Organizational Analysis of Sulu Institution: The Case of Mindanao State University-Sulu

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Abstract: *Mindanao State University-Sulu was established through MSU Board Regents resolution No. 860 series of 1974. MSU-Sulu employees are well-versed in the various functions, roles, and responsibilities that come with their various positions or designations. Prevailing situations that hamper the overall improvement of the institution are due to issues such as lack of sense of belonging, trust, cohesion, as well as presence of factions and groups. MSU-Sulu as an organization requires a climate of constructive (task-related) controversy, which addresses issues and concerns related to task-oriented and then provides a venue for full exploration of opposing opinions. For a long time, work-related issues were resolved in an informal manner, with no formal committee or scheme in place to deal with them. To address differentiation, concerns, or problems related to work-based tasks, formal rules and procedures should governed, followed, and instituted.*

Keywords: Mindanao State University, Organizational Analysis, Organizational Culture, Sulu Institution

I. Introduction

In the last few years organizational performance has become a central topic in the management of public service organizations, including academic organizations. Because of the fiscal crisis brought on by the global pandemic, the government is unable to continue providing educational services at its current level. This has resulted in policy directives to reduce costs while maintaining or improving access to learning and the quality of delivered institutional services. These policies require educational institutions and their organizations to improve both efficiency and the effectiveness of services.

An organization that wants to be effective in the delivery of its mandates can provide high quality service only if its workers perceive they are considered valuable resources, and they can be in turn attentive to its client's needs (Community, Parents, and Students). In this context, where quality of service and efficiency are closely linked to human factors, there is a need to introduce tools to assess organizational performance and climate. An organizational climate can be defined as the policies, practices, procedures and behaviors that are rewarded, supported, and expected in a work setting and have meaning for employees. (Desimone, 2013b).

A broader theoretical basis can provide a more comprehensive approach to domain-specific climate and thereby help to integrate existing research. The competing values model offers a robust and theoretically grounded model to understand organizational effectiveness (Quinn & Rohrbaugh, 1983; Quinn & McGrath, 1985; Zammuto, Gifford & Goodman, 2000). This has been adapted to the measurement of organization climate (Peterson et al., 2005).

Academic institutions are different from other types of organizations in several aspects. These differences need to be carefully taken into account in the elaboration of a framework of academic institution organization performance. In governance in administration as stipulated in the Constitution, "The State shall give priority to education, science and technology, arts culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development." Mindanao State University-Sulu follows this mandate. Originally MSU-Sulu Development and Technical College (SDTC) was established through MSU Board Regents resolution No. 860 series of 1974. Its programs offer community development and public administration and the institution has evolved into an institution of higher learning. From this, the institution has been there since its inception to provide quality education to its people. Even if the role and function of this institution have been serving people, especially the poor, but remain static in its function, and the measurement of outcome remains difficult. Furthermore, the political, legal, and financial environments of this institution are extremely complex, and pluralistic, requiring the development and maintenance of complicated intra-and- inter system linkages.

II. Organizational Culture

The ability to improve the quality of skills was observed based on the different trainings and seminars attended by the employees in the institution, the current head of the institution is considered to be a visionary leader who envisioned the institution at par with other well-established and well-known institutions as a globally competitive institution, it is prevalent with the current implemented projects and programs in the institutions. Psychological development programs have yet to be implemented. The present head of the institution had given much attention to the promotion of the faculty, especially when it came to filling higher positions, provided they met the required entry requirements. For the past three years of leading the institution, the majority of the faculty who applied for the promotion was served, particularly in terms of promotion and professional development.

