

Organizational Competency in Event Management Among Student Leaders in Higher Education Institution

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Abstract

This study examined the organizational competency of University of Cebu student leaders in event management and implementation across four core dimensions: planning and preparation, resource management, activity or program implementation, and evaluation and feedback. Using a descriptive–correlational research design, data were gathered from the student leaders through a researcher-made questionnaire and analyzed using weighted means, standard deviations, and Chi-square tests. The results showed that respondents demonstrated a high level of competency in all four dimensions, with particularly strong performance in maintaining collaborative environments, aligning activities with institutional goals, and documenting lessons learned for future events. These findings indicate that the student leaders consistently apply systematic and organized approaches in managing university-wide activities. Further analysis revealed that age, sex, college enrolled, and year level were not significantly related to organizational competency, while organizational position showed a moderate significant relationship with resource management and evaluation and feedback. This suggests that leadership roles are more closely associated with competencies that involve decision-making, accountability, and performance assessment. Despite the high level of competency, student leaders reported recurring challenges related to scheduling conflicts, budget limitations, and access to resources. Overall, the study highlights the strong capacity of UC student leaders to manage and implement events effectively, while underscoring the need for institutional support mechanisms to address operational constraints and further enhance leadership practice.

Keywords: Student leadership, Event management, Organizational competency, Higher education

Introduction

Student leaders play a central role in shaping campus life by planning, organizing, and implementing activities that support institutional goals and student needs. Their leadership and organizational functions contribute to student engagement, community building, and opportunities for personal and professional development (Astin, 1993). Moreover, student leaders serve as key communication links between students and university administrators, facilitating the coordination and execution of initiatives that influence the overall student experience (Kuh, 2008). University events further support this process by providing structured opportunities for academic, social, and cultural participation, which contribute to skills development such as teamwork, leadership, and problem solving (Terenzini et al., 2001; Mustaqim & Wahjoedi, 2024; Henderson & Shipway, 2026). When these events are effectively implemented, they enhance student satisfaction and contribute to a more inclusive campus environment. Thus, student leadership and event implementation are closely connected within higher education systems.

Empirical studies from various international contexts demonstrate the institutional importance of student leaders in organizing university activities. In the United States, student leaders are responsible for managing large-scale campus events that support both academic and social engagement (Pascarella & Terenzini, 2005; Guan, 2025; Hulme et al., 2023). Similarly, in Taiwan, student leaders organize activities that reflect institutional values while promoting leadership development (Cheng, 2010), while in South Korea they coordinate cultural and academic programs that encourage collaboration among students (Kim, 2014). In Vietnam, student leaders facilitate community-oriented activities that increase student participation (Nguyen, 2017; Hua et al., 2025; Hung & Nhung, 2025). In the Philippine context, particularly in Cebu, student leaders have been documented as key organizers of academic and extracurricular activities that align with institutional missions and enhance student involvement (De Guzman, 2016; Ferrer, 2018). These studies collectively establish the significance of student leadership in event organization across higher education settings.

Despite the substantial body of literature on student leadership and event organization, existing studies primarily describe leadership roles and institutional functions rather than examining how student leaders actually plan, organize, and implement activities at the micro-organizational level. While research in Cebu has documented the importance of student leaders within institutional structures such as the university supreme student government, student body organizations, and student councils (De Guzman, 2016; Ferrer, 2018; Hermoso et al., 2023), limited empirical work has focused on the specific processes, patterns, and structures through which these leaders carry out event implementation. This study addresses this gap by systematically examining the planning, organizational, and implementation dimensions of student-led activities within the University of Cebu, thereby providing institution-specific evidence that extends beyond descriptive leadership roles to operational practice.

This research determined the organizational competency of UC student leaders in event management and implementation, providing insights into their strengths and areas for improvement. By evaluating their effectiveness in managing university-wide events, this study contributed to enhancing student leadership development programs. The findings helped improve the overall quality of campus life and student engagement at the University of Cebu–Main Campus.

THEORETICAL FRAMEWORK

This study is anchored in three complementary theoretical perspectives: **McClelland's Competency-Based Theory (1973)**, **Kolb's Experiential Learning Theory (1984)**, and **Greenleaf's Servant Leadership Theory (1977)**. These theoretical foundations collectively explain how student leaders develop, strengthen, and apply organizational competencies necessary for effective event management and implementation in higher education institutions.

McClelland's Competency-Based Theory serves as the primary framework of this study. The theory argues that effective performance is not determined solely by intelligence or academic achievement, but by specific competencies consisting of skills, behaviors, attitudes, motives, and personal attributes that enable successful task performance. In the context of student leadership, event management requires a range of measurable competencies, including planning, resource allocation, communication, decision-making, coordination, problem-solving, and evaluation. Student leaders who possess stronger competencies are more likely to organize activities effectively, coordinate team responsibilities, and achieve organizational objectives successfully. Therefore, this theory provides a strong foundation for understanding how competency influences student leaders' effectiveness in managing university events.

