

Administrative Disposition and Managerial Competency in Dumaguete City's Lending Institutions

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Abstract. This study examines the administrative disposition and competency levels of lending institution managers in Dumaguete City, employing a descriptive-correlational research design. A sample of 36 managers was selected as respondents, with data analysis conducted using percentage and weighted mean statistical tools. Findings indicated that the respondents demonstrated very high overall work performance, critical thinking, and professional ethics. Additionally, their appreciation of diversity was rated very high in professionalism and high in administrative disposition. Collaborative competence was also very high in both administrative and professional domains. Lifelong learning was rated high for both administrative disposition and professionalism. Overall, the managers were deemed competent. In terms of job performance, the managers scored high in service provision, very high in work processes, and very high in work relations. A significant relationship was identified between administrative disposition and competence level, particularly concerning collaboration. However, the correlation between competence level and job performance was found to be non-significant for service to others, but significant for both work processes and work relations. The study recommends that managers participate in additional seminars and training to further improve their administrative disposition and competency.

Keywords: Lending institution; Organizational management; Managerial competency.

1.0 Introduction

In the contemporary business landscape, adept managerial capabilities are indispensable due to the perpetual evolution and increasing complexity of organizational environments. Managerial proficiency involves a blend of motivational impetus, individual attributes, competencies, knowledge, and values, all of which facilitate effective leadership and decision-making. Administrative dispositions encompass human characteristics such as interests, values, beliefs, attitudes, and adaptability. These characteristics are crucial for navigating the dynamic nature of modern organizations.

The efficacy of organizational management and the strategic direction set by top-tier executives are pivotal determinants of operational success. Building upon this premise, Borko, Liston, and Whitcomb (2007) underscore the influence of personal traits on behavioral patterns, which serve as conduits for the manifestation of beliefs and values. Similarly, Villegas, A. M., & Davis, D. E. (2007), posit that individual behavioral tendencies are shaped by underlying belief systems. Therefore, in this study, disposition is construed as the behavioral manifestation of individuals' core convictions, highlighting the importance of aligning personal values with organizational goals. Competencies are categorized into general and specific domains. General competencies, such as problem-solving and interpersonal skills, are universally applicable across diverse occupational roles and are essential for effective collaboration and communication. In contrast, specific competencies pertain to job-specific knowledge and skills essential for particular roles, ensuring that employees can meet the specialized demands of their positions.

The strategic deployment of competency frameworks extends beyond recruitment and workforce planning; it catalyzes talent development and organizational growth. By fostering a culture centered on competencies, organizations can nurture collaborative teamwork and cultivate robust interpersonal relationships among staff members. This research endeavors to explore the behavioral dispositions and competency profiles of managerial personnel within lending institutions in Dumaguete City. Recognizing the significance of teamwork, companies that embrace competency-based methodologies empower managers and employees to harness the diversity of talents effectively, thereby optimizing organizational performance and fostering sustained growth.

2.0 Methodology

2.1 Research Design

This is a descriptive-correlational study. The highest need was for a correlational research design in response to the research questions. The relationships of administrative disposition and level of competency are being explored. The approach also tries to capture the prevailing conditions during the study period using the available resources to give an accurate picture of the situation under investigation.

2.2 Research Participants

The respondents of the study consist of 36 managers of different lending institutions in Dumaguete City. Among 36 managers, four had earned master's degree units, thirty-one had graduated from college and one held a full-pledge master's degree.

2.3 Research Instrument

Analysis was made using the self-made questionnaire for data gathering primarily although a personal interview was also made with the respondents using the data gathered to verify the truth of the answers in the survey. The questionnaire comprises three parts. Part I pertains to the demographic profile of the respondents. Part II of the questionnaire is about the level of administrative dispositions, the level of competence, and the job performance of the manager. Part III is the validation interview. The structured part has unstructured questions. Structured surveys include those questions that have a list of responses from which the respondent is required to pick one while unstructured questions include an open-ended question where the respondent is expected to comment in his own words. Respondents thus form responses to the questions posed in the questionnaire.

2.4 Data Gathering Procedure

The researcher composed a letter addressed to the dean of the graduate school within the institution, seeking authorization to administer the survey questionnaire to the respondents. After receiving approval, the researcher sought permission to distribute the questionnaires to the respondents at their convenience. Subsequently, the data collected from the completed questionnaires were organized, calculated, and examined to address the particular research problem. The questionnaire's content is based on the specific questions enumerated in the statement of the problem. The questionnaires were administered to selected respondents.

