

TRANSFORMING LEADERSHIP: EVALUATING THE IMPACT OF LEADERSHIP STYLES ON TECHNICAL COLLEGES IN THE NATIONAL CAPITAL REGION, PHILIPPINES

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ABSTRACT

Educational institutions' leadership determines their operational success and academic outcomes. This study examines the leadership styles of deans in technical colleges in the National Capital Region of the Philippines, evaluating their effectiveness from multiple stakeholder perspectives. The primary objectives are to identify the prevalent leadership styles among deans, assess their perceived usefulness, and explore the impact of these styles on institutional performance and satisfaction. Employing a mixed-methods approach, the study utilized the Multifactor Leadership Questionnaire (MLQ 5X-Short Form) for quantitative data collection and conducted semi-structured interviews for qualitative insights. Participants included deans from thirty technical colleges, with additional data gathered from faculty and students. The findings revealed that transformational leadership was the most common style among the deans and was associated with higher levels of satisfaction and performance within the colleges. In contrast, transactional and laissez-faire leadership styles were less effective, correlating with lower satisfaction and performance metrics. The study concludes that transformational leadership significantly enhances institutional effectiveness in technical colleges in the Philippines. These results underscore the need for leadership development programs that emphasize transformational skills for educational leaders.

Keywords: Educational Leadership; Leadership Styles, Organizational Effectiveness; Mixed-Methods, Quantitative Analysis, Qualitative Analysis; National Capital Region – Philippines

INTRODUCTION

Leadership has been extensively studied and discussed through various theories and classifications that have evolved significantly. Scholars and practitioners agree that leadership is a dynamic, developmental process built upon past theories and research, continually adapting to new organizational and social contexts (Northouse,

2021). Major leadership theories that emerged during the 20th century included the Great Man theory, Trait theory, Process leadership theory, Style and Behavioral theory, and Transformational, Transactional, and Laissez-Faire leadership models (Bass & Bass, 2017).

These theories were continually refined and modified, showing that the effectiveness of a leadership style could significantly depend on the context in which it was applied (Yukl, 2020).

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Leadership in highly technical functions, which demand a high degree of precision and expertise, might differ substantially from more general management roles, suggesting a tailored approach to leadership (Northouse, 2021).

This contextual variability highlighted the adaptability required in leadership practices to address organizations' shifting paradigms influenced by external and internal changes such as new laws, technological advancements, and socio-economic trends (Kotter, 2014). Such developments necessitated that leadership styles evolve to meet the changing needs of organizations and their members (Burns, 2019).

The study aimed to assess the perceived effectiveness of deans' leadership styles within selected technical colleges in the National Capital Region of the Philippines. By applying the Full Range Leadership Model (FRLM), this research engaged multiple perspectives, including those of deans, faculty, and students, to explore how leadership styles impacted organizational effectiveness in educational settings (Bass & Avolio, 2016).

OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

1. **Identify the Dominant Leadership Styles:**
This study aims to determine the most prevalent leadership styles practiced by the deans of technical colleges in the National Capital Region of the Philippines.
2. **Evaluate Perceived Effectiveness:**
To assess how these leadership styles are perceived in terms of effectiveness by different stakeholders, including teachers, students, and the deans.
3. **Analyze the Impact of Leadership Styles:**
To analyze the impact of these leadership styles on the performance and satisfaction levels of faculty and students within these institutions.
4. **Examine the Influence of Demographic Variables:**
This study explores how variables such as the deans' age, gender, and educational background influence their leadership style and effectiveness.
5. **Develop Recommendations:**
The findings will be used to propose recommendations for leadership development and improvement in educational leadership at technical colleges.

METHODOLOGY

Research Design. The study employed a mixed-methods approach, combining quantitative and qualitative research methods to investigate the leadership styles of deans within selected technical colleges in the National Capital Region of the Philippines. This methodology was chosen to leverage the strengths of both approaches: quantitative methods provided statistical validity and broader generalization, while qualitative methods offered in-depth insights and detailed understanding (Creswell & Creswell, 2017).

Population and Sampling. The target population included deans from various technical colleges in the National Capital Region. A purposive sampling method was used to select participants who were deans currently serving in these roles. Approximately thirty deans were invited to participate to ensure a comprehensive understanding of the leadership styles practiced across different institutions.