Supporting this framework, Kolb's Experiential Learning Theory explains that learning occurs through a continuous cycle involving concrete experience, reflective observation, abstract

conceptualization, and active experimentation. This theory is relevant because student leaders acquire organizational competencies primarily through direct involvement in event planning, implementation, and evaluation. Through real-world organizational experiences, student leaders develop practical knowledge, improve leadership capacity, strengthen communication skills, and enhance adaptability in handling operational challenges. Continuous participation in organizational activities enables them to refine strategies and apply lessons learned to future responsibilities.

Greenleaf's Servant Leadership Theory further enriches the framework by emphasizing leadership as service-centered, collaborative, and developmental. According to this theory, effective leaders prioritize the growth and well-being of team members while fostering cooperation and shared responsibility. In student organizations, successful event management requires leaders who encourage participation, empower team members, maintain positive relationships, and ensure stakeholder engagement. Student leaders who embody servant leadership principles are better positioned to sustain collaboration, improve group cohesion, and facilitate efficient program implementation. Leadership effectiveness, therefore, extends beyond formal authority and is reflected in ethical behavior, accountability, and commitment to collective goals.

The integration of these three theories provides a comprehensive framework for understanding organizational competency among student leaders. Competency-Based Theory explains what competencies are required, Experiential Learning Theory explains how these competencies are developed, and Servant Leadership Theory explains how leadership behaviors influence organizational effectiveness. Together, these theories justify the assessment of student leaders' competency levels and provide a conceptual basis for developing intervention programs such as an Event Management Training Matrix to enhance leadership performance in higher education institutions.

Objectives of the Study

This study aimed to determine the organizational competency of student leaders in event management and implementation at the University of Cebu Main Campus during Academic Year 2024–2025. The findings of the study served as the basis for the development of a proposed action plan intended to strengthen student leadership and improve event management practices within the institution. Specifically, the study examined the demographic profile of the respondents in terms of age, sex, college enrolled, year level, and organizational position. It also assessed the level of organizational competency of student leaders in event management and implementation across four key dimensions, namely planning and preparation, resource management, event implementation, and evaluation and feedback. In addition, the study identified the challenges encountered by student leaders in managing and implementing organizational activities and events. Furthermore, it investigated whether a significant relationship exists between the respondents' demographic profile and their level of organizational competency in event management and implementation. Finally, based on the findings, the study proposed an action plan to further enhance the competencies and effectiveness of student leaders in managing university events and organizational programs.

Literature Review

Recent literature highlights that student leadership in higher education has become increasingly competency-oriented, particularly in organizational and event management contexts. Studies show that student leaders who actively participate in institutional activities develop essential competencies such as communication, strategic decision-making, teamwork, and organizational management, all of which are critical for leadership effectiveness (Saidi & Aziz, 2025). Leadership engagement has also been associated with improved academic performance,

discipline, and personal responsibility, indicating a strong relationship between organizational involvement and student success (IJERE, 2024). Furthermore, student-centered leadership models promote empowerment, ethical governance, and institutional responsiveness, reinforcing the importance of practical leadership experiences in higher education (Capito, 2025).

Event management has emerged as an important experiential platform for developing leadership competencies. Students involved in organizing institutional events demonstrate improved teamwork, leadership confidence, adaptability, and problem-solving abilities (Kitchen, 2025). Experiential learning environments such as conferences, workshops, and university programs further strengthen both technical and interpersonal competencies, including communication, coordination, and crisis management (Koloszár, 2024). Leadership development programs that incorporate real-world event management tasks have likewise been shown to enhance students' organizational capabilities and decision-making performance. These findings suggest that event management serves as an effective training ground for practical leadership development.

Within Asian higher education institutions, student leadership is shaped by institutional expectations and cultural values emphasizing collective responsibility and collaboration. Research in Asian contexts indicates that student leaders are expected to demonstrate strong interpersonal communication, emotional intelligence, teamwork, and strategic thinking to manage organizational activities successfully (Saidi & Aziz, 2025). Participation in student organizations contributes significantly to leadership identity formation and emotional resilience. Additionally, leadership approaches in Asia increasingly emphasize inclusivity, student well-being, and participatory governance, reflecting a holistic approach to leadership development (Capito, 2025).

Despite these developmental benefits, student leaders continue to encounter considerable challenges in managing organizational responsibilities. Common difficulties include time constraints, limited financial resources, insufficient access to facilities, and the challenge of balancing academic demands with extracurricular commitments (Rise Journals, 2024). Limited institutional support and ineffective coordination can further hinder successful event execution. Nevertheless, student leaders often demonstrate adaptability and resilience in responding to these operational constraints. These challenges underscore the need for stronger institutional mechanisms to support competency development and organizational performance.

Although prior studies provide substantial insights into student leadership and competency development, significant research gaps remain regarding the operational dimensions of event management. Most existing studies focus on general leadership outcomes rather than examining specific competencies such as planning, resource management, implementation, and evaluation. In the Philippine context, particularly in institutions such as the University of Cebu, empirical evidence on how student leaders execute and manage events remains limited. This gap justifies the present study, which provides a focused examination of organizational competency in event management and offers context-specific insights for developing institutional interventions. Ultimately, this study contributes to a deeper understanding of how student leadership competencies can be strengthened to improve event management practices and student engagement in higher education.

