

Leadership: A Case Study Analysis of The Leadership Style in Aurora State College of Technology

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Abstract: - State universities and colleges are components of the higher education system that provide students with a high-quality education. As a result, the effectiveness of their operations, as well as the leadership and management within them, have a significant impact on the quality of education they provide. Leadership style has a significant impact on the quality of instruction in state colleges and universities. The type of leadership will influence the overall atmosphere on campus. Authoritarian to democratic leadership styles exist. Top-down decision-making without input from stakeholders, teachers, or students, for example, may result from authoritarian leadership approaches. The quality of education provided by state colleges and universities is also influenced by management. Poor management can result in a lack of resources, a breakdown in communication, and a general lack of support for students and faculty. In contrast, good management can result in a more organized and efficient university system, as well as more resources and support for students and faculty. Good management can also lead to better student outcomes because the university is better able to meet its students' needs. In order to ensure that these institutions remain at the forefront of their respective fields, it is important for leadership and management teams to be innovative and forward-thinking.

Key Words: — *Leadership, higher education system, Management, College.*

I. INTRODUCTION

Aurora State College of Technology (ASCOT) is a public higher education institution in Baler Aurora, Philippines which offers undergraduate programs and graduate programs. The college has a long history of providing education to the people

of Aurora and its neighboring provinces such as Isabela, Nueva Vizcaya, and Nueva Ecija since 1993, offering courses for aspiring students in the field of sciences, technology, education, and engineering.

It is very important to note that educational institutions must deliver quality education to the young generation wrapped in its management, faculty and staff's excellent performance and conducive to learning facilities. Today, educational institutions are surviving in highly competitive markets by delivering continuous quality performance. Nonetheless, no educational institutions are already perfect. There are still issues and concerns to deal with regarding leadership and management.

ASCOT always thrives and pursues excellence and quality to be able to deliver high-quality education. This was seen in the

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current achievement of the institution where it passed on the ISO 9001:2015 external audit, last December 2022. One of the commendable notes of the auditor was that, the staff and utilities were effective and efficient in providing services to all students, customers and other interested parties with a quarterly customer satisfaction survey average rating of 4.8 (very satisfactory). It concludes that the management has established and maintained an effective system to ensure policy and objective compliance.

With its vision of becoming a university by the year 2027, it will continue to develop and grasp notable performances. Leadership style and management behavior will become more suitable in extreme situations. The effectiveness and efficiency of the leaders will become more developed.

II. LITERATURE REVIEW

2.1 Foreign Studies

Gina Smith, et. al., on their study *Successful Instructional Leadership Styles in Education* states that, "Online instruction in higher education has grown significantly in the last decade. If we can identify the leadership styles that work best in the classroom, faculty can be trained to utilize them. One size does not necessarily fit all and if the leadership style is not working, it would be advantageous for faculty to have more leadership styles in their tool kit. The purpose of this research study was to explore the dominant leadership styles of online college instructors. Online instructors voluntarily participated in a survey to indicate which of four leadership styles they use in their classes: transformational, situational, democratic, or authoritarian. The surveys indicated that the transformational leadership style was the most common style used by the online instructors. The majority of instructors felt that their leadership style in the classroom was effective based on feedback and evaluations, although only half of the instructors indicated that the university or college, they teach at offers leadership training"

According in the article, *Leadership Styles in Education* by Lori McDonald (2021) states that, "All school leaders are not created to be exactly alike because there is not simply one style that is best for educational leadership. There are any varying styles that are appropriate in different situations or with diverse groups of people. There are also many different positions in education that require leadership. It is not only principals that require leadership skills. Positions such as teacher leaders, team

leaders, instructional coaches, and more benefit from these skills. All of these positions require leadership skills, but the styles could be very different depending on the individual and the situation."

In the study of Bradley S. Smith entitled "The Role of Leadership Style in Creating a Great School" he stated that, "School leadership is dynamic and ever-changing. The leadership style employed by school administrators is complex and plays an integral role in developing the culture in a school (Fullan, 2001). A modern way of looking at leadership is through a transformational lens. This leadership style requires dedication from the principal and plays an integral role in developing a great school culture (Balyer, 2012). Leaders must also have a foundation of transactional leadership skills before perfecting the art of transformational leadership (Bass, 1997). The principal must skillfully balance the management of the school with building relationships of trust and caring through an inspirational, people first approach. A strong vision, directly related to student learning, must be imbedded within these leadership approaches in order to take a mediocre school to greatness (Healy, 2009). An integrated leadership model that encompasses behaviors from transformational, transactional, inspirational, and instructional leadership styles can provide positive school-based leadership. There is evidence that an integrated leadership approach has beneficial effects on both teacher job satisfaction and overall student achievement (Menon, 2014)."

