | .52522        | Strongly Agree        |
| 4. SSC has annual planning that includes reviews and integration of new/current knowledge and best practices. | 4.6500        | .47937        | Strongly Agree        |
| <b>Total Weighted Mean</b>                                                                                    | <b>4.5975</b> | <b>.45072</b> | <b>Strongly Agree</b> |

Table 6 shows Sulu State College's organizational management capability concerning knowledge management. This particular sub-category received a grade of Strongly Agree or at a Very High Level, as indicated by the weighted mean score of 4.5975 overall with a standard deviation of .45072, as displayed in the table. Employee respondents unequivocally said that Sulu State College showed an exceptionally high degree of organizational management competency in the area of knowledge management. In essence, Sulu State College is thought to be excellent at actively connecting with relevant organizations to share best practices or program experiences, regularly exchanging technical knowledge and experiences with staff and stakeholders, integrating reviews and the integration of new/current knowledge and best practices into its annual planning, and putting best practices into its programs.

The results of the survey clearly show that the following aspects were highly valued by employees, who either strongly agreed with them or expressed a high degree of satisfaction with them: "SSC has implemented best practices in its programs;" "SSC has established a systematic approach to regularly disseminate technical knowledge and experiences to both staff and stakeholders;" and "SSC maintains strong connections with relevant organizations to exchange best practices and program insights."

### 3.3 Differences in the Level of Organizational Management Capacity *In terms of Gender*

**Table 7.** Differences in the level of organizational management capacity according to gender

| VARIABLES GROUPING     |        | MEAN   | S. D.  | MEAN DIFFERENCE | T      | SIG. | DESCRIPTION     |
|------------------------|--------|--------|--------|-----------------|--------|------|-----------------|
| Strategic Planning     | Male   | 4.5458 | .42195 | -.13472         | -1.525 | .130 | Not Significant |
|                        | Female | 4.6806 | .43967 |                 |        |      |                 |
| Operational Planning   | Male   | 4.5571 | .42894 | -.03810         | -.422  | .674 | Not Significant |
|                        | Female | 4.5952 | .45112 |                 |        |      |                 |
| Resource Mobilization  | Male   | 4.5750 | .43926 | -.05000         | -.533  | .595 | Not Significant |
|                        | Female | 4.6250 | .47278 |                 |        |      |                 |
| Communication Strategy | Male   | 4.6208 | .42195 | .05694          | .617   | .539 | Not Significant |
|                        | Female | 4.5639 | .47150 |                 |        |      |                 |
| Knowledge Management   | Male   | 4.5250 | .45924 | -.12083         | -1.318 | .190 | Not Significant |
|                        | Female | 4.6458 | .44219 |                 |        |      |                 |

\*Significant at alpha 0.05

Table 7 shows the differences in Sulu State College's organizational management capacity when data is grouped by respondent gender. This table shows that the mean differences for all sub-categories within Sulu State College's organizational management capabilities are not statistically significant at the alpha .05 level. This suggests that male and female employee-respondents had similar ratings of Sulu State College's organizational management competence. As a result, being a male or female employee-respondent does not necessarily provide an advantage or disadvantage in assessing the college's organizational management competence. As a result, it can be inferred that the gender variable has no substantial impact on how employees perceive Sulu State College's organizational management competence.

As such, it can be inferred that the gender variable has no substantial impact on how employees perceive Sulu State College's organizational management competence. Thus, the hypothesis "There is no significant difference in the organizational management capacity of Sulu State College when data is grouped according to gender" is accepted.

#### *In terms of Age*

Table 8 depicts the differences in Sulu State College's organizational management capacity when data is grouped according to respondents' ages. This table shows that, with the exception of "Strategic Planning," the F-ratios and P-values for all other sub-categories under Sulu State College's organizational management capability are not statistically significant at the alpha.05 level. This suggests that, despite age differences among staff respondents, there is no substantial difference in their opinions of Sulu State College's organizational management capability. As a result, being older or within the age range of 51 years and above does not always give an advantage when judging the college's organizational management competence compared to those aged 30 years and below, 31-40 years old, and 41-50 years old, and vice versa.

However, it can be inferred that the age variable has no substantial impact on how employee-respondents assess Sulu State College's organizational management competence. Thus, the hypothesis that "there is no significant difference in the organizational management capacity of Sulu State College when data is grouped according to age" is accepted.