Results and Discussion

Table 1. Profile of the Respondents

Variables	Count	Per Cent
Age		

18–20	59	50.43
21–23	53	45.30
24–26	5	4.27
Sex		
Female	55	47.01
Male	62	53.99
College Enrolled		
College of Teacher Education	14	11.97
College of Business and Accountancy	11	9.40
College of Criminal Justice	2	1.71
College of Arts and Sciences	10	8.55
College of Customs Administration	15	12.82
College of Computer Studies	8	6.84
College of Engineering	24	20.51
College of Social Work	12	10.26
College of Hospitality Management	11	9.40
College of Nursing	10	8.55
Year level		
First Year	44	37.61
Second Year	33	28.21
Third Year	21	17.95
Fourth Year	19	16.24
Organizational Position		
Executive Position (President, Vice President)	24	20.51
Documentation (Secretary, Assistant Secretary, Media)	17	14.53
Finance (Treasurer, Assistant Treasurer)	6	5.13
Public Relations (P.R.O and Asst. P.R.O)	8	6.84
Auditing (Auditor, Assistant Auditor)	5	4.27
Creative (Creative Director, Asst. Creative Director, Media)	7	5.98
Representatives/Volunteer/Other Position	50	42.74
Total	117	

Table 1 shows the profile of the respondents in terms of age, sex, college enrolled, year level and organizational position. The demographic profile indicates that most of the respondents belong to the 18–20 age group (50.43%), followed by those aged 21–23 (45.30%), while only a small proportion falls within the 24–26 age range (4.27%). In terms of sex, males comprise 52.99% of the sample, whereas females account for 47.01%, showing a near-balanced distribution. With respect to college enrollment, the College of Engineering has the highest representation (20.51%), followed by the College of Customs Administration (12.82%) and the College of Teacher Education (11.97%). Other colleges, including Business and Accountancy, Hospitality Management, Social Work, Arts and Sciences, Nursing, and Computer Studies, also contribute notable proportions to the sample. Regarding year level, first-year students constitute the largest group (37.61%), followed by second-year students (28.21%), third-year students (17.95%), and fourth-year students (16.24%). These distributions demonstrate that the respondents are predominantly younger students and are drawn from a wide range of academic units within the university.

In terms of organizational position, the largest group of respondents is composed of Representatives, Volunteers, and other non-executive positions, which account for 42.74% of the sample. Executive officers, including presidents and vice presidents, comprise 20.51% of

the respondents, while the remaining participants occupy documentation, finance, public relations, auditing, and creative roles in varying proportions. The distribution of positions shows that respondents are spread across both leadership and support functions within their respective organizations. Overall, the data indicate that the sample is composed primarily of students from lower year levels, with broad representation across colleges and organizational roles. Furthermore, the high proportion of representatives and volunteers reflects the numerical dominance of non-executive positions within the organizational structure. Taken together, the demographic and organizational data present a respondent group characterized by diversity in age, academic affiliation, year level, and position within student organizations.

These findings support McClelland's Competency-Based Theory (1973), which emphasizes that effective performance is influenced by acquired competencies, skills, and behavioral attributes developed through active participation and experience. The involvement of student leaders in various organizational roles demonstrates how leadership responsibilities serve as avenues for strengthening competencies necessary for effective event implementation and organizational management. Furthermore, the findings are also consistent with Kolb's Experiential Learning Theory (1984), which explains that competencies are enhanced through continuous engagement, reflection, and practical experience, suggesting that student leaders develop stronger organizational and event management skills through direct involvement in university activities and leadership functions.

Table 2. Level of Organizational Competency in Event Management and Implementation in terms of Planning and Preparation

Indicators	Weighted Mean	Standard Deviation	Description
Identifying event objectives aligned with the university's vision-mission.	3.56	0.5160	Highly Competent
Establishing a comprehensive event timeline to ensure timely execution.	3.47	0.6099	Highly Competent
Creating detailed activity plans that incorporate all logistical needs.	3.49	0.5962	Highly Competent
Coordinating with stakeholders to clarify roles and expectations.	3.52	0.5186	Highly Competent
Anticipating potential challenges and preparing contingency plans.	3.42	0.6465	Highly Competent
Overall Mean:	3.49	0.5774	Highly Competent

Table 2 presents the level of organizational competency in event management and implementation in terms of planning and preparation. The findings suggest that student leaders generally possess the necessary competencies to organize and coordinate university activities effectively. The consistently high ratings across the indicators imply that respondents are capable of establishing clear objectives, preparing logistical requirements, and coordinating responsibilities among stakeholders within organizational activities. These competencies are important because effective planning and preparation serve as the foundation for systematic and organized event implementation in higher education institutions. The results further indicate that student leaders are able to align organizational activities with institutional goals, which reflects an awareness of the university's vision, mission, and operational expectations.