Fair decisions on employee queries and complaints were immediately acted and judiciously attended and given immediate action. In terms of faculty; some who are overstepping their role and meddle on the personal lives of their colleagues/employees; this raises concerns about the integrity of these faculty members. Similarly, the institution hires employees based on qualifications and merit of the applicants, one thing is yet to address is, there are applicants who do not possess master's degree and do not have experience in teaching and were hired as instructors, this can affect the effectiveness of the delivery of instruction and learning. There is a high regard for respect between the leader and the followers/employees. These employees/ followers should receive a lot of attention and have their knowledge sharing capabilities improved. These workplace experiences and cultures can jeopardize faculty performance and integrity. To effect positive changes in the institution, changes should be implemented to reverse the current culture or experiences. Many scientists and researchers believe that such behavioral changes are necessary for innovative workplace practices. In fact, an employee's high performance is based on their dedication to organization, strong motivation and emotions. It is true if an employee is happy with his job, he will work hard. It has been suggested that organizations will continue to strengthen when internal and external rewarding efforts are creative and require new skills, in order to encourage employees' creative efforts. (Jung et al., 2003).

Clearly, it is also critical to make the employees' performance as permanent as their performance, and an effective performance evaluation is one method for doing so. According to Chemers (2000), leadership is the "process of social influence through which one can illicit the assistance and support of others in order to achieve a common goal." A leader's effectiveness is a function of various organizational conditions as well as some personal and interpersonal behaviors. The importance of self-sacrificial work that will benefit the leaders' organization is reflected in the effectiveness of their leaders. In this case, MSU-Sulu as an institution has a lot of experience with a leader who uses a very free and open system/process when dealing with members or employees. Employees can be inspired by the waive behavior of leaders in organization and can give meaning to these actions to shape their goals. In general, the effective behaviors of leaders have a significant positive impact on their followers and, ultimately, on social system or within the organization culture.

III. Profile of the Leader

Yukl (2013) defined leadership as "the process of facilitating individual and collective efforts to understand and influence people to realize what needs to be done and how to achieve shared objectives." In line with this article, in lieu of the qualifications as measured in the general requirements for the position, the focus will be on the multiple criteria based on the attitudes and perceptions of a leader. The multiple criteria are: the ability to increase professional life quality and the skills of followers; the ability to contribute to the psychological developments of followers; the followers' respect and gratitude to their leaders; beliefs related to the honesty of leaders; willingness and commitment to the followers; absenteeism; and fair judgment and addressing followers' complaints and sabotaging tools. But the most important element is that knowledge sharing and human relations must be given utmost priority, which leads to the creation of information within the organization. The organization requires knowledge to solve problems or to generate new ideas that can improve the organization. Based on the criteria provided, the current leader has maintained his position to pay attention to and ensure that faculty/ employees achieve professional growth. Evidently, some faculty members have been acknowledged for the completion of degrees they have obtained, which is a testament to the presence of gratitude and commitment extended from the administration as well as from the faculty vice-

versa. It is quite obvious, from the leader's consideration on the issue of absenteeism, where he sometimes let the middle manager act on the issue, which has shown blithe approach in dealing with the issue. The current situation that challenges the organization is on the knowledge sharing and human relations in the face of opposing groups and factions within the organization.

IV. Characteristics of the Employed Members

The Human Relations Model was used in this study to explain the characteristics of the members and the organization in their relationships transpiring within the organization. In this model internal focus and flexibility in relation to the environment reflect the tradition of the socio-technical (Emery & Trist, 1965) and human relations schools (McGregor, 1960). The emphasis is on the well-being, growth, and commitment of a community of workers within an organization. The integration of this model into a large framework may help in understanding the complex nature of academic organizational performance. This perspective of organizational analysis focuses on the four functions that every social system needs to ensure its survival: 1. Objectives attainment (rational goal); 2. Adaptation to its environment in order to obtain resources and transform itself (open system); 3. Integration of its internal processes for the production (internal process); 4. Culture and values preservation) (De Simone, 2011a).

This model, as applied in this study, speaks of (internal focus, flexible orientations) has norms and values associated with belonging, trust, and cohesion, achieved through means such as training and human resource development. Coordination and control are accomplished through empowerment and participation (Spreitzer, 1995). The interpersonal relations are supportive, cooperative, and trusting in nature.