2.2 Local Studies

Patricia Sonia Elardo-Zabala(2021) on her study on *International Journal of Educational Management and Development Studies* entitled "The Leadership Styles of the Local Universities and Colleges' Administrators", she stated that "This study determined the leadership styles of the administrators of the local universities and colleges (LUCs) in the provinces of Cavite, Laguna, Batangas, Rizal and Quezon commonly known as CALABARZON Region in the Philippines. The descriptive-evaluative method of research was used. Data were gathered using a self-constructed Likert type questionnaire from the one-hundred eleven (111) randomly selected administrators. The statistical tools applied were weighted mean, Pearson r, and single factor Analysis of Variance (ANOVA). Findings revealed that charismatic and command and control showed significant difference in the responses on leadership style practices when grouped as to provinces as contrasted with innovative, laissez-faire, pace

setter, servant, and situational which showed no significant statistical difference. Though the leadership style practices of the school administrators were clearly manifested as to style, efforts may be directed to further strengthen trust since people are the lifeblood of the organization, thus, they must be valued. Also, as leaders of educational institutions, they should employ approaches that are appropriate for different sets of purposes or circumstances to further improve the relationship with the team.”

In the study of Pauline Marie S. Villar presented on Philippine Journal of Public Administration Research Writing Workshop & Fellowship 2018 entitled “Better Leaders, Better Schools? Public School Heads’ Leadership Styles and School Climate in Quezon City” states that, “Quality public education requires quality school heads. This study aims to determine the correlation between the leadership style of a school head and school climate in the context of public elementary schools in Quezon City, a highly urbanized city in Metropolitan Manila, Philippines. The study included 36 individuals—one school head and two school teachers from each of the 12 randomly selected schools. The data was analyzed using ordinary least squares statistical test. Out of the nine indicators of the three leadership styles and three school climate indicators, only the relationships between intellectual stimulation and two aspects of school climate—physical resources and security—yielded statistically significant results. The findings also show that school heads and teachers perceived social support as the most-provided aspect of school climate, and physical resources as the least-supported. A key policy recommendation of the study is to design training programs with special focus on critical skills involved in school-based management for public school heads to more effectively address the needs of the school community.”

In an Online Article of N. Fortes and A. J. Evangelista entitled “Pinoy Leadership Style: Filipinos in the Workplace and School” they stated that, “School and the workplace became the second home for students and employees. It served as the residence of knowledge and source of income of individuals. From this found home, the school and the workplace may shape who we will be in the future. The role of an effective leader is crucial for this to happen. An effective leader cultivates an environment that protects mental health. The Department of Labor and Employment mandates workplaces to implement mental health policies and programs following the Mental Health Act [1].

Likewise, the Department of Education launched a series of mental health and psychosocial programs this year to support learners, parents, and school personnel [2]. Leaders, managers, and supervisors in organizations affect the mental health of their employees [3]. It is important to look at how Filipinos leadership impacts our mental health.”

III. METHODOLOGY

In this chapter, the methodologies and procedures that will be employed in this study will be described. Specifically, the research design, locale of the study, samples and sampling procedure, respondents of the study, research instrument, data gathering procedure and data analysis techniques. These will include the information on how to determine the responses of the population sample and the procedures on gathering and analyzing the data gained.

3.1 Research Design

The design of this study is a Descriptive type of research. The primary goal of the Descriptive Research is to describe the status and provide data about the leadership style of the management, faculties and staffs and importance of the study to the Aurora State College of Technology (ASCOT). The Descriptive research is chosen to gather the precise data and information about the respondents. This type of research is a suitable selection for identifying the response of the individuals about their leadership style.