The findings also imply that planning competencies among student leaders are developed through active organizational involvement and practical leadership experiences. This supports McClelland's Competency-Based Theory (1973), which explains that effective performance is influenced by acquired competencies such as planning, communication, coordination, and decision-making. Similarly, Kolb's Experiential Learning Theory (1984) suggests that continuous participation in organizational activities strengthens leadership and management competencies through experience and reflection. Although all indicators were interpreted as highly competent, the relatively lower rating in contingency planning suggests that student leaders may still require further development in anticipating risks and responding to unexpected challenges during event implementation. In the context of university event management, strengthening competencies related to strategic planning, crisis preparedness, and proactive problem-solving may further enhance the efficiency, adaptability, and sustainability of student-led programs and activities.

Table 3. Level of Organizational Competency in Event Management and Implementation in terms of Resource Management

Indicators	Weighted Mean	Standard Deviation	Description
Allocating financial resources effectively to maximize event impact.	3.48	0.5813	Highly Competent
Mobilizing student volunteers to perform specific tasks efficiently.	3.49	0.5511	Highly Competent
Securing necessary materials and equipment for smooth operations.	3.53	0.5345	Highly Competent
Monitoring the usage of resources to prevent wastage or shortages.	3.53	0.5345	Highly Competent
Generating sponsorships and partnerships to support the event.	3.44	0.6752	Highly Competent
Overall Mean:	3.49	0.5753	Highly Competent

Table 3 shows the level of organizational competency in event management and implementation in terms of resource management. Based on data, all respondents are highly competent, resulting in an overall weighted mean of 3.49 with a standard deviation of 0.5753, indicating a consistently high level of proficiency in managing both human and material resources. The highest-rated indicators, both at (3.53), are securing necessary materials and equipment for smooth operations and monitoring the usage of resources to prevent wastage or shortages, highlighting effective internal logistical control and ensuring the efficient utilization of resources. Competency in mobilizing student volunteers to perform specific tasks efficiently (3.49) further reflects efficient human resource management. The lowest-rated indicator, generating sponsorships and partnerships to support the event (3.44), indicates that securing external financial support is less consistent.

The consistently high ratings across the indicators suggest that student leaders are capable of allocating resources effectively, mobilizing volunteers, and maintaining operational efficiency during event implementation. These competencies reflect the importance of organizational coordination and responsible resource utilization in ensuring that student-led programs are conducted systematically and effectively within the university setting.

The findings further imply that student leaders have developed practical competencies in handling internal organizational resources; however, the relatively lower rating in generating sponsorships and partnerships suggests an area that may require further institutional support and capability enhancement. This indicates that while student leaders are generally effective in managing available resources, establishing external partnerships and securing financial support from sponsors may remain a challenge in event implementation. In relation to McClelland's Competency-Based Theory (1973), the results suggest that competencies related to decision-making, financial management, and strategic coordination are developed through active organizational involvement and leadership experience. Moreover, the findings support Greenleaf's Servant Leadership Theory (1977), which emphasizes stewardship and responsible management of organizational resources to support collective goals and organizational effectiveness. Thus, strengthening training on sponsorship acquisition, networking, and partnership development may further improve the sustainability and operational capacity of s

Table 4. Level of Organizational Competency in Event Management and Implementation in terms of Activity or Program Implementation

Indicators	Weighted Mean	Standard Deviation	Description
Facilitating the event program with confidence and adherence to schedule.	3.57	0.5620	Highly Competent
Overseeing team performance to ensure tasks are executed as planned.	3.56	0.5325	Highly Competent
Resolving on-the-spot issues while maintaining a professional demeanor.	3.52	0.5508	Highly Competent
Communicating updates promptly to all stakeholders during the event.	3.51	0.5815	Highly Competent
Maintaining an atmosphere of collaboration and enthusiasm among participants.	3.65	0.5304	Highly Competent
Overall Mean:	3.56	0.5514	Highly Competent

Table 4 shows the level of organizational competency in event management and implementation in terms of activity or program implementation. Based on data, all respondents are highly competent, resulting in an overall weighted mean of 3.56 with a standard deviation of 0.5514, reflecting strong proficiency in on-site event execution. The highest-rated indicator, maintaining an atmosphere of collaboration and enthusiasm among participants (3.65), shows consistent success in fostering a positive and engaging environment. Other strengths include facilitating the event program with confidence and adherence to schedule (3.57), overseeing team performance to ensure tasks are executed as planned (3.56), and resolving on-the-spot issues while maintaining a professional demeanor (3.52), highlighting effective leadership, time management, and problem-solving. The lowest-rated indicator, communicating updates promptly to all stakeholders during the event (3.51), suggest some variability in real-time communication, indicating a potential area for improvement.

In view of the results, the findings demonstrate that student leaders possess strong competencies in activity or program implementation, particularly in facilitating events, supervising team performance, and maintaining collaboration among participants. The consistently high ratings across the indicators suggest that respondents are generally capable of managing the operational demands of university events and sustaining positive working relationships during implementation. These competencies are essential in ensuring that activities are conducted in

an organized, coordinated, and engaging manner that supports student participation and institutional objectives. The findings further imply that student organizations serve as practical learning environments where leadership, teamwork, communication, and problem-solving skills are continuously developed through direct involvement in organizational activities and event execution.