**Table 8.** Differences in the level of organizational management capacity according to age

| SOURCES OF VARIATION   |                | SUM OF SQUARES | DF | MEAN SQUARE | F      | SIG. | DESCRIPTION     |
|------------------------|----------------|----------------|----|-------------|--------|------|-----------------|
| Strategic planning     | Between Groups | 1.622          | 3  | .541        | 3.024* | .033 | Significant     |
|                        | Within Groups  | 17.162         | 96 | .179        |        |      |                 |
|                        | Total          | 18.784         | 99 |             |        |      |                 |
| Operational planning   | Between Groups | .908           | 3  | .303        | 1.587  | .198 | Not Significant |
|                        | Within Groups  | 18.309         | 96 | .191        |        |      |                 |
|                        | Total          | 19.217         | 99 |             |        |      |                 |
| Resource mobilization  | Between Groups | 1.253          | 3  | .418        | 2.054  | .112 | Not Significant |
|                        | Within Groups  | 19.520         | 96 | .203        |        |      |                 |
|                        | Total          | 20.772         | 99 |             |        |      |                 |
| Communication strategy | Between Groups | .956           | 3  | .319        | 1.594  | .196 | Not Significant |
|                        | Within Groups  | 19.182         | 96 | .200        |        |      |                 |
|                        | Total          | 20.138         | 99 |             |        |      |                 |
| Knowledge management   | Between Groups | .607           | 3  | .202        | .997   | .398 | Not Significant |
|                        | Within Groups  | 19.504         | 96 | .203        |        |      |                 |
|                        | Total          | 20.112         | 99 |             |        |      |                 |

\*Significant alpha .05

### *In terms of Length of Service*

**Table 9.** Differences in the level of organizational management capacity according to length of service

| SOURCES OF VARIATION   |                | SUM OF SQUARES | DF | MEAN SQUARE | F     | SIG. | DESCRIPTION     |
|------------------------|----------------|----------------|----|-------------|-------|------|-----------------|
| Strategic Planning     | Between Groups | .517           | 3  | .172        | .906  | .441 | Not Significant |
|                        | Within Groups  | 18.267         | 96 | .190        |       |      |                 |
|                        | Total          | 18.784         | 99 |             |       |      |                 |
| Operational Planning   | Between Groups | .965           | 3  | .322        | 1.691 | .174 | Not Significant |
|                        | Within Groups  | 18.253         | 96 | .190        |       |      |                 |
|                        | Total          | 19.217         | 99 |             |       |      |                 |
| Resource Mobilization  | Between Groups | .927           | 3  | .309        | 1.495 | .221 | Not Significant |
|                        | Within Groups  | 19.845         | 96 | .207        |       |      |                 |
|                        | Total          | 20.773         | 99 |             |       |      |                 |
| Communication Strategy | Between Groups | 1.294          | 3  | .431        | 2.197 | .093 | Not Significant |
|                        | Within Groups  | 18.844         | 96 | .196        |       |      |                 |
|                        | Total          | 20.138         | 99 |             |       |      |                 |
| Knowledge Management   | Between Groups | .701           | 3  | .234        | 1.155 | .331 | Not Significant |
|                        | Within Groups  | 19.411         | 96 | .202        |       |      |                 |
|                        | Total          | 20.112         | 99 |             |       |      |                 |

Table 9 shows the differences in Sulu State College's organizational management capacity when data is classified by respondent length of service. This table shows that the Mean Differences values and P-values for all subcategories within Sulu State College's organizational management ability are not statistically significant at the alpha.05 level. This suggests that, despite differences in length of service among teacher respondents, their evaluations of Sulu State College's organizational management capabilities are not significantly different.

As a result, having 16 years or more of work experience does not necessarily provide an advantage in assessing the college's organizational management capacity when compared to individuals with fewer years of service, such as those with 5 years or less, 6-10 years, and 11-15 years of service, and vice versa.

However, it can be stated that the duration of service variable has no substantial impact on how employee-respondents assess Sulu State College's organizational management competence. As a result, the hypothesis that "There is no significant difference in the organizational management capacity of Sulu State College when data is grouped according to respondents' length of service" is accepted as true.