2.5 Data Analysis Procedure

The study applied various statistical tools for data treatment, including frequency, percentage, weighted mean, and composite mean. Additionally, multiple regression analysis was employed to analyze the data. Frequency was used to determine the distribution of the respondents' responses in each category, providing a clear picture of how responses were spread across different options. Percentage calculations were employed to determine the proportion of responses relative to the total, offering insights into the relative frequency of each response category. The study also utilized multiple regression analysis, a statistical method that examines the correlation between a single dependent variable and multiple independent variables. This approach allowed the researchers to identify the relationships and potential predictive power of various independent variables on the dependent variable, providing a comprehensive understanding of the data and its underlying patterns.

2.6 Ethical Considerations

The willingness of managers from lending institutions in Dumaguete City to participate voluntarily is paramount. Additionally, participants retain the option to withdraw from the study at any stage, regardless of their age. Participation hinges on informed consent, a principle that necessitates researchers providing comprehensive

information and assurances regarding involvement, allowing individuals to fully grasp the implications and make an informed decision freely, devoid of any coercion.

3.0 Results and Discussion

3.1 Administrative Disposition and Professionalism

In terms of Work Performance

Table 1. Descriptive statistics of the level of administrative disposition and professionalism in terms of work performance

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Accepts and incorporates suggestions in subsequent practice.	4.33	A	VH	4.36	A	VH
2. Applies, evaluates, reflects on, and adjusts instructional strategies to enhance learning.	4.25	A	VH	4.28	A	VH
3. Ability to recognize and assess one's contribution to workplace challenges and implement necessary changes.	4.25	A	VH	4.33	A	VH
4. Demonstrates the ability to self-analyze and identify one's strengths and weaknesses	4.00	F	H	4.11	F	H
Composite	4.21	A	VH	4.27	A	VH

As shown in Table 1, the overall composite mean scores of administrative disposition and professionalism among the respondents were 4.21 and 4.27, respectively. This means it is on an extremely high level in both domains. The first three indicators unveil that the respondents performed at a high level of proficiency in their administrative disposition and professionalism. However, it should be considered that the fourth, the last indicator, indicates performance at a high level and presents a naturalistic view concerning the dimensions of his performance.

Job satisfaction is an important constituent that plays a critical role in ensuring that employees display effective, optimal job performance, which is marked by a high level of satisfaction and a sense of achievement in their activities. Job satisfaction is a pillar of productivity and individual health in the workplace, marked by a high level of satisfaction and fulfillment in whatever one is doing. Job satisfaction involves a complex concept, which is associated with an employee's interest and passion for the job, ability to perform work well, and recognition for providing such services (Aziri, 2011). Secondly, individuals' attitudes towards various issues touching on their work, such as the kind of people differing in various categories that they work with, which may include colleagues, superiors, or subordinates; the nature of the job designated to them; and the level of remuneration, affect the level of satisfaction (George & Jones, 2008).

Recognizing the diverse motivational and leadership styles that individuals possess, organizations must tailor their approaches to accommodate these differences, ultimately fostering enhanced job performance and satisfaction among employees. By nurturing a workplace environment conducive to job satisfaction, organizations can effectively motivate their workforce, thereby stimulating increased engagement and improved outcomes (Raziq & Maulabakhsh, 2015).

In terms of Critical Thinking

Table 2. Descriptive statistics of the level of administrative disposition and professionalism in terms of critical thinking

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Indicates the ability to identify problems and propose solutions.	4.33	A	VH	4.33	A	VH
2. Utilizes assessment data for improvements	4.25	A	VH	4.31	A	VH
3. Solicits and thoughtfully considers alternative and contradictory opinions, demonstrates inquiry and creativity, and seeks solutions.	4.25	A	VH	4.19	F	H
4. Intentionally applies and encourages problem recognition and problem-solving with employees	4.14	F	H	4.19	F	H
Composite	4.24	A	VH	4.26	A	VH

As shown in Table 2, the overall results reveal a consistently high level of administrative disposition with a correspondence of 4.24 and professionalism with a correspondence of 4.26. The composite mean scores reflect a high influence of the respondent in both areas. The respondent shows a consistently high level of administrative disposition, with regards to having the ability to identify the problems and find solutions, as this is indicated by a mean of 4.24; which is "Very High." It is also shown that the respondent can use assessment data for making improvements, with a mean of 4.25; also "Very High."

In the same vein, the respondent maintains a commendable level of professionalism with a composite mean score of 4.26. Again, this is a high level of proficiency in both areas soliciting and thoughtfully considering alternative and contradictory opinions, demonstrating inquiry and creativity in seeking solutions, evidenced by the score of 4.25, which falls under "Very High," and intentionally using and encouraging employees to recognize problems and solving them, which got a score of 4.19, "High."