The results also support McClelland's Competency-Based Theory (1973), which explains that effective performance is influenced by acquired competencies such as leadership, communication, adaptability, and decision-making. Similarly, the findings align with Kolb's Experiential Learning Theory (1984), which emphasizes that competencies are strengthened through active participation and experiential learning. Although all indicators were interpreted as highly competent, the relatively lower rating in communicating updates promptly to stakeholders during events suggests an area that may require further improvement. This indicates that while student leaders are generally effective in implementing programs and managing teams, communication efficiency during rapidly changing situations may still present challenges. Thus, strengthening communication systems, coordination protocols, and real-time information dissemination strategies may further enhance the effectiveness and responsiveness of student-led event implementation within the university.

Table 5. Level of Organizational Competency in Event Management and Implementation in terms of Evaluation and Feedback

Indicators	Weighted Mean	Standard Deviation	Description
Conducting post-event surveys to gather feedback from participants.	3.49	0.5620	Highly Competent
Analyzing the event's outcomes against set objectives.	3.52	0.5350	Highly Competent
Documenting lessons learned to improve future events.	3.57	3.7734	Highly Competent
Recognizing the contributions of team members and stakeholders.	3.57	0.5304	Highly Competent
Preparing a comprehensive post-event report.	3.50	0.5817	Highly Competent
Overall Mean:	3.53	1.2033	Highly Competent

Table 5 presents the level of organizational competency in event management and implementation in terms of evaluation and feedback. The findings indicate that student leaders generally demonstrate strong competencies in assessing event outcomes, gathering participant feedback, documenting experiences, and preparing post-event reports. These competencies suggest that student organizations recognize the importance of reflective practices in improving future activities and sustaining organizational effectiveness. In the context of university event management, evaluation and feedback processes are essential because they allow organizations to identify strengths, address operational concerns, and enhance the quality of succeeding programs and activities. The consistently high ratings across the indicators further imply that student leaders are capable of engaging in systematic assessment practices that support organizational learning and continuous improvement.

The findings also support Kolb's Experiential Learning Theory (1984), which emphasizes that learning and competency development occur through reflection, evaluation, and the application of experiences to future situations. Likewise, McClelland's Competency-Based Theory (1973) explains that competencies related to analysis, communication, accountability, and

organizational improvement are strengthened through active involvement in leadership tasks and decision-making processes. Although all indicators were interpreted as highly competent, the relatively lower rating in conducting post-event surveys and preparing comprehensive post-event reports suggests that feedback collection and documentation practices may still require further enhancement. This indicates that while student leaders generally value evaluation processes, more structured systems for gathering participant insights and organizing post-event documentation may strengthen evidence-based planning and future event implementation. Therefore, institutional support through training on evaluation methods, data documentation, and feedback management may further improve the effectiveness and sustainability of student-led organizational activities within the university.

Table 6. Challenges Encountered by the Student Leaders

Indicators	Count	Per Cent
Managing conflicts in scheduling events amidst academic and extracurricular.	103	14
Ensuring inclusivity in planning activities to cater to diverse student demographics.	48	6
Limited access to training or guidance on strategic planning.	44	6
Difficulty in securing sufficient budget allocation from the university or organization funds.	58	8
Difficulty in justifying expenditures to university administrators or stakeholders	24	3
Lack of access to essential resources such as venues, equipment, or technology	65	9
Difficulty in coordinating with external suppliers or service providers	33	4
Difficulty in recruiting enough volunteers or team members with the necessary skills	52	7
Uneven distribution of workload, causing burnout in key team members	50	7
Facing unexpected technical or logistical issues during the event.	56	7
Handling last-minute changes to the program or activities	47	6
Low participant turnout despite extensive promotions.	40	5
Managing time effectively to ensure the event runs as scheduled.	55	7
Limited response rates from participants in post-event surveys or feedback sessions.	52	7
Inconsistencies in documenting feedback for future reference.	24	3

Table 6 presents the challenges encountered by student leaders in event management and implementation. The findings indicate that student leaders commonly experience difficulties related to scheduling conflicts, limited access to resources, budget constraints, workload distribution, and technical or logistical concerns during event implementation. These challenges suggest that while student leaders generally demonstrate strong organizational competencies, the operational demands of managing university activities remain complex and multifaceted. In the context of higher education institutions, balancing academic responsibilities with organizational commitments may affect the efficiency and sustainability of student-led programs and activities. The results further imply that external factors such as institutional support, resource accessibility, and organizational coordination significantly influence the effectiveness of event management practices among student leaders.

The findings also support Kolb's Experiential Learning Theory (1984), which explains that competencies are developed through direct engagement with real-life organizational challenges and reflective problem-solving experiences. Similarly, McClelland's Competency-Based

Theory (1973) suggests that leadership competencies are strengthened when individuals are exposed to situations requiring adaptability, decision-making, communication, and resource management. Although the respondents demonstrated high competency levels in the previous dimensions, the recurring concerns related to scheduling conflicts, resource limitations, and budget allocation indicate areas that may require stronger institutional intervention and organizational support systems. These findings highlight the importance of providing student leaders with structured training in time management, strategic planning, resource mobilization, and crisis management to improve their capacity to address operational challenges effectively. Therefore, strengthening administrative support, communication systems, and leadership development initiatives may further enhance the overall quality and sustainability of student-led event management within the university setting.