### *In terms of the Status of the Appointment*

**Table 10.** Differences in the level of organizational management capacity according to the status of appointment

| SOURCES OF VARIATION   |                | SUM OF SQUARES | DF | MEAN SQUARE | F      | SIG. | DESCRIPTION     |
|------------------------|----------------|----------------|----|-------------|--------|------|-----------------|
| Strategic Planning     | Between Groups | 1.093          | 2  | .546        | 2.996  | .055 | Not Significant |
|                        | Within Groups  | 17.692         | 97 | .182        |        |      |                 |
|                        | Total          | 18.784         | 99 |             |        |      |                 |
| Operational Planning   | Between Groups | .745           | 2  | .372        | 1.956  | .147 | Not Significant |
|                        | Within Groups  | 18.472         | 97 | .190        |        |      |                 |
|                        | Total          | 19.217         | 99 |             |        |      |                 |
| Resource Mobilization  | Between Groups | .936           | 2  | .468        | 2.289  | .107 | Not Significant |
|                        | Within Groups  | 19.836         | 97 | .204        |        |      |                 |
|                        | Total          | 20.773         | 99 |             |        |      |                 |
| Communication Strategy | Between Groups | 1.429          | 2  | .714        | 3.703* | .028 | Significant     |
|                        | Within Groups  | 18.709         | 97 | .193        |        |      |                 |
|                        | Total          | 20.138         | 99 |             |        |      |                 |
| Knowledge Management   | Between Groups | .196           | 2  | .098        | .478   | .622 | Not Significant |
|                        | Within Groups  | 19.916         | 97 | .205        |        |      |                 |
|                        | Total          | 20.112         | 99 |             |        |      |                 |

Table 10 shows the differences in Sulu State College's organizational management capabilities when data is categorized by responder status of appointment. This table clearly shows that except for "Communication Strategy," the F-ratios and P-values for all other sub-categories under Sulu State College's organizational management capability are not statistically significant at the alpha.05 level. This shows that, despite differences in appointment positions among staff respondents, their evaluations of Sulu State College's organizational management capabilities are not significantly different. As a result, having a permanent status does not always give a benefit when evaluating the college's organizational management capabilities compared to those with temporary, casual, or contractual appointments, and vice versa.

However, it can be inferred that the appointment status variable has no substantial impact on how employees view Sulu State College's organizational management competence. As a result, the hypothesis that "There is no significant difference in the organizational management capacity of Sulu State College when data is grouped according to respondents' demographic profile in terms of status of appointment" is accepted as true.

### *In terms of the Educational Attainment*

**Table 11.** Differences in the level of organizational management capacity according to educational attainment

| SOURCES OF VARIATION   |                | SUM OF SQUARES | DF | MEAN SQUARE | F     | SIG. | DESCRIPTION     |
|------------------------|----------------|----------------|----|-------------|-------|------|-----------------|
| Strategic Planning     | Between Groups | .353           | 4  | .088        | .454  | .769 | Not Significant |
|                        | Within Groups  | 18.432         | 95 | .194        |       |      |                 |
|                        | Total          | 18.784         | 99 |             |       |      |                 |
| Operational Planning   | Between Groups | .681           | 4  | .170        | .872  | .484 | Not Significant |
|                        | Within Groups  | 18.536         | 95 | .195        |       |      |                 |
|                        | Total          | 19.217         | 99 |             |       |      |                 |
| Resource Mobilization  | Between Groups | 1.033          | 4  | .258        | 1.243 | .298 | Not Significant |
|                        | Within Groups  | 19.739         | 95 | .208        |       |      |                 |
|                        | Total          | 20.772         | 99 |             |       |      |                 |
| Communication Strategy | Between Groups | .356           | 4  | .089        | .428  | .788 | Not Significant |
|                        | Within Groups  | 19.782         | 95 | .208        |       |      |                 |
|                        | Total          | 20.138         | 99 |             |       |      |                 |
| Knowledge Management   | Between Groups | .607           | 4  | .152        | .738  | .568 | Not Significant |
|                        | Within Groups  | 19.505         | 95 | .205        |       |      |                 |
|                        | Total          | 20.112         | 99 |             |       |      |                 |

Table 11 shows the differences in Sulu State College's organizational management capacity when data is grouped by respondents' educational level. This table shows that the F-ratios and P-values for all subcategories within Sulu State College's organizational management capabilities are not statistically significant at the alpha.05 level. This suggests that, despite differences in educational attainment across employee respondents, there is no substantial difference in their perceptions of Sulu State College's organizational management competence. As a result, having a doctorate does not always provide you an edge when evaluating the college's organizational management competence compared to those with bachelor's degrees, master's units, master's degrees, master's degrees with doctoral units, and vice versa.

However, it can be inferred that the educational attainment variable has no substantial impact on how employee respondents assess Sulu State College's organizational management competence. As a result, the hypothesis that "There is no significant difference in the organizational management capacity of Sulu State College when data is grouped according to respondents' demographic profile in terms of educational attainment" is accepted as true.