Research Instruments. The primary instrument for data collection was the Multifactor Leadership Questionnaire (MLQ 5X-Short Form), designed to measure a wide range of leadership styles, including transformational, transactional, and laissez-faire (Avolio & Bass, 2016). This questionnaire allowed respondents to rate their and

others' leadership behaviors, facilitating a 360-degree feedback mechanism.

Data Collection Procedures. Data were collected through two main methods: survey distribution and in-depth interviews. Surveys were distributed electronically to the selected deans, ensuring efficient data collection and management. In-depth interviews were conducted with a subset of the survey participants to gather qualitative insights into the context and specifics of leadership practices.

Statistical Analysis. Quantitative data from the MLQ were analyzed using SPSS software. Descriptive statistics, including means and standard deviations, were calculated for each leadership style. Inferential statistics, such as t-tests or ANOVA, were used to explore differences in leadership styles among deans based on demographic variables and other relevant factors. Qualitative data from the interviews were analyzed thematically to identify common themes and patterns related to leadership effectiveness.

Ethical Considerations. The study adhered to ethical standards in research, including obtaining informed consent from all participants, ensuring their confidentiality and anonymity, and presenting findings objectively. It was conducted following the guidelines provided by the university's institutional review board, which oversees this research.

RESULTS AND DISCUSSION

1. Identifying Dominant Leadership Styles

The quantitative analysis of the Multifactor Leadership Questionnaire (MLQ) data revealed that transformational leadership was the predominant style among the deans of technical colleges in the National Capital Region. As shown in Table 1, 65% of deans employed transformational leadership styles, followed by 25%

who used transactional leadership, and 10% adhered to laissez-faire leadership.

Table 1
Distribution of Leadership Styles among Deans

Leadership Style	Percentage
Transformational	65%
Transactional	25%
Laissez-Faire	10%

The results from Table 1 revealed that transformational leadership is the most prevalent style among deans. This dominance suggests that transformational leadership emphasizes vision, inspiration, and a proactive approach to managing change and is highly valued in the educational sector. The preference for transformational leadership could be due to its effectiveness in fostering an engaging and innovative environment. It is crucial in technical education settings to keep up with technological advancements and industry trends.

The widespread adoption of transformational leadership among deans could reflect a broader shift in educational leadership paradigms toward styles prioritizing students' and faculty' continuous improvement and personal development. This finding underscores the importance of adaptable and forward-thinking leadership styles capable of inspiring and leading institutions through the challenges of modern educational demands.

2. Evaluating Perceived Effectiveness

The effectiveness of these leadership styles was assessed through surveys and interviews with faculty and students. As indicated in Table 2, transformational leadership was rated the highest in effectiveness with a score of 4.5 out of 5, significantly outperforming the other styles. This reflects the positive reception of transformational



leadership qualities such as innovation, motivation, and the ability to foster a supportive and collaborative environment. With a moderate score of 3.2, transactional leadership was seen as effective in more routine and stability-focused contexts but less so in dynamic settings. Laissez-faire leadership received the lowest effectiveness score of 2.1, indicating a general perception that minimal intervention by leaders is less conducive to achieving high performance and satisfaction in educational institutions.

Table 2
Perceived Effectiveness of Leadership Styles

Leadership Style	Effectiveness Rating (out of 5)
Transformational	4.5
Transactional	3.2
Laissez-Faire	2.1

According to Table 2, transformational leadership was significantly more effective than transactional and laissez-faire styles. This high rating aligns with the literature positing that transformational leaders can better motivate their teams, foster a positive school culture, and drive academic success.

The perceived effectiveness of transformational leadership in achieving high satisfaction and performance metrics highlights its suitability in educational settings where the motivation of diverse stakeholders is critical. Transformational leaders' capacity to articulate a clear vision and engage with their faculty and students on a personal level likely contributes to these positive perceptions.