Descriptive research seeks to describe the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. Systematic collection of information requires careful selection of the units studied and careful measurement of each variable (Key Elements of a Research Proposal Quantitative Design-Winston Salem State University)

3.2 Locale of the Study

This study will be conducted specifically at the Aurora State College of Technology (ASCOT). The researchers chose this institution as the locale of the study in the aim to help and understand the potential leadership skills and capabilities of its personnel. The researchers find the locale to be a suitable study in relation to the subject of Seminar in Management and Leadership Development. Also, one of the reasons that the locale is chosen is because one of the researchers belongs to the said institution.

3.3 Samples and Sampling Procedure

The sampling procedure that will be used in this study is Simple Random Sampling. Random members of the management, faculty and staff of Aurora State College and Technology (ASCOT) will be drawn and selected to be part of the population.

3.4 Respondents of the Study

The respondents of this research will be the management, faculties, and staffs of Aurora State College and Technology. The researchers aim to know the reaction and feedback of those individuals of their leadership style. A sample of fifty-five respondents had participated in this research. The target respondents of this study will be fifty-five individuals representing the sides of the management, faculty and staff of ASCOT itself.

3.5 Research Instruments

Three instruments were used to assess the individual leadership styles of the management of ASCOT. The instrument used measured and determine the style of leadership in terms of three indicators, namely: Path-Goal Leadership, Multifactor Leadership, and Situational Leadership Style. The scale used in answering the item is as follows:

- Path–Goal Leadership
 - 5 - Always
 - 4 - Often
 - 3 - Occasionally
 - 2 - Hardly Ever
 - 1 - Never
- Multifactor Leadership
 - 5 - Frequently, if not always
 - 4 - Fairly often
 - 3 - Sometimes
 - 2 - Once in a while
 - 1 - Not at all
- Situational Leadership Style Summary/Self-Assessment

Leaders should adapt their style to follower development style (or 'maturity'), based on how ready and willing the follower is to perform required tasks (that is, their competence and motivation).

The respondents were asked to give their comments and recommendations for further analysis of the leadership system of the college.

Two instruments were used to assess the potential leadership styles of the management, faculties, and staffs of ASCOT. The instrument used measured and determine the style of leadership in terms of three indicators, namely: Multifactor Leadership, and Situational Leadership Style. The scale used in answering the item is as follows:

- Multifactor Leadership
 - 5 - Frequently, if not always
 - 4 - Fairly often
 - 3 - Sometimes
 - 2 - Once in a while
 - 1 - Not at all
- Situational Leadership Style Summary/Self-Assessment

Leaders should adapt their style to follower development style (or 'maturity'), based on how ready and willing the follower is to perform required tasks (that is, their competence and motivation).

The respondents were asked to give their comments and recommendations for further analysis of the leadership system of the college.

3.6 Data Gathering Procedure

As the Aurora State College of Technology that would be the locale of this study. The researcher then prepared letters asking for permission from the heads of the institutions that he would gather information regarding the leadership style of the college. When permission has been granted, the researcher then went to the college and gather some information that would be used as a basis for this study.

With this as reference, we broaden our study by having an online survey via google form. The purpose of conducting the study was explained and elaborated on the survey, as well as the importance of answering all the items honestly and assuring them that the confidentiality of all information obtained would be protected and will be used on the case study only. The researcher also explained that the contents of the questionnaire adopt five-point scale.

3.7 Data Analysis Technique

In the assessment of responses from the management on their leadership style in Aurora State College of Technology, assessment tools such as Path-Goal Leadership, Multifactor Leadership, and Situational Leadership Style Questionnaire were used.

The indicators were measured using the following scale:

Table.1. Path-Goal Leadership

Range	Description	Verbal Interpretation
18.00 and below – 28,00 and above	Directive style	Take responsibility for decision-making rather than collaborating with the team or incorporating employee feedback.
23.00 and below – 33.00 and above	Supportive style	Show concern for employees, and treat them with dignity and respect. Employees, in turn, feel valued and cared for.
16.00 and below – 26,00 and above	Participative style	Collaborates with the employees on the work processes, work procedures, and the work or task objectives.
14.00 and below – 24,00 and above	Achievement-oriented style	Encourages employee growth and progress by setting goals that are challenging. The leader encourages the employees to strive for continuous improvement.

Table 1. Data interpretation for the responses on of ASCOT's management style of leadership used most often and used less often.