Table 7. Relationship of Respondents' Age and their Level of Organizational Competency in Event Management and Implementation

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Planning and Preparation	4	1.497	9.488	Failed to Reject Ho	Not Significant
Resource Management	4	0.115	9.488	Failed to Reject Ho	Not Significant
Activity or Program Implementation	4	2.87	9.488	Failed to Reject Ho	Not Significant
Evaluation and Feedback	4	1.26	9.488	Failed to Reject Ho	Not Significant

Table 7 presents the relationship between respondents' age and their level of organizational competency in event management and implementation. The findings reveal that age has no significant relationship with the respondents' competencies in planning and preparation, resource management, activity or program implementation, and evaluation and feedback. This suggests that student leaders across different age groups generally demonstrate comparable levels of organizational competency in managing university activities and programs. The results imply that effective event management competencies among student leaders are not primarily determined by age, but may instead be influenced by organizational involvement, leadership exposure, and practical experiences within student organizations. In the university setting, these findings indicate that younger and older student leaders alike are capable of performing leadership and organizational responsibilities effectively when provided with opportunities for participation and engagement.

The findings further support Kolb's Experiential Learning Theory (1984), which explains that competencies are developed through active participation, reflection, and direct experiences rather than demographic characteristics alone. Similarly, McClelland's Competency-Based Theory (1973) emphasizes that effective performance is shaped by acquired competencies such as communication, coordination, problem-solving, and leadership behaviors that are strengthened through involvement and practice. The absence of significant differences across age groups suggests that student organizations function as experiential learning environments where leadership competencies can be developed regardless of age classification. These results also imply that institutional leadership programs and organizational activities may provide relatively equal opportunities for competency development among student leaders. Therefore, the findings highlight the importance of sustaining inclusive leadership opportunities and competency-building initiatives that focus on experiential engagement rather than demographic distinctions within the university setting.

Table 8. Relationship of Respondents' Sex and their Level of Organizational Competency in Event Management and Implementation

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Planning and Preparation	2	2.099	5.991	Failed to Reject Ho	Not Significant
Resource Management	2	0.672	5.991	Failed to Reject Ho	Not Significant
Activity or Program Implementation	2	0.120	5.991	Failed to Reject Ho	Not Significant
Evaluation and Feedback	2	0.260	5.991	Failed to Reject Ho	Not Significant

Table 8 presents the relationship between respondents' sex and their level of organizational competency in event management and implementation. The findings reveal that sex has no significant relationship with the respondents' competencies in planning and preparation, resource management, activity or program implementation, and evaluation and feedback. This suggests that both male and female student leaders generally demonstrate comparable levels of competency in managing and implementing university activities and organizational programs. The results imply that leadership effectiveness and organizational competency within student organizations are not influenced by sex, but are more likely shaped by organizational involvement, leadership experiences, and participation in event-related responsibilities. In the context of higher education institutions, these findings reflect that student leadership opportunities and competency development may be accessible across sexes, allowing student leaders to perform organizational functions with similar levels of effectiveness.

The findings further support McClelland's Competency-Based Theory (1973), which emphasizes that competencies are developed through acquired skills, behaviors, and experiences rather than demographic characteristics such as sex. Similarly, Kolb's Experiential Learning Theory (1984) explains that leadership and organizational competencies are strengthened through active participation and engagement in practical organizational experiences. The absence of significant differences between male and female respondents suggests that student organizations provide relatively equal opportunities for leadership exposure, collaboration, decision-making, and event management involvement. These results also imply that competency development among student leaders is more closely associated with experiential learning and organizational participation than with gender-based distinctions. Therefore, the findings highlight the importance of sustaining inclusive leadership environments that encourage equal participation, collaboration, and competency-building opportunities among all student leaders within the university setting.

Table 9. Relationship of Respondents' College Enrolled and their Level of Organizational Competency in Event Management and Implementation

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Planning and Preparation	16	16.676	26.296	Failed to Reject Ho	Not Significant
Resource Management	16	20.179	26.296	Failed to Reject Ho	Not Significant
Activity or Program Implementation	16	16.589	26.296	Failed to Reject Ho	Not Significant

Evaluation and Feedback	16	21.194	26.296	Failed to Reject Ho	Not Significant
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Table 9 presents the relationship between respondents' college enrolled and their level of organizational competency in event management and implementation. The findings reveal that college enrollment has no significant relationship with the respondents' competencies in planning and preparation, resource management, activity or program implementation, and evaluation and feedback. This suggests that student leaders from different academic programs generally demonstrate comparable levels of organizational competency in managing university activities and events. The results imply that competencies related to leadership, coordination, communication, and event implementation are not confined to a particular academic discipline, but may instead be developed through organizational participation and leadership exposure. In the context of higher education institutions, these findings indicate that student organizations provide opportunities for competency development that extend beyond students' academic specialization or field of study.