Overall, the respondent shows strong critical thinking skills in problem identification, generating solutions, and utilizing assessment data for improvement. The attitude toward eliciting diverse opinions and encouraging employees to solve problems is a further indication of professionalism and leadership. Notably, while the respondent performs very well in all dimensions, there is a slight disparity in the level of professionalism, generating diverse opinions and encouraging problem-solving. The score is only within the lower end of the "Very High" category, hinting at a possible area of development or focus on how to become more inclusive in decision-making.

In that regard, the development of good critical thinking can be a tool in guiding one toward making good decisions in the workplace. In this regard, Gambrill and Gibbs (2017) agree that critical thinking indeed supports informed judgment and decision-making, and hence, a lot of good gains. It also helps postpone decisions where necessary, which helps improve management effectiveness. Tripathy (2020) also argued that lubricant, possibly being the most sought-after soft skill for the best organizational positions, is relevant for every leader and worker alike. Recent studies highlight its critical importance to almost all aspects of the workplace, such as communication, team building, leadership, creativity, decision-making, concluding, judgment, problem-solving, and amongst others. In summation, critical thinking will act as a backbone for dealing very comprehensively with the demands made in the workplace.

In terms of Professional Ethics

Table 3. Descriptive statistics of the level of administrative disposition and professionalism in terms of professional ethics

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Utilizes positive behavioral aids when managing employee behavior.	4.44	A	VH	4.50	A	VH
2. Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance	4.36	A	VH	4.36	A	VH
3. Actively advocates for employees and encourages employee self-advocacy. Utilizes non-biased assessments.	4.33	A	VH	4.47	A	VH
4. Recognizes the importance of consulting research to inform employees	4.22	A	VH	4.28	A	VH
Composite	4.34	A	VH	4.40	A	VH

As shown in Table 3, the respondents' self-evaluations in professional ethics were remarkably positive in every way. The mean scores collectively demonstrate the respondents' solid commitment to ethical norms in their professional conduct, as evidenced by the overall composite mean scores of 4.34 for administrative disposition and 4.40 for professionalism, both classified as "very high." The findings point to the respondents' admirable commitment to ethical principles, supporting the idea that they regard their adherence to professional ethics as high and high. These self-evaluations are a sign of strength, highlighting the significance of ethical issues in the workplace.

In a study by Hutterski (2020) on professional ethics in accounting, most respondents in 2015 and 2017 said their organizations followed ethical codes for decisions, but some were unsure. In 2017, a few respondents mentioned their organizations didn't follow these codes. Overall, respondents believed that these standards ensured

accounting tasks were done professionally and honestly. However, in 2017, fewer respondents were confident in the effectiveness of these standards compared to 2015.

Business ethics also includes the field of professional ethics and moral ethics, whereby a professional ethics mindset emerges as the foundation for determining whether someone is professional. The ability to distinguish a human being from another is based on their professional ethics. According to Bavec (2012), the moral aspect of economic activity is addressed by business ethics, a body of guidelines outlining what is ethically right and wrong in a professional setting. It resulted in the creation and using ethical codes, which contain the guidelines that managers and staff members of corporate entities ought to abide by.

In terms of Valuing Diversity

Table 4. Descriptive statistics of the level of administrative disposition and professionalism in terms of valuing diversity

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Develop a plan of action that is interesting and engaging utilizing a variety of backgrounds, experiences, and cultures	4.19	F	H	4.28	A	VH
2. Identify employee's needs by interpreting data from diverse sources (e.g., formal/informal assessments,	4.06	F	H	4.22	A	VH
3. Differentiates instructions to allow employees who differ widely in terms of their background diversity ledge, styles/preferences, to reach common standards.	4.06	F	H	4.14	F	H
4. Facilitates the organization and social inclusion of employees and environments.	4.03	F	H	4.22	A	VH
Composite	4.08	F	H	4.22	A	VH

Table 4 demonstrates a difference in the respondents' professionalism and administrative disposition regarding valuing diversity. The findings show the respondents show high manifestations for the four administrative disposition indicators. Conversely, the respondents exhibit the signs at a very high level within the professionalism area, except for the third indicator, which only manifests at a "high" level. In summary, the respondents evaluated diversity overall as high (composite mean = 4.22) in the professionalism domain and high (composite mean = 4.08) in the administrative disposition domain.

These findings' implications highlight an elaborate picture of the respondents' perceptions and behaviors related to diversity. The observed difference in manifestation levels indicates that, although diversity is generally valued admirably, the nature and quantity of this commitment vary among the aspects examined. These observations may inform targeted measures and training courses that support a more unified and consistently elevated approach to valuing diversity in administrative disposition and professionalism. To promote organizational diversity, managers should act as role models. Ng and Sears (2020) found that positive CEO beliefs about diversity lead to better adoption of diversity practices through enhanced CEO behavior, resulting in more positive HR evaluations of the CEO's commitment to diversity.