The climate dimensions representing this quadrant are as follows:

1. **Autonomy**: From the definition itself, it refers to designing jobs in ways that give employees wide scope to enact work. (Klien, 1991). It is considered key structural characteristics of teams. When team members perceive high levels of autonomy, they are more likely to believe that they have the decision-making authority to determine their own course of action. This can heighten an overall sense of determination, internal motivation, and learning (Speitzer, 1995). MSU-Sulu employees are well-versed in the various functions, roles, and responsibilities that come with their various positions or designations. They themselves are performing according to their various functions or designations, but with limited results. This is due to issues such as a lack of a sense of belonging, trust, and cohesion, as well as the presence of factions and groupings that obstruct the ostensible accomplishment. Another is the coordination and control of a specific program or project's completion. Department heads should comply with some of the requested documents in order to provide the necessary information for the completion of programs or projects. This is due to the innate hierarchical nature of the organization, which states that subordinates should follow the process underpinnings in the organization, which can delay the accomplishments of any programs or projects under way.

2. **Participation:** It refers to workers involvement in decision-making. Participation fosters integration and commitment and is linked to productivity and innovation (Locke, 1991). Perceived participation in decision making means a high level of interaction among team members, better quality of decisions, and less resistance to change. Studies support the proposition that the team members who participate in decision making tend to have influence over the change process and to invest in the outcome of those decisions (Borril et al., 2000). In this case, the institution has heavily involved members/ employees in some decision-making processes. It is clear that the majority of meetings are held for the purpose of consultation and gathering information for various projects that require a majority decision. On the other hand, there are some issues that are kept hidden from members/employees that have a direct impact on their well-being. It is essential for the leader to involve his members/ employees in the decision making process when their welfare is at stake. This will, in turn, increase members' desire to work and stay in the organization. This will only show that the leader is putting the welfare of his members/ employees first.

3. **Team leader Support, Team member Trust, Safety and Support:** The leader brings task expertise, abilities, and attitudes to the team, influencing the group climate and norms (Hackman, 2002). Perceptions of leader style and support are an important element of team climate. Perceptions of supportive leadership enable organizational members to their work successfully. Employees and members of MSU-Sulu believe that working with a leader who demonstrates strong ability and expertise will enable them to complete tasks.

This has been observed in the institutions' various programs with positive results. However, the main issue is that leaders may alienate some members whom they perceive as opponents, which could jeopardize the project's success due to differences in perceptions and beliefs. The willingness to engage by the employee will put in risk-taking behaviors, thus the leader and members' integrity and performance will be affected. It is required positive social interactions in the institution among members and leaders in helping each other which enhances organizational effectiveness. Perceptions of supportive coworkers relationships contribute to organizational performance and learning (Bishop, Scott & Burroughs, 2000), to job stress reduction (Fenlason&Beehr, 1994), and to job satisfaction (Griffin, Patterson & West, 2001).

4. Conflict: Recent research on contingency models explores the conditions under which the climate of task and relationship conflict has different effects on work-team effectiveness, including team tasks, conflicts norms, and conflict management strategies (Simone & Peterson, 2000).As an example, MSU-Sulu as an organization requires a climate of constructive (task-related) controversy, which addresses issues and concerns related to task-oriented and then provides a venue to settle or characterize full exploration of opposing opinions by emphasizing mutually beneficial goals, which improves the quality of decision-making and creativity. For a long time, work-related issues were resolved in an informal manner, with no formal committee or scheme in place to deal with the issues or concerns. To address differentiation, issues, concerns, or problems related to work-based tasks, formal rules and procedures should be governed, followed, and instituted.