The findings further support McClelland's Competency-Based Theory (1973), which emphasizes that effective organizational performance is influenced by acquired competencies and practical experiences rather than academic background alone. Similarly, Kolb's Experiential Learning Theory (1984) explains that competencies are strengthened through direct involvement, collaboration, and experiential engagement within organizational environments. The absence of significant differences across colleges suggests that student organizations function as shared learning spaces where leadership and event management competencies are developed regardless of academic program. These results also imply that the university's organizational environment may provide relatively consistent opportunities for leadership participation, skill development, and event management experiences among student leaders from various colleges. Thus, the findings highlight the importance of sustaining inclusive and interdisciplinary organizational programs that continue to strengthen leadership competencies and collaborative engagement among students across different academic fields.

Table 10. Relationship of Respondents' Year Level and their level of Organizational Competency in Event Management and Implementation

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Planning and Preparation	4	4.697	9.488	Failed to Reject Ho	Not Significant
Resource Management	4	2.295	9.488	Failed to Reject Ho	Not Significant
Activity or Program Implementation	4	7.452	9.488	Failed to Reject Ho	Not Significant
Evaluation and Feedback	4	3.102	9.488	Failed to Reject Ho	Not Significant

Table 10 presents the relationship between respondents' year level and their level of organizational competency in event management and implementation. The findings reveal that year level has no significant relationship with the respondents' competencies in planning and preparation, resource management, activity or program implementation, and evaluation and feedback. This suggests that student leaders across different year levels generally demonstrate comparable levels of organizational competency in managing university events and organizational activities. The results imply that leadership effectiveness and event management competencies are not primarily influenced by academic standing, but may instead be developed through active participation, organizational exposure, and leadership involvement within

student organizations. In the context of higher education institutions, these findings indicate that opportunities for leadership development and competency enhancement may be accessible to student leaders regardless of their year level classification.

The findings further support Kolb's Experiential Learning Theory (1984), which explains that competencies are strengthened through direct experiences, active engagement, and continuous participation in organizational activities. Similarly, McClelland's Competency-Based Theory (1973) emphasizes that effective performance is shaped by acquired competencies and leadership experiences rather than by academic progression alone. The absence of significant differences among year levels suggests that student organizations serve as experiential learning environments where leadership, communication, coordination, and problem-solving competencies are continuously developed regardless of academic standing. These results also imply that even students from lower year levels may acquire competencies comparable to those of higher-year students through organizational participation and involvement in event implementation. Ultimately, the findings highlight the importance of sustaining inclusive leadership opportunities and competency-building programs that encourage active engagement among student leaders across all year levels within the university.

Table 11. Relationship of Respondents' Organizational Position and their Level Organizational Competency in Event Management and Implementation

Variables	df	Computed Value	Critical Value	Decision on Ho	Interpretation
Planning and Preparation	12	17.247	21.026	Failes to Reject Ho	Not Significant
Resource Management	12	27.158	21.026	Reject Ho	Significant; C=0.43 (Moderate)
Activity or Program Implementation	12	11.380	21.026	Failed to Reject Ho	Not Significant
Evaluation and Feedback	12	25.303	21.026	Reject Ho	Significant; C =0.42 (Moderate)

Table 11 presents the relationship between respondents' organizational position and their level of organizational competency in event management and implementation. The findings reveal that organizational position has no significant relationship with competencies in planning and preparation as well as activity or program implementation. This suggests that student leaders, regardless of whether they occupy executive, documentation, finance, public relations, auditing, creative, or representative positions, generally demonstrate comparable competencies in organizing, coordinating, and implementing university activities. The results imply that participation in student organizations provides members with shared opportunities to develop foundational leadership and event management competencies through active involvement and collaboration. In the context of higher education institutions, these findings indicate that organizational engagement itself contributes significantly to competency development, regardless of formal position or designation within the organization.

However, significant relationships were found between organizational position and competencies in resource management and evaluation and feedback, both interpreted as having moderate associations. These findings suggest that leadership roles involving greater administrative responsibility, decision-making authority, and accountability may provide stronger exposure to competencies related to financial management, monitoring, reporting, and organizational assessment. The results support McClelland's Competency-Based Theory (1973), which explains that competencies are strengthened through task performance, role expectations, and experiential engagement in specific organizational functions. Likewise,

Greenleaf's Servant Leadership Theory (1977) emphasizes that leadership responsibilities involve stewardship, accountability, and organizational development, which are reflected in the stronger competencies demonstrated in resource management and evaluation-related tasks. Therefore, the findings highlight the importance of providing leadership training and mentorship opportunities that allow student leaders across various organizational positions to strengthen competencies related to decision-making, resource utilization, evaluation, and organizational accountability.

Conclusion

The UC student leaders possess strong overall organizational competency in event management and implementation. They demonstrate proficiency in planning, resource allocation, program execution, and post-event evaluation, reflecting a well-developed skillset that supports effective and efficient event management within the university.

While demographic factors do not influence competency levels, organizational position plays a meaningful role in specific domains, particularly resource management and evaluation. This suggests that leadership roles provide greater exposure to critical decision-making processes, thereby enhancing competency in these areas.