In terms of Collaboration

Table 5. Descriptive statistics of the level of administrative disposition and professionalism in terms of collaboration

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Values families as full partners in the work process	4.47	A	VH	4.50	A	VH
2. Demonstrates the ability to work creatively and collaboratively with colleagues, clients, and the community.	4.31	A	VH	4.47	A	VH
3. Communicate regularly the progress of employees with special needs	4.17	F	H	4.36	A	VH
4. Collaborates with others with special needs.	4.11	F	H	4.25	A	VH
Composite	4.26	A	VH	4.40	A	VH

Table 5 data reveals a substantial proficiency among respondents in administrative disposition and professionalism concerning collaboration, as evidenced by the comprehensive composite scores of 4.26 (administrative disposition) and 4.40 (professionalism). Notably, respondents self-asserted a very high level of

manifestation across all four collaborative indicators within the professionalism domain. However, in the administrative disposition domain, respondents evaluated themselves as "very high" in the first two indicators and "high" in the last two. These naturalistic distinctions highlight the multifaceted nature of collaborative skills within distinct professional contexts.

These results highlight the remarkable collaborative competence of the respondents, especially in the professionalism category. The uniformly high ratings for professionalism in all areas indicate a shared commitment to teamwork, which may signify a harmonious and productive workplace. The disparities in administrative disposition scores indicate differing viewpoints on collaboration among various organizational components. This realization highlights the significance of adapting strategies to the unique characteristics of administrative and professional contexts and offers helpful suggestions for targeted actions to improve collaborative efficacy.

Teamwork, according to Remington-Doucette and Musgrove (2015), involves key skills for addressing sustainable development challenges, such as planning, communication, conflict resolution, leadership, delegation, organization, embracing diversity, empathy, negotiation, and tolerance. Various studies, including those by Dzhengiz and Niesten (2019), have examined the link between teamwork competence and the success of sustainable development projects. Team members should support each other and evaluate their professional growth (Dudin et al., 2017), while also being open to new approaches and taking responsibility for social, economic, and environmental issues.

In terms of Life-long Learning

Table 6. Descriptive statistics of the level of administrative disposition and professionalism in terms of life-long learning

Indicators	Administrative Disposition			Level of Professionalism		
	w $\bar{x}$	VD	LoAD	w $\bar{x}$	VD	LoP
1. Demonstrates a positive attitude toward others	4.50	A	VH	4.50	A	VH
2. Look for opportunities for professional development (e.g., attendance at workshops, in-service training, conferences, membership in professional organizations) using the information learned	4.14	F	H	4.25	A	VH
3. Find opportunities to serve the employees and clients and community	4.00	F	H	4.06	F	H
4. Presents on an area of expertise or interest to employees and/or clients at local, state, national, or international conferences or training	3.94	F	H	3.94	F	H
Composite	4.15	F	H	4.19	F	H

Table 6 provides information on the respondents' professionalism and administrative competence about lifelong learning. The data suggest a significantly high degree of professionalism and administrative disposition, especially regarding their positive attitude toward others, as indicated by the weighted mean values of 4.50 in both categories. Remarkably, only the first indicator in the administrative disposition category was rated as "very high," with the other indicators receiving "high" marks. In the professionalism category, the first and second indicators, which emphasize having a positive attitude towards people and seeking professional growth opportunities, received "very high." In contrast, "high" ratings were given to the remaining indicators. The respondents' administrative disposition (composite score of 4.15) and professionalism (composite score of 4.19) concerning lifelong learning received an overall "high" rating from the entire evaluation.

From these findings, it may be presumed that the respondents have been committed wonderfully to lifelong learning, particularly in so far as inculcating positive attitudes towards them and looking for opportunities for professional growth have been concerned. In general, there is still the need to further improve the respondents' commitment to lifelong learning in administrative and professional contexts. Eager managers believe in providing a high level of education to the project team members and accomplishing goals, enriching job satisfaction among the employees, and discovering effective talents of the business properly (Dudin et al., 2017). Based on these views, many believe that active managers motivate project team members to develop sustainable innovations, and also meaningful engage in training programs, conserve resources, and practice eco-friendly practices. They are responsible for social and environmental issues, stimulating eco-friendly achievements, implementing favorable environmental practices, and effectively coping with the difficulties of tasks in the real-world work environment.