Table.2. Multifactor Leadership

Range	Description	Verbal Interpretation
High = 9 – 12 Moderate = 5 – 8 Low = 0 – 4	Idealized influence	Indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.
	Inspirational motivation	Measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.
	Intellectual stimulation	Shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.
	Individual consideration	Indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.
	Contingent reward	Shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.
	Management-by-exception	Assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."
Laissez-faire leadership	Measures whether you require little of others, are content to let things ride, and let others do their own thing.	

Table 2. Data interpretation for the responses on of ASCOT's management multifactor leadership style

3.7.1 Situational Leadership

Situational questions were used and then choose the response (only one) from the corresponding Alternative Action statements that most appeals to the respondent or that they feel seems the most characteristic of them. In some cases, none of the responses may be appealing or characteristic the respondents. Nonetheless, the respondents should select the statement that they prefer or feel suits them best.

In the assessment of responses from faculty and staff of the college on the capability of the Aurora State College of Technology to implement online enrollment in terms of technical aspect, affordability and accessibility, mean was used.

SITUATIONS	ALTERNATIVE ACTIONS				
	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
TOTAL					
LEADERSHIP STYLE	TELLING (DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATING)	DELEGATING (OBSERVING)	

Table 3. Data interpretation for the responses on of ASCOT's management situational leadership assessment.

In the assessment of responses from the faculties and staffs on their potential leadership style in Aurora State College of Technology, assessment tools such as Multifactor Leadership, and Situational Leadership Style Questionnaire were used.

The indicators were measured using the following scale:

Table.4. Multifactor Leadership

Range	Description	Verbal Interpretation
High = 9 – 12 Moderate = 5 – 8 Low = 0 – 4	Idealized influence	Indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.
	Inspirational motivation	Measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.
	Intellectual stimulation	Shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.
	Individual consideration	Indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.
	Contingent reward	Shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.
	Management-by-exception	Assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."
Laissez-faire leadership	Measures whether you require little of others, are content to let things ride, and let others do their own thing.	

Table 4. Data interpretation for the responses on of ASCOT's management multifactor leadership style

3.7.2 Situational Leadership

Situational questions were used and then choose the response (only one) from the corresponding Alternative Action

statements that most appeals to the respondent or that they feel seems the most characteristic of them. In some cases, none of the responses may be appealing or characteristic the respondents. Nonetheless, the respondents should select the statement that they prefer or feel suits them best.

SITUATIONS	ALTERNATIVE ACTIONS				
	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
TOTAL					
LEADERSHIP STYLE	TELLING (DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATING)	DELEGATING (OBSERVING)	

Table 5. Data interpretation for the responses on of ASCOT's management situational leadership assessment.

IV. RESULTS AND DISCUSSION

The purpose of the study was to assess and verify the current leadership style of ASCOT's management and the potential styles of its faculties and staffs. Three indicators were used namely: path-goal assessment (for management only), multifactor leadership, and situational leadership assessment.

The survey dwells mainly in the following main topics:

- *Path-Goal Leadership.* Establishes a supportive plan for goal achievement. It analyzes not only the relationship between leadership styles and various situations in ASCOT but also what leadership styles are effective based on any given situation.
- *Multifactor Leadership.* Analyzes ASCOT leader's self-assessment alongside how superiors, peers, subordinates, and others perceive their leadership behaviours.
- *Situational Leadership.* Analyzes ASCOT leader's style of leadership on handling situations or how they control possible outcomes.

The results are compiled from surveys from ASCOT management. The survey covered the three indicators, with 53 questions per respondent.

This section presents the analysis of the collected data through the survey via questionnaire. The survey results are presented

on Likert scale is considered an interval scale. The mean is very significant. For Path-Goal Assessment: from (5) Always; (4) Often; (3) Occasionally; (2) Hardly ever; and (1) Never. And for Multifactor Leadership Assessment: from (5) Frequently; (4) Fairly Often; (3) Sometimes; (2) Once in a while; and (1) Not at all. All the survey data were usable and none had to be discarded.

Table-4.1a: Types of respondents

Management	Faculties and Staff	Total
15 (27.27%)	40 (72.73%)	55 (100%)

Source: Questionnaire

As per Table-4.1a, the survey consists of 72.73% faculties and staffs, and 27.27% management.