V. Leader and Leadership

The effectiveness of the leader is historically associated with a number of different factors, such as individual characteristics of the leader, the behavior of the leader, the style of the leader, and cultural characteristics. When the results are examined as being examined in this paper, it can be seen that Human relationship model be taken into consideration and mindful of the underlying dimensions as presented in this study, leader from time to time shares with the department managers to lay important interventions to effect a positive climate within the organization. The knowledge gained from the different dimensions will be put into action and form part of one of the management processes in accordance with its own structure, and the common point of these processes is the sharing of knowledge between the leader and its department heads. It is expected that the relationship between the leader and the employee will have a positive impact on performance, especially if leadership effectiveness is ensured within the organization. When the leader practices such considerations as stipulated in the human relations model, employees will feel comfortable in the event of sharing practices as expected in them as employees. A flat and lean organization will further the employees' feeling of trust. The tendency will positively affect an employee's perception of the legitimacy of organizational practices.

VI. Intervention Strategy- Change

This institution must evolve and adapt to the changing climate in order to remain competitive in the academic arena. However, if the leader doesn't have strong change management, any organizational change, big or small, can be disruptive to the workforce.

Here are some suggested strategies for change:

1. Begin at the top- if the school needs to make a change, consider forming a team to lead the change. However, make sure that the people in charge of the change ship are capable and committed to the cause. Despite the fact that strategy is an important part of their job, change managers aren't just strategists. These individuals should ideally be good communicators who can effectively spread the word throughout the organization.

2. Inquire about feedback. Many organizations wait until they are halfway through a change initiative before asking for feedback. However, if the leader starts the change with the feedback already in hand, he may have a better chance of succeeding. Employee engagement survey tools that allow the leader to gain insight from frontline employees who are affected by day-to-day change can help him (the leader) streamline the change process.

3. Define the change- telling employees that change is coming is not always enough. Consider establishing transitional goals. While he (the leader) could simply tell his employees that change will accelerate growth. It is often far more effective to set concrete, measurable goals.

4. Simplify. Overcomplicating matters may lead to confusion and overwhelm among the employees. Keep things as simple as possible. Try not to take on too much at once. Make a goal and stick to it. Define it in a straightforward manner.

5. Do it in section: Consider starting with just one section of the organization, which will serve as the treatment group while the rest will remain unchanged. This will allow the leader to determine the difference in productivity, morale, and finances, which will help the leader himself to decide whether the change has the potential to succeed across the entire organization.

6. Recognition Programs Should Be Adopted: Consider establishing standards by praising employees who help with the transition. Make the rewards specific actions and organization values so that other employees are aware of the types of behavior that may result in a reward. It may also demonstrate that you value and recognize employees during this trying time.

7. Maintain Open Lines of Communication: It is inefficient to announce a change and then assume that everyone is prepared to go. Instead, seek out feedback on a regular basis. To ensure that all employees are on the same page, set up meetings. Then he (the leader) can adjust change strategies based on the feedback. Change in the workplace is unquestionably stressful for all employees, from the top down, which is why clear communication, feedback, and employee recognition may be beneficial in maintaining employee morale.

VII. Conclusion

It is clear from this study that one of the strengths in this analysis is to examine and judiciously apply the human relations model in order to understand the current and impending negative situations that could affect the organization's full potential of its members/ employees. This potential will be maximized to its full extent if the leader/s practice and implement human resource development such as faculty development programs, coordination, and control through empowerment and delegation. Conflicts and fears among members and leaders must be addressed fairly and with appropriate sanctions. Because all parts of the institutions are hierarchical to varying degrees, someone must resolve conflicts that arise between different levels using appropriate sanctions and authority. Naturally, such a function does not have to be vested in the authority of a single man, but rather in a committee, and such a committee must be moral as well as fair and just. The various subsystems of the organization must be coordinated and competing demands must be resolved. The leader of the organization must strike a balance between the demands for maximum operational realization and the preservation of a functional structure. Simultaneously, adequate and adaptive processes are at work, and the intensity of boundary activity is regulated. The leader must be concerned not only with himself, but also with the potential resource exploitation and development of increased capabilities of his or her members/ employees. This entails introducing new functions and gaining more control over the institutional environment.

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