3.2 Level of Competence

Table 7. Descriptive statistics of the level of competence (n=36)

Indicators	w $\bar{x}$	Verbal Description
1. Management and Leadership Skills	4.25	Very Competent
2. Communication skills	4.17	Competent
3. Collaboration	4.19	Competent
4. Critical Thinking Skills	4.11	Competent
5. Financial skills	4.17	Competent
6. Project Management skills	4.14	Competent
Composite	4.17	Competent

The interesting part is that the self-assessment exercise was presented in Table 7, where respondents elaborated on the feelings they have regarding their competence in different skills. Most importantly, the respondents have credited themselves with a weighted average of 4.25 to indicate their ability in leading and managing, which corresponds with the rating of "very competent." The other important skills that the respondents see as being those within which they are competent rest on the critical areas of communication, collaboration, critical thinking, financial acumen, and project management. This judgment is further supported by the general composite score of 4.17, which places the perceived competence of the respondents within the general category of competent. Another interesting observation that can be made from this study is the involved self-view that the respondents have, who appear to be very confident in management and leadership skills. On the other hand, the label of "competent" in the remaining skills gives the other side of the story, which gives a very objective and rational evaluation of their skills. Such variation in the self-assessment of the respondents at a higher and then a lower level might be regarded as the cue to reinstate a more reinforcing environment in those areas where the respondents perceive themselves as less accomplished, which may suffice to provide a more rounded and self-effective approach regarding professional enhancement.

According to Dzhengiz and Niesten (2019), managerial competencies facilitate critical elements for sustainable development goals. This means that the need for managerial competencies that would support such managers in sustainable development projects is of great importance. As expressly noted in the results, the importance of those competencies is in the potential capacity, which is of support to managers with powerful perceptions of the complex and dynamic systems, in terms of driving opportunities, coming up with desirable visions that are sustainable, and supporting them in the proposal of feasible strategies.

Further, managerial competencies for sustainable projects facilitate the ability to synchronize both company objectives and value knowledge among managers, as described by Bruwer et al. (2018). Dzhengiz and Niesten (2019) also argued that these competencies also encourage managers to pursue socioeconomic growth and employee development. This, in effect, commits managers to enhancing the level of social, economic, and environmental outcomes with the potential of learning from past and previous projects. They also arm the managers to conduct frameworks for sustainable development, inspire creativity, and address current concerns, as described by Chung et al. (2016).

3.3 Level of Job Performance

In terms of Service to Others

Table 8. Descriptive statistics of the level of job performance of the respondents in terms of service to others (n=36)

Indicators	w $\bar{x}$	VD	LoJP
1. I have the chance to complete the work that will be most successful.	4.31	A	VH
2. I can complete the task without feeling bad.	4.08	F	H
3. I have the chance to work for others.	4.08	F	H
4. The chance to have others look to me for direction.	3.97	F	H
5. I have the chance to test out a few other concepts.	3.69	F	H
Composite	4.03	F	H

Table 8 reflects the respondents' work performance in serving others, indicating varying degrees of competence. Notably, the respondents identify their successful completion of assigned tasks with a "very high" level of job performance (weighted mean = 4.31), suggesting solid or pervasive adherence to this indicator in the workplace.

However, the respondents believe that their performance only reaches a "high" level when it comes to things like finishing assignments without feeling bad, getting the chance to work for others, being sought for guidance, and experimenting with novel ideas. The overall evaluation of their job performance in providing service to others is deemed "high," as indicated by the composite mean score of 4.03.

Based on the data, the respondents have strongly emphasized task completion as a critical indicator of job performance, denoted by the consistently high rating. The subtle differences in performance levels between other variables point to differing levels of perceived competence in various aspects of providing services to others. Organizational leadership and HR managers can use these results to devise new ways to highlight strengths and target areas where job performance may be improved.

The essence of servant leadership is that it serves others. Saleem, Zhang, Gopinath, and Adeel (2020) supported the argument that affective trust, organizational citizenship behaviors (OCBs), and task performance are positively related to the subordinates' servant leadership. Further, the results imply an entire mediation of the relationship between servant leadership and task performance by affective trust and a partial mediation between the citizens' subordinates and the subordinates' organizational citizenship behaviors.

Additionally, Maulabakhsh (2015) highlights the important factors in supervision as the support of the employees in critical moments, creation of team connections, encouragement of creativity, inculcation of organizational values, creation of the climate for transparency, and provision of open lines of communication. According to many kinds of research, effective supervision leads to the employees' satisfaction, while the lack of communication skills that a supervisor possesses usually leads to a high probability of dissatisfaction among staff.

In terms of Work Process

Table 9. Descriptive statistics of the level of job performance of the respondents in terms of work process (n=36)

Indicators	w $\bar{x}$	VD	LoJP
1. I'm performing my duties to the best of my ability.	4.56	A	VH
2. I'm carefully doing my job.	4.53	A	VH
3. I'm paying close attention as I work.	4.50	A	VH
4. I do my job and complete it on schedule.	4.39	A	VH
5. I perform better than most of the other employees in my position.	3.64	A	H
Composite	4.32	A	VH

Regarding work processes, Table 9 delineates an obvious "very high" performance level among respondents, evident across all five performance indicators. This collective proficiency results in an overall performance rating of "very high," as indicated by a composite score of 4.42. These outcomes signify a dedicated commitment from respondents, showcasing optimal utilization of their abilities and meticulous observance of deadlines in task execution.