However, despite their high competency, student leaders continue to face recurring challenges, especially in scheduling, budgeting, and securing adequate resources. Addressing these structural barriers through improved administrative support, clearer guidelines, and enhanced leadership development programs may further strengthen the effectiveness and sustainability of student-driven events.

Overall, the study underscores that UC student leaders are well-equipped to manage university events but will benefit from additional institutional support to overcome logistical and operational constraints. Strengthening these areas can contribute to more seamless event implementation and further enrich the student experience at the University of Cebu.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to strengthen the organizational competency of UC student leaders in event management and implementation:

Strengthen Training and Capacity Building Programs. Implement structured leadership training and mentorship initiatives that pair experienced leaders with new officers to reduce competency gaps across organizational positions and support continuous leadership development.

Improve Scheduling and Workload Management. Adopt integrated scheduling systems or shared digital calendars to anticipate conflicts between academic and extracurricular activities. Implementing workload distribution guidelines can reduce burnout among core team members and ensure more efficient task delegation.

Develop Inclusive Strategies for Participant Engagement. Design events that address the needs of diverse student groups, ensuring accessibility and equitable participation. Intentional inclusivity in event planning can enhance student engagement and foster a stronger sense of belonging across the student body.

Enhance Communication Mechanism During Events. Institutionalize standard communication protocols, such as real-time update systems, dedicated internal communication platforms, and rapid response teams, to ensure coordinated, timely, and effective communication throughout event implementation.

Integrated Competency Mapping and Leadership Assessment Tools. Student organizations may adopt competency mapping tools and periodic leadership assessments to identify strengths and developmental areas of their officers. The competency mapping approach presented in competency based human resource management support evidence based development and guides targeted interventions.

To strengthen organizational competency in event management, UC student leaders should engage in structured training and mentorship programs, adopt integrated scheduling and workload management systems, and prioritize inclusive event planning to enhance participation and belonging. Standardized communication protocols during events can ensure efficiency and coordination. Leadership involves the knowledge, skills, and abilities to drive meaningful transformation (Laub, J.A. 1999); implementing these strategies will empower student leaders, improve event outcomes, and foster a dynamic, well-organized, and inclusive campus environment.

Proposed Action Plan

The proposed action plan provides a one-year implementation framework designed to strengthen the organizational competency of student leaders in event management and governance. This plan integrates leadership training, financial management sessions, mentoring, and organizational assessment activities to enhance planning, resource management, communication, and evaluation practices among student organizations. Through a structured timeline of capacity-building initiatives and performance recognition, the program aims to cultivate accountable, competent, and collaborative student leaders who can effectively manage university events and contribute to a dynamic campus environment.

Table 12. Proposed Action Plan for Strengthening Organizational Competency of UC Student Leaders in Event Management and Governance

Activity Title	Rationale	Month of Implementation
Program Orientation and Launch of SPARK Lead	Official launching of the SPARK Lead Program introducing its goals, leadership framework, and annual activities. This orientation highlights the program's aim to cultivate accountability, responsibility, and knowledge among student leaders and align student organizations with institutional goals.	June
SPARK SBO Leaders' Summit (Leadership Bootcamp)	A comprehensive leadership training for newly elected student leaders focusing on leadership styles, ethical governance, organizational management, communication, and conflict resolution. The summit equips officers with the competencies necessary for planning and managing student activities effectively.	July
Event Management and Strategic Planning Workshop	Capacity-building workshop addressing planning and preparation, scheduling strategies, and workload distribution to minimize conflicts between academic and extracurricular activities. Participants develop event roadmaps aligned with university policies.	August
SPARK FINCON Series (Financial	Specialized training sessions for treasurers and financial officers covering budgeting, financial	September

Management Convention)	documentation, liquidation processes, and compliance with institutional protocols to address challenges in resource management.	
Communication and Stakeholder Coordination Training	Training on real-time communication systems, internal coordination platforms, and stakeholder engagement strategies to improve communication efficiency during university events and activities.	October
SPARK Midterm Organizational Assessment Summit	Mid-academic-year evaluation where student leaders reflect on accomplishments, assess organizational performance, review challenges, and recalibrate plans for the second semester. Capacity-building sessions on risk management and event implementation are also included.	December
Resource Mobilization and Partnership Development Training	Training designed to enhance sponsorship acquisition, partnership development, and resource generation strategies to address budget limitations in student-led activities.	January
Leadership Mentoring and Peer Support Sessions	Mentorship program pairing experienced leaders with emerging officers to strengthen leadership competencies, emotional resilience, and peer collaboration among student organizations.	February
Documentation, Reporting, and Evaluation Workshop	Training focused on improving post-event documentation, accomplishment reports, and feedback systems to strengthen evaluation and organizational learning practices.	March
SPARK Leadership Awards and Recognition Program	Culminating event recognizing outstanding student leaders and organizations based on leadership excellence, program implementation, financial transparency, and community impact.	April
Program Evaluation and Planning for Next Cycle	Assessment of the SPARK Lead Program through surveys, documentation review, and stakeholder feedback to identify improvements and ensure sustainability of leadership development initiatives.	May

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