### 3.4 Relationship Among Sub-Categories

**Table 12.** Correlation among the sub-categories

| VARIABLES          |                        | PEARSON R | SIG  | N   | DESCRIPTION |
|--------------------|------------------------|-----------|------|-----|-------------|
| Dependent          | Independent            |           |      |     |             |
| Strategic Planning | Operational Planning   | .737**    | .000 | 100 | Very High   |
|                    | Resource Mobilization  | .842**    | .000 | 100 | Very High   |
|                    | Communication Strategy | .738**    | .000 | 100 | Very High   |
|                    | Knowledge Management   | .650**    | .000 | 100 | High        |

\*The Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 12 illustrates the correlation among the sub-categories subsumed under the level of organizational management capacity of Sulu State College. It can be gleaned from this table that the computed Pearson Correlation Coefficients (Pearson r) among these variables are indeed significant at alpha .05. Specifically, the degrees of correlations among the sub-categories subsumed under the level of organizational management capacity of Sulu State College can be illustrated as follows:

- 1) Very high positive correlation between Strategic Planning and Operational Planning;
- 2) Very high positive correlation between Strategic Planning and Resource mobilization;
- 3) Very high positive correlation between Strategic Planning and Communication Strategy; and
- 4) High positive correlation between Strategic Planning and Knowledge Management.

These results indicate that the group of employee-respondents who assessed the level of organizational management capacity of Sulu State College in terms of Strategic Planning as "Strongly Agree" or with "Very High Level" is probably the same group of employee-respondents who assessed the level of organizational management capacity of Sulu State College in terms of Operational planning, Resource mobilization, Communication strategy, and Knowledge management as "Strongly Agree" or with "Very High Level", respectively.

For the time being, it is safe to say that, generally the sub-categories subsumed under the level of organizational management capacity of Sulu State College in terms of Strategic Planning, Operational planning, Resource mobilization, Communication strategy, and Knowledge management Communication, Leadership Styles, and Decision-making is very highly correlated.

Therefore, the hypothesis which states that, "There is no significant correlation among the sub-categories subsumed under the level of organizational management capacity of Sulu State College in terms of Strategic Planning, Operational planning, Resource mobilization, Communication strategy, and Knowledge management Communication, Leadership Styles, and Decision-making" is rejected.

## 4.0 Conclusion

The study comes to the following conclusions based on the previously given findings:

- a) The gender, age, length of service, appointment status, and educational background of the employee-respondents from Sulu State College are sufficiently diverse.
- b) Sulu State College exhibits an exceptional capacity to accomplish its goals by skillfully utilizing Resource Mobilization, Communication Strategy, Operational Planning, Strategic Planning, and Knowledge Management. The definition of organizational management capacity is the ability of an organization to effectively use resources to accomplish its goals while also being flexible, growing, and improving over time (Biden, 2023).
- c) Employees' evaluations of Sulu State College's organizational management competence are not substantially influenced by gender, age, length of service, appointment status, or educational background. This finding is consistent with Frederic W. Taylor's Scientific Management Theory, which argues for increasing productivity by systematizing work processes, breaking down jobs into particular components, determining the best procedures for each activity, and other measures.
- d) Employees who evaluated Sulu State College's organizational management capabilities highly for Strategic Planning tend to have given similarly high evaluations for Operational Planning, Resource Mobilization, Communication Strategy, and Knowledge Management. Almamari and Kolluru (2020) emphasized the importance of organizational management ability in assuring organizational success, highlighting the close link between management and communication, which complements one another.
- e) This study appears to back up Frederic W. Taylor's Scientific Management Theory, which advocates for increasing productivity through systematic work processes, task division, identifying the most efficient methods, training employees appropriately, measuring performance, and offering incentives for exceeding production quotas. This theory provides a framework for directing, motivating, and managing job performance (Tompkins, 2005).
- f) Employees generally have a positive perception of management across various aspects. This indicates that the SSC might be well-organized and effective in utilizing resources, which could result in high employee morale, trust, and productivity. However, the study's focus on employee perceptions and the lack of specific details on strengths and weaknesses within management categories limit its scope. In summary, the study suggests that the SSC functions well from an employee standpoint, but further research is needed to gain a more holistic understanding of its management capacity and identify potential areas for improvement.

Based on the facts and conclusions presented above, this study makes the following recommendations:

- a) Administrative officials can use the findings of this study as additional data to improve strategic and operational planning, resource mobilization, communication strategy development, and knowledge management at Sulu State College, resulting in more effective and efficient management and operations.
- b) Employees, including professors and non-teaching staff, can benefit from learning about the elements that influence the planning and implementation of college administration and operations. This information can help them accomplish their administrative obligations more successfully.
- c) Student-researchers in public administration are urged to duplicate this study in various settings, expanding it to incorporate additional factors such as administrators' leadership qualities, workers' dedication to work, and working atmosphere. This greater breadth can give useful insights into organizational dynamics other than those examined in this study.

## 5.0 Contributions of Authors

The author solely written this article. Thus, there are no co-authors for this study.

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## 7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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