It is noteworthy that the indicator assessing performance compared to peers within the same role yielded the lowest weighted mean value of 3.64, albeit still within the "high" range. Analyzing these results, the respondents have an excellent overall work process competency, focusing on timely task completion and individual excellence. The comparatively lower rating for comparative performance alludes to a more natural aspect in which the respondents recognize a less noticeable difference from their colleagues, even while they believe they are performing very well individually. Nonetheless, direct strategic efforts are still necessary to promote collaborative standards and handle possible discrepancies between internal and external performance evaluation.

Raziq and Maulabakhsh (2015) emphasize the pivotal role of employees in bringing to fruition the mission and vision of an enterprise, particularly within its production sphere. They stress the importance of employees hitting the organization's set performance benchmarks to uphold both their work outputs' quality and quantity. To achieve these organizational standards, workers or personnel necessitate a conducive work environment that fosters their ability to operate without restrictions, devoid of any impediments that might hinder their full potential.

Moreover, the productivity of employees in executing their tasks is intricately intertwined with their level of job satisfaction. Abuhashesh et al. (2019) found that job satisfaction has a profound impact on workers' performance, motivation, productivity, and life satisfaction in general, extending its influence beyond their professional realm and into their personal lives. It is imperative to acknowledge that job satisfaction significantly contributes to employees' sense of security within the organization.

In terms of Work Relations

Table 10. Descriptive statistics of the level of job performance of the respondents in terms of work relations (n=36)

Indicators	wx	VD	LoJP
1. I appreciate seeing my employees helping each other with their jobs.	4.64	A	VH
2. I act cordially with my employees.	4.39	A	VH
3. I delegate work based on the employee's job description.	4.36	A	VH
4. I always abide by the company's rules and policies instead of my preferences.	4.33	A	VH
5. I take into account my employees' opinion	4.28	A	VH
Composite	4.40	A	VH

Table 10 Summary of data indicating that the respondents sustain a level of performance rated as "very high" in the work relations domain, with weighted mean values ranging from 4.28 to 4.64 across various performance indicators. The results shed light on the respondents' outstanding performance in the areas of rapport building, respect for the opinions of employees, maintenance of pleasant work relations, and conformity to the organization's culture. The findings underscore the remarkable competence displayed by the respondents in promoting effective work relations. The expertness in dealing with interpersonal dynamics in the workplace emerges across these indicators, suggesting that the respondents have worked to develop an affirmative organizational culture. Efforts must continue to develop work relations that sustain a harmonious and productive work climate.

In summary, Sanyal and Hisam (2018), reported results from their study as follows – Conclusion Superior management and a culture of trust in the team appear to be the most vital factors in supporting raising the bar for worker performance. A positive correlation with the dependent variable, they found favor among their respondents concerning employee performance, teamwork, leadership, structure, trust, appraisal, and rewards. Ozyilmaz (2018) supports and takes this statement to further argue that in organizations in whom trust in the organization is high, the perceived self-efficacy of employees to enhance job satisfaction, task performance, and organizational citizenship behaviors are correspondingly heightened.

3.4 Relationship Between Administrative Disposition and Respondents' Competence

Table 11. F-test for the relationship between administrative disposition and level of competence

Variables	Coefficients	SE	t Stat	p-value
Competence in Terms of Collaboration				
Intercept	0.601	0.756	0.796	0.433
Work Performance	0.479	0.250	1.919	0.065
Critical Thinking	-0.473	0.316	-1.499	0.145
Professional Ethics	0.232	0.336	0.691	0.495
Valuing Diversity	-0.023	0.301	-0.078	0.939
Collaboration	0.530	0.230	2.303	0.029
Life-Long Learning	0.099	0.218	0.454	0.653
r = 0.705				
r ² = 0.497				
adjusted r ² = 393				
F-ratio = 4.774				
p-value = 0.002 (significant)				
Other Variables of Competence				
Management and Leadership Skills: F-ratio = 1.136; p = 0.367 (not significant)				
Communication Skills: F-ratio = 1.392; p = 0.251 (not significant)				
Critical Thinking Skills: F-ratio = 1.136; p = 0.367 (not significant)				
Finance Skills: F-ratio = 1.135; p = 0.367 (not significant)				
Project Management Skills: F-ratio = 0.628; p = 0.706 (not significant)				