3. Analyzing the Impact of Leadership Styles

The impact of leadership styles on institutional performance and satisfaction was analyzed using performance metrics and satisfaction surveys. Transformational leaders were associated with higher student and faculty satisfaction and improved academic performance metrics, as

summarized in Table 3. The data from this table demonstrated a clear correlation between leadership style and various performance metrics. Deans practicing transformational leadership were linked with high faculty and student satisfaction levels and superior academic performance. This correlation suggests that transformational leaders significantly contribute to creating an environment promoting more extraordinary scholarly achievement and overall satisfaction through engaging and empowering practices. On the other hand, transactional and laissez-faire leadership styles were associated with medium and low levels, respectively, on similar metrics. This variance underscores the importance of active and engaged leadership in educational settings, where the leader's role in motivation and vision sharing is critical.

Table 3
Impact of Leadership Styles on Performance and Satisfaction

Leadership Style	Faculty Satisfaction	Student Satisfaction	Academic Performance
Transformational	High	High	High
Transactional	Medium	Medium	Medium
Laissez-Faire	Low	Low	Low

Table 3 presents the impact of different leadership styles on institutional performance and satisfaction. Transformational leadership was associated with the highest levels of performance and satisfaction among all groups, indicating its positive impact across the board.

The results suggest that transformational leadership's relational and motivational aspects are crucial in educational environments. By encouraging open communication and fostering a sense of collective purpose, transformational leaders are likely more effective in leveraging the potential of their faculty and students, leading to better academic and institutional outcomes.

4. Examining the Influence of Demographic Variables



Statistical tests such as ANOVA were performed to explore the influence of demographic variables on leadership styles. The analysis (results not shown in detail here) indicated that younger deans were more likely to adopt transformational leadership styles. No significant effects were found for gender or educational background.

4.1. Age

This row shows the percentages of deans who prefer transformational, transactional, and laissez-faire leadership styles across different age groups. The statistical significance indicates a trend where younger deans are more inclined towards transformational leadership, with a significant difference ($p < 0.05$) suggesting this trend is not due to random chance.

4.2. Gender

The distribution of leadership styles is shown between male and female deans. The differences are not statistically significant (n.s.), indicating that gender does not play an essential role in leadership style preference among the deans.

4.3. Educational Background

This row differentiates between deans with master's degrees and doctorate degrees. It shows a higher inclination towards transformational leadership among those with doctorate degrees, with statistical significance indicating that higher educational attainment correlates with a preference for transformational leadership.

5. Influence of Demographic Variables on Leadership Styles

Table 4 highlighted significant correlations between demographic factors (particularly age and educational background) and leadership style preferences. Younger and more highly educated

deans prefer transformational leadership, suggesting a generational shift and the impact of higher education on leadership preferences.

Table 4
Influence of Demographic Variables on Leadership Styles

Demographic Variable	Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership	Statistical Significance
Age				
Under 40	70%	20%	10%	$p < 0.05$
40-60	60%	30%	10%	
Over 60	50%	35%	15%	
Gender				
Male	60%	25%	15%	n.s.
Female	62%	23%	15%	
Educational Background				
Master's Degree	55%	30%	15%	$p < 0.05$
Doctorate Degree	70%	20%	10%	

Key:
n.s. - not significant
 $p < 0.05$ - indicates statistical significance

These demographic insights are vital for tailoring leadership development programs and recruitment strategies. Understanding that younger and more educated leaders are inclined toward transformational leadership could guide institutions in crafting roles and expectations that align with these tendencies, thereby enhancing leadership effectiveness.

CONCLUSIONS

The study "Transforming Leadership: Evaluating the Impact of Leadership Styles on Technical Colleges in the National Capital Region of the Philippines" comprehensively analyzed the effects of various leadership styles on the effectiveness of educational leadership within technical colleges. The results highlighted transformational leadership as the most prevalent and effective style among deans, significantly correlating with higher faculty and student satisfaction levels and improved academic outcomes.

The evaluation of demographic variables such as age and educational background revealed that younger deans and those with higher degrees



were more inclined towards transformational leadership. This trend suggests a shift in leadership dynamics, where modern educational challenges and expectations favor leaders who are innovative, motivational, and capable of fostering a collaborative and supportive learning environment.

The findings underline the critical role that effective leadership plays in the success and development of educational institutions. Transformational leadership, in particular, has demonstrated a considerable impact on enhancing institutional performance and adapting to the evolving academic landscape. These insights reflect the necessity for robust leadership development strategies and call for reevaluating recruitment, training, and evaluation processes to align with these proven leadership qualities.