Table-4.1b: Length of Service (for management)

16 years above	11-15 years	6-10 years	0-5 years	Total
8 (53.5%)	5 (33.3%)	1 (6.7%)	1 (6.7%)	15 (100%)

Source: Questionnaire

As per Table-4.1b, majority of the respondents in management have 16yrs and above (53.5%) and 11 to 15 years (33%) length of service in ASCOT.

Table-4.1c: Length of Service (for faculty and staff)

16 years above	11-15 years	6-10 years	0-5 years	Total
1 (2.5%)	1 (2.5%)	2 (5%)	36 (90%)	15 (100%)

Source: Questionnaire

As per Table-4.1c, majority of the respondents in faculty and staff have less than 5 years (90%) length of service in ASCOT.

Table-4.2a: Path-Goal Leadership Assessment (for management)

	N	Minimum	Maximum	Mean	Interpretation
ITEM1	15	5	10	4.67	Always
ITEM2	15	1	10	4.60	Always
ITEM3	15	6	9	4.60	Always
ITEM4	15	4	11	4.73	Always
ITEM5	15	3	12	4.80	Always
ITEM6	15	1	11	4.67	Always
ITEM7	15	1	6	3.33	Often
ITEM8	15	2	7	3.60	Often
ITEM9	15	7	8	4.47	Always
ITEM10	15	1	8	3.80	Often
ITEM11	15	1	6	4.00	Always

ITEM12	15	3	6	4.20	Always
ITEM13	15	1	10	4.60	Always
ITEM14	15	1	9	4.53	Always
ITEM15	15	1	7	4.13	Always
ITEM16	15	3	4	3.60	Often
ITEM17	15	2	9	4.13	Always
ITEM18	15	1	6	3.20	Often
ITEM19	15	2	5	3.73	Often
ITEM20	15	3	8	4.07	Often

In the first item in Table-4.2a, the mean is 4.67. Hence, it means the majority of the management agreed that they are letting their subordinates know what is expected of them with regards on achieving their goals.

Table-4.2b: Path-Goal Leadership Assessment Score Card

Range	Description	Score Card
18.00 and below – 28.00 and above	Directive style	21.67 (LOW)
23.00 and below – 33.00 and above	Supportive style	20.4 (LOW)
16.00 and below – 26.00 and above	Participative style	21 (COMMON)
14.00 and below – 24.00 and above	Achievement-oriented style	20.4 (COMMON)

As per Table-4.2b, it is found that majority of the management in ASCOT often uses Participative style and Achievement-oriented style of leadership to establish a supportive plan in goal achievement. So, it is concluded that management in ASCOT collaborates with its employees for their growth and goal achievement, and encourages the employees to strive for continuous improvement.

Table-4.3a: Multifactor Leadership Assessment (for management)

	N	Minimum	Maximum	Mean	Interpretation
ITEM1	15	1	9	3.53	Frequently
ITEM2	15	1	8	3.07	Fairly Often
ITEM3	15	1	8	3.33	Frequently
ITEM4	15	1	11	3.60	Frequently
ITEM5	15	1	8	3.47	Frequently
ITEM6	15	2	7	3.33	Frequently
ITEM7	15	1	6	2.87	Fairly Often
ITEM8	15	3	7	3.27	Frequently
ITEM9	15	1	8	3.33	Frequently
ITEM10	15	5	10	3.33	Frequently
ITEM11	15	1	10	3.20	Frequently
ITEM12	15	1	8	3.20	Frequently
ITEM13	15	1	6	2.33	Fairly Often

ITEM14	15	1	7	2.07	Sometimes
ITEM15	15	1	10	2.80	Fairly Often
ITEM16	15	2	7	3.33	Frequently
ITEM17	15	2	10	3.07	Fairly Often
ITEM18	15	2	8	3.20	Frequently
ITEM19	15	1	9	3.27	Frequently
ITEM20	15	1	9	3.27	Frequently
ITEM21	15	1	8	2.67	Fairly Often

In the items 1 and 4 in Table-4.3a, the means are 3.53 and 3.6 respectively. Hence, it means majority of the management more often than not, makes sure that they are easily approachable and make their employees feel good to be around them and help others develop themselves.