Table 11 result indicates the overall F-test which has a significant relationship between administrative disposition and respondents' competence, specifically regarding collaboration ($F = 4.774$; $p = 0.002 < \alpha = 0.05$). These results imply that certain classifications of administrative disposition serve as significant predictors of the respondents' competence in collaboration. Further scrutiny of the independent variables' p-values, presented in the table, reveals that administrative disposition related to collaboration ($p = 0.029 < \alpha = 0.05$) emerges as the sole significant predictor of respondents' competence in collaboration. Since the coefficient of collaboration (0.530) is positive, this means that the higher the administrative disposition of the respondents in the area of collaboration, the higher their level of competence in the same area. In other words, administrative disposition, particularly in collaboration, is a significant factor influencing competence levels; hence, it should be further promoted and enhanced.

Scholars have offered diverse categorizations for managerial competencies, encompassing areas such as achievement orientation, motivation, communication, teamwork, development orientation, influence, planning, leadership, innovation, flexibility, decision-making skills, quality focus, and customer focus (Arditi et al., 2013). These competencies serve not only as benchmarks for evaluating performance but also as subjects for study and analysis, significantly enhancing project outcomes (Bucur, 2013).

Bucur (2013) corroborated that managerial competencies include abilities such as learning, influence, collaboration, results orientation, strategic thinking, team leadership, and transformational leadership. Furthermore, Raišienė (2014) delineated managerial competencies as encompassing skills such as effective communication, collaborative decision-making, facilitation of team efforts, assistance in achieving goals, and resolution of conflicts.

3.5 Relationship Between Competence and Job Performance *In terms of Service to Others*

Table 12. F-test for the relationship between competence and the job performance in terms of service to others

Variables	Coefficients	SE	t Stat	p-value
Intercept	2.159	0.747	2.892	0.007
Management/Leadership Skills	-0.295	0.292	-1.008	0.322
Communication skills	-0.002	0.215	-0.010	0.992
Collaboration	0.069	0.238	0.291	0.773
Critical Thinking Skills	0.062	0.212	0.292	0.773
Financial skills	0.196	0.216	0.905	0.373
Project Management skills	0.428	0.227	1.883	0.070
$r = 0.566$				
$r^2 = 0.320$				
adjusted $r^2 = 0.179$				
F-ratio = 2.276				
p-value = 0.064 (not significant)				

Table 12 provides an insightful examination of the relationship between respondents' competency levels and job performance within service-oriented roles. Despite initial expectations, the overall F-test results in a non-significant outcome ($p = 0.064 > \alpha = 0.05$). This finding challenges the assumption that the six competency areas assessed serve as significant predictors of job performance in service-oriented tasks. Put simply, fluctuations in competency levels do not appear to align with corresponding shifts in job performance. Consequently, these results cast doubt on the notion that these variables exert a substantial influence on job performance at a broader population level.

The non-significant relationship observed in the analysis implies a notable discrepancy between assessed competencies and actual job performance, particularly in the context of service-oriented roles. This underscores the complexity inherent in understanding the drivers of job performance within this domain. It suggests that traditional competency frameworks may not fully capture the nuanced factors influencing performance in service-oriented tasks. Consequently, there is a pressing need for a more holistic and context-specific approach to understanding and enhancing job performance within service-oriented contexts. Such an approach should account for the multifaceted nature of service-oriented work and recognize that identified competencies may not directly translate into improved performance outcomes.

In Terms of Work Process

Table 13. F-test for the relationship between competence and the job performance in terms of work process

Variables	Coefficients	SE	t Stat	p-value
Intercept	2.385	0.549	4.345	0.000
Management/Leadership Skills	-0.558	0.215	-2.597	0.015
Communication skills	0.125	0.158	0.792	0.435
Collaboration	0.357	0.175	2.038	0.051
Critical Thinking Skills	0.023	0.156	0.149	0.883
Financial skills	0.019	0.159	0.120	0.905
Project Management skills	0.511	0.167	3.058	0.005
r = 0.759				
r ² = 0.576				
adjusted r ² = 0.488				
F-ratio = 6.556				
p-value = 0.000 (significant)				

Table 13 demonstrates a statistically significant overall F-test ($p = 0.001 < \alpha = 0.05$), indicating that some of the explanatory or independent variables (the six competency constructs) are influential determinants of the respondents' job performance in work processes. The regression output highlights that management and leadership skills ($p = 0.015$) and project management skills ($p = 0.005$) are significantly related to job performance in work processes. Intriguingly, the negative coefficient of management and leadership skills (-0.558) suggests that respondents with lower management and leadership skills tend to exhibit better job performance in work processes. Conversely, the positive relationship indicates that as respondents' project management skills increase, so does their performance in work processes.