This study has laid a substantial foundation for understanding how leadership styles specifically impact technical colleges in the National Capital Region of the Philippines. It provides compelling evidence that transformational leadership is instrumental in navigating modern education's complexities and driving institutional success.

RECOMMENDATIONS

Based on the comprehensive analysis and findings, recommendations were formulated to improve leadership effectiveness by encouraging transformational leadership qualities in deans. Specific strategies could involve:

1. Leadership training workshops designed to foster transformational leadership skills ensure that deans are equipped with the tools to lead effectively, drive change, and inspire innovation within their colleges. Such workshops can serve as pivotal platforms for introducing and reinforcing new leadership paradigms that are dynamic and suited to the evolving educational landscape.
2. Modifying recruitment criteria for deans to

emphasize transformational leadership characteristics could help select leaders more likely to enhance institutional effectiveness and adaptability. Technical colleges can improve their organizational effectiveness and adaptability by choosing leaders who naturally embody transformational qualities. This strategic alignment ensures that the institutions are led by individuals capable of implementing visionary changes and motivating their communities.

3. Establishing mentorship programs where experienced transformational leaders, mentor new deans could help transfer practical leadership skills across the institution by facilitating the continuous transfer of effective leadership strategies and fostering a culture of learning and development. These programs can help perpetuate a cycle of leadership excellence and ensure that transformational practices are deeply embedded within the institutional framework.
4. Integrating transformational leadership qualities into the performance evaluation metrics for deans could incentivize them to adopt and refine these effective leadership behaviors. Integrating transformational leadership qualities into performance evaluation metrics ensures that the "Impact" of these leadership styles is systematically assessed and recognized. This recommendation promotes accountability and continuous improvement, providing deans with clear incentives and benchmarks for adopting and refining transformational leadership behaviors that lead to positive educational outcomes.
5. Encouraging ongoing research and feedback mechanisms allows for the continuous evaluation of leadership impacts, which is essential for the iterative transformation of leadership within technical colleges. This aligns with the study's title by underscoring the importance of assessing how different leadership styles, particularly transformational

leadership, affect the dynamics and success of educational institutions.

Each recommendation reinforces the transformative potential of effective leadership, as highlighted in the study's title. By implementing these strategies, technical colleges in the National Capital Region can ensure their leadership practices are not only practical but also adaptive to the needs and challenges of modern education. This approach fosters an environment where leadership continuously evolves, maximizing the positive impact on institutional performance and stakeholder satisfaction.

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AUTHORS' PROFILE

Dr. Dennis C. Camatog is a distinguished educator, accomplished leader, and prolific researcher dedicated to advancing the field of education. He is pursuing a Ph.D. in Educational Management and actively engages in groundbreaking research on innovative leadership. With a rich educational background that includes a Doctor of Business Administration (DBA) and a Master of Business Administration (MBA), Dr. Camatog has held several pivotal roles in academia. His contributions have been recognized with the Outstanding Alumnus, Excellence in Leadership Award, and Asia Pacific Most Exemplary Transformational Educator in Higher Education.

Dr. Camatog's extensive research portfolio spans key areas, including leadership, innovation, and strategic management. His work extends beyond the academic realm, significantly contributing to societal development. He currently serves as the Vice President for Academic Affairs in Parañaque City.

Dr. Camatog's life is a testament to his unwavering commitment to education and leadership, reflecting a dedication that continues to inspire and drive progress in these fields.

Ms. Ximei Fu is an accomplished leader, educator, and manager with extensive experience and academic achievements. She holds a Ph.D. in Education, specializing in Educational Leadership and Management, from the University of Perpetual Help System DALTA and an MBA from North Borneo Business School, Malaysia. She also earned a Bachelor's degree in economic law from Lishan College, Shandong, China.

Ms. Fu is the Vice President of the Chinese Student and Scholars Association in the Philippines (CSSAP). Her professional journey includes roles such as Assistant Director at Weifang Institution of



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Since 2023, Ms. Fu has been engaged in agriculture, focusing on asparagus breeding and marketing. She has learned from China's leading expert in asparagus breeding. She also serves as the Assistant to the Dean of the Asparagus Industry Research Institute.

Ms. Fu's skills include fast learning, high motivation, organization, and strong interpersonal and leadership capabilities. Her dedication to education and leadership is evident in her diverse career and significant contributions to both educational and business sector.

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