Table-4.3b: Multifactor Leadership Assessment Score Card

Range	Description	Score Card
High = 9 – 12 Moderate = 5 – 8 Low = 0 – 4	Idealized influence	9.6 (HIGH)
	Inspirational motivation	9.73 (HIGH)
	Intellectual stimulation	9.73 (HIGH)
	Individual consideration	10 (HIGH)
	Contingent reward	9.93 (HIGH)
	Management-by-exception	8.93 (MODERATE)
	Laissez-faire leadership	7.6 (MODERATE)

On observation of Table-4.3b, it is found that majority of the management in ASCOT tends to focus on multifactor leadership skills such as idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and contingent reward. Management more often than not act as a role model in their college and holds a high trust in their employees, maintain their faith and respect, and show dedication to them.

They also inspire to motivate and make their employee’s work feel significant, shows the degree to which they encourage others to be creative in looking at old problems in new ways, show interest in their employees’ well-being, and recognized their achievements. The management also moderately use to assess their employees based on their job functions and laissez-faire. So, it is concluded that majority of the is not focused in just one type of leadership but tends to be multifactor and transformational leadership.

Table-4.3c: Multifactor Leadership Assessment (for faculty and staff)

	N	Minimum	Maximum	Mean	Interpretation
ITEM1	40	3	25	3.55	Frequently
ITEM2	40	2	18	3.00	Fairly Often
ITEM3	40	1	15	2.95	Fairly Often
ITEM4	40	1	22	3.32	Frequently
ITEM5	40	1	14	2.77	Fairly Often
ITEM6	40	4	23	3.47	Frequently
ITEM7	40	2	17	3.07	Fairly Often
ITEM8	40	11	17	2.97	Fairly Often
ITEM9	40	1	20	2.97	Fairly Often
ITEM10	40	1	21	2.92	Fairly Often
ITEM11	40	1	19	2.85	Fairly Often
ITEM12	40	1	14	2.80	Fairly Often
ITEM13	40	1	20	2.57	Fairly Often
ITEM14	40	3	15	2.30	Sometimes
ITEM15	40	5	15	2.70	Fairly Often
ITEM16	40	8	18	3.15	Frequently
ITEM17	40	1	17	2.80	Fairly Often
ITEM18	40	1	15	3.05	Fairly Often
ITEM19	40	1	19	2.87	Fairly Often
ITEM20	40	1	16	2.82	Fairly Often
ITEM21	40	2	12	2.67	Fairly Often

In the items 1 and 4 in Table-4.3a, the means are 3.52 and 3.32 respectively. Hence, it means majority of the faculty and staff makes sure that they are easily approachable and make their co-employees feel good to be around them and help others develop themselves.

Table-4.3d: Multifactor Leadership Assessment Score Card

Range	Description	Score Card
High = 9 – 12 Moderate = 5 – 8 Low = 0 – 4	Idealized influence	9.22 (HIGH)
	Inspirational motivation	9.12 (HIGH)
	Intellectual stimulation	8.67 (MODERATE)
	Individual consideration	9.22 (HIGH)
	Contingent reward	8.45 (MODERATE)
	Management-by-exception	8.87 (MODERATE)
	Laissez-faire leadership	8.05 (MODERATE)

On observation of Table-4.3d, it is found that majority of the faculty in ASCOT tends to focus on multifactor leadership skills such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Faculties

and staff more act as a role model in their college and holds a high trust in their co-employees and students, maintain their faith and respect, and show dedication to them. They also inspire to motivate their students and make their colleagues work feel significant, shows the degree to which they encourage others to be creative in looking at old problems in new ways, show interest in their colleague well-being. They also moderately use to assess their colleagues based on their job functions and laissez-faire. So, it is concluded that majority of that is not focused in just one type of leadership but tends to be multifactor and transformational.