The surprising negative coefficient for management and leadership skills suggests a different relationship – wherein too much emphasis on these skills may be counter-productive in work performance. Management and leadership skills would divert the hands-on work performance of the work when there is a moderate focus on the said skills. On the other hand, the positive correlation of project management skills is in line with the intuitive expectation that enhanced project management skills should improve work process performance. The conclusion, therefore, is that skill demands should be balanced with appropriate configurations of emphasized skill sets to allow optimal job performance, contingent on specific work contexts. Lai et al. (2020) researched work engagement as a probable core mechanism to mediate the impact of transformational leadership on task performance and citizen behavior of workers. In this context, it is envisaged that transformational leaders engage in a series of behaviors to support and enhance the psychological states of their employees which are effective in promoting work engagement. Certainly, the outcome of the study established the fact that those who physically and psychologically engaged themselves fully in the accomplishment of tasks have better chances of getting performer ratings and are more prone to help others attain their goals. As such, transformational leaders can enhance the performance of subordinates, also motivate them to help, since they stimulate them to work more and behave beyond expectations.

In terms of Work Relations

Table 14. F-test for the relationship between competence and the job performance in terms of work relations

Variables	Coefficients	SE	t Stat	p-value
Intercept	3.043	0.562	5.417	0.000
Management/Leadership Skills	-0.310	0.220	-1.410	0.169
Communication skills	-0.101	0.162	-0.624	0.537
Collaboration	0.201	0.179	1.121	0.272
Critical Thinking Skills	0.172	0.159	1.078	0.290
Financial skills	-0.251	0.162	-1.546	0.133
Project Management skills	0.627	0.171	3.665	0.001
r = 0.731				
r ² = 0.534				
adjusted r ² = 0.437				
F-ratio = 5.531				
p-value = 0.001 (significant)				

Table 14 reveals that the overall F-test is significant ($p = 0.001 < \alpha = 0.05$). Among the six competency constructs, the regression results reveal that only project management skills ($p = 0.005$) are significantly related to job performance in work relations. Since the coefficient of project management skills is positive (0.627), this signifies that the higher the project management skills of the respondent, the higher the job performance in work relations. Thus, one can surmise from this that project performance can be good if the technical competence of the project manager is sound but better if the project manager has good human relations and administrative skills.

Daft (215) contends that teams today perform more work than individuals; so, the quality of cooperative work relations is more important than the quality of competitive work relations. What is more, the changing nature of work requires that organizations be restructured into a more organic form of organization where more importance is given to working relationships, collaboration, decentralized decision-making, communication, and lower levels of hierarchy. In work organizations, the relationship between people and the organization means more than just talking to one another. These relationships facilitate networking, provide support, help new employees get accustomed to the workplace, and yield important information that must be known to do well and feel good about the job. Setting up a good work environment is essential, but employees must also cope with the unstable and unpredictable nature of work in today's workplaces. A key notion in researching these work relationships is the Social Exchange Theory (SET). It suggests that people decide how to interact based on weighing the benefits and drawbacks, and they're more likely to keep doing things that have been rewarding in the past.

4.0 Conclusions

Based on the findings of the study, the respondents generally excel in administrative disposition, professionalism, and job performance. This high level of performance suggests that they are effectively managing their tasks and responsibilities. A contributing factor to this commendable performance is the smaller number of employees under their supervision, making it easier for them to manage and lead their workforce. However, certain areas of their managerial performance, such as lifelong learning and service to others, received only "high" ratings compared to other indicators that were rated "very high." The overall competence level of the respondents is rated as merely "competent," indicating a need for further enhancement through seminars, workshops, and training. Although many of these managers have significant experience in the field, their knowledge and leadership capacities still require further enrichment.

Performance evaluations should be periodically conducted to identify the strengths and weaknesses of each manager and employee, enabling the development of strategies to highlight and celebrate their accomplishments. Additionally, lending institutions should implement policies and guidelines that promote work-life balance to attract and retain young talent. Offering career advancement opportunities for older employees through leadership development programs is also crucial. Regular training programs, coaching sessions, and mentorship initiatives should be established to support employees in pursuing further education and professional development opportunities.

Moreover, resources should be available to facilitate the education of employees and enhance their competencies. This comprehensive approach will ensure that all employees, regardless of their experience level, continue to grow and contribute effectively to the organization. By fostering a culture of continuous learning and professional development, institutions can maintain a highly skilled and motivated workforce, capable of meeting the challenges of an ever-evolving work environment.

5.0 Contributions of Authors

The study was authored by Jomar G. Benedico and co-authored by Dr. Romario P. Ybanez, who contributed from the conceptualization to the final version of the paper.

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7.0 Conflict of Interests

The author declared that, in terms of this work, he had no conflicts of interest.

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