Table-4.4a: Situational Leadership Assessment (for management)

ITEM	ALTERNATIVE ACTIONS			
	A (13.3%)	C (73.3%)	B (13.3%)	D
ITEM1	A (13.3%)	C (73.3%)	B (13.3%)	D
ITEM2	D	A (93.3%)	C (6.7%)	B
ITEM3	C (6.7%)	A (60%)	D (33.3%)	B
ITEM4	B (20%)	D (6.7%)	A (73.3%)	C
ITEM5	C (26.7%)	B (60%)	D (6.7%)	A (6.7%)
ITEM6	B (13.3%)	D (40%)	A (46.7%)	C
ITEM7	A (13.3%)	C (33.3%)	B (46.7%)	D (6.7%)
ITEM8	C (26.7%)	B (66.7%)	D (6.7%)	A
ITEM9	C (40%)	B (46.7%)	D (13.3%)	A
ITEM10	B (13.3%)	D (66.7%)	A (6.7%)	C (13.3%)
ITEM11	A (26.7%)	C (26.7%)	B (46.7%)	D
ITEM12	C (6.7%)	A (13.3%)	D (73.3%)	B (6.7%)
TOTAL		7	5	
	TELLING (DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATING)	DELEGATING (OBSERVING)

In the items in Table-4.4a, the leadership style of majority of the management in ASCOT are leader-driven thus having a high task focus and high relationship focus. The management spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods. In some case that the follower is not willing or unmotivated, they may direct or provide a working structure, both for the job and in terms of how the person is controlled. They may first find out why the person is not motivated and if there are any limitations in ability. For followers with high competence but unwilling/insecure, they need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

Table-4.4b: Situational Leadership Assessment (for faculty and staff)

SITUATIONS	ITEM	ALTERNATIVE ACTIONS			
	ITEM1	A (15%)	C (62.5%)	B (22.5%)	D
ITEM2	D (2.5%)	A (90%)	C (7.5%)	B	
ITEM3	C (2.5%)	A (37.5%)	D (57.5%)	B (2.5%)	
ITEM4	B (25%)	D (7.5%)	A (62.5%)	C (5%)	
ITEM5	C (32.5%)	B (37.5%)	D (27.5%)	A (2.5%)	
ITEM6	B (22.5%)	D (52.5%)	A (25%)	C	
ITEM7	A (10%)	C (27.5%)	B (55%)	D (7.5%)	
ITEM8	C (15%)	B (67.5%)	D (17.5%)	A	
ITEM9	C (37.5%)	B (45%)	D (17.5%)	A	
ITEM10	B (17.5%)	D (52.5%)	A (10%)	C (20%)	
ITEM11	A (25%)	C (37.5%)	B (37.5%)	D	
ITEM12	C (2.5%)	A (42.5%)	D (52.5%)	B (2.5%)	
TOTAL		8	5		
	TELLING (DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATING)	DELEGATING (OBSERVING)	

In the items in Table-4.4b, the potential leadership style of majority of the faculties and staff in ASCOT are leader-driven style and may have a high task focus and high relationship focus. They may tend to spends time listening and advising and, where appropriate, helping their colleagues and students to gain necessary skills through coaching methods. In some case that the some are not willing or unmotivated, they may direct or propose a working structure. They may first find out why the person is not motivated and if there are any limitations in ability. If it is with high competence but unwilling/insecure, they need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

The researchers were guided by this issue: what is the current leadership style of the management, faculties and staffs in ASCOT?

The results of this study indicate that majority of the leadership style of the management, faculties and staffs in ASCOT are leader-driven and are transformational form of leadership.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

Based on the data gathered and analyzed, the management of ASCOT have clear path on their goal achievement likewise on the development of their employees. The management also exhibits multifactor leadership skills which are leader-driven and transformational which provides high trust and helps to

inspire and motivate the employees in their development and continuous improvement.

Moreover, the faculties and staffs exhibit potential multifactor leadership skills which are mostly leader-driven and transformational in their assessment. This provides high trust in their co-employees and students. This also inspire to motivate their students and make the feel significant and encourage them further for their development.

5.2 Conclusions

Based on the results of the survey, it can therefore be concluded that the leadership style of management, faculties and staffs of ASCOT are leader-driven and transformational. Goal achievement and employee growth and continuous improvement are highly encouraged. Multifactor and situational leadership skills are also being displayed in handling situations as needed arises. Having a long length of service in the teaching industry contributed on the development of their leadership skills based on the survey. For short length of service, based on the survey, it is seen that the potential of multifactor leadership is seen and thus, be fully developed in the long run.

5.3 Recommendations

- Current leadership survey is broad and it is recommended to have a research focus on specific leadership style.
- A research based on the insights of the students towards the leadership styles of management, faculties, and staffs should be conducted.
- Additional research in this study should be conducted on the potential leadership styles of the student and the student council.

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