TIIKM

LEADERSHIP STYLES OF ACADEMIC ADMINISTRATORS: INSIGHTS FOR ENHANCING PUBLIC SERVICE

Rioveros GM[1] and Lanuza MH[2*]

[1]Philippine State College of Aeronautics, Pasay City, Philippines
[2]City College of Calamba, Calamba City Philippines

Abstract: This study investigated leadership styles among administrators in an academic institution to develop a training plan for future administrators. The research aimed to identify prevalent leadership styles, assess differences in perception between administrators and staff, determine the use of agile leadership, and explore the relationship between leadership style and responsiveness in various situations. A mixed-methods approach was employed, using a researcher-designed survey administered to 105 employees (52 administrators and 53 staff) and key informant interviews with three administrators. Quantitative data was analyzed using descriptive statistics (frequency, weighted mean) and inferential statistics (Pearson correlation, z-test). Qualitative data from interviews provided context and validation. Results indicated a perceived discrepancy in leadership styles, with staff primarily experiencing transactional leadership and administrators believing they employed transformational leadership. Responsiveness levels were generally high across situations, with specific leadership skills emerging depending on the context. The study identified servant leadership as effective in normal situations, transformational leadership in emergencies, and agile leadership in conflict resolution. Based on these findings and identified challenges and solutions, a proposed training plan was developed. The study concludes that situational leadership is crucial, emphasizing the need for tailored approaches. It suggests that faculty can play a key role in developing future leaders by incorporating leadership training and practical application into their curriculum.

Keyword: Leadership Training Plan, and Public Service

Introduction

Professor and Director of the Leadership, Citizenship, and Democracy Program and University Extension Specialist at the University of the Philippines' College of Public Administration, respectively, have defined leadership studies as an emerging discipline devoted to the analysis of leadership as it is implemented in various organizations. It has increasingly been used to distinguish cross- and interdisciplinary approaches to the research and experience of leadership from traditional leadership studies that focus on a particular profession or academic discipline. On the subject of "Leadership style of managers as inputs for better public service," there had been limited number of researches pertaining to this research. However, there are numerous numbers of researches related to leadership styles in various companies. As a result, this study was conducted. In the position of executives, the administrators' leadership style in the academic institution would direct them to lead. Understanding their leadership style will help them communicate more effectively with the people they lead. Since identifying their leadership style through a leadership survey, they will be able to recognize their strengths and weaknesses, allowing them to improve and extend their public service. Leaders at all levels are helping to set the tone. The manner in which one lead may greatly influence

*Corresponding Author's Email: *mhlanuza@ccc.edu.ph*

both teachers, nonteaching and students' performance. The greatest executives approach their working conditions intentionally and exemplify their institutions' ideals. In order to enhance the style of leadership and maximize the staff, five habits are shared by very effective leaders and suggestions to improve them (Linked in Talent Solution, 2021). The study on the connection between succession management and the theory of full-scale leadership showed the presence of a relationship between succession administration and the three leadership styles of a full-scale leadership theory (FRLT). There is very few empirical research on leadership styles in the full range theory of leadership. Where they exist, only transformative leadership is addressed (Bennerson, 2021). The aim of this research is to fill this literature gap. This study was carried out since it has been discovered that literature and studies on the leadership styles to improve public service must be contextualized according to a certain or specific situation.

Effective leadership within academic institutions is paramount for fostering a positive and productive environment, enhancing organizational effectiveness, and ultimately, driving institutional success. Identifying the prevailing leadership styles of administrators is crucial for achieving these goals. Different leadership approaches impact faculty and staff morale, influence communication and collaboration, and shape the overall organizational climate. Understanding these styles allows institutions to align leadership practices with their strategic objectives, promoting growth and development through targeted professional development opportunities for administrators. Furthermore, recognizing the strengths and weaknesses of various leadership styles enables institutions to optimize their leadership structure, cultivate a strong leadership pipeline, and improve communication and collaboration amongst all stakeholders. By understanding and optimizing leadership styles, academic institutions can create a foundation for sustained growth, innovation, and excellence, ultimately contributing to improved student achievement, faculty satisfaction, and research productivity. As Yukl (2010) emphasizes, understanding leadership in organizations is essential for achieving desired outcomes, and this is particularly true within the complex environment of academia.

This study contributes to the body of knowledge on leadership in higher education by providing empirical evidence on the prevalence and impact of different leadership styles within a specific academic institution. It offers valuable insights into the perceptions of both administrators and staff regarding leadership practices, highlighting potential discrepancies and areas for improvement. By examining the relationship between leadership styles and responsiveness in various situational contexts, the study sheds light on the effectiveness of different approaches in diverse academic settings. The proposed training plan, grounded in the study's findings, offers a practical framework for developing future academic leaders. Ultimately, this research advances the understanding of effective leadership in academia and provides actionable recommendations for fostering a more positive, productive, and successful institutional environment. It contributes to the ongoing conversation about leadership best practices, offering a model that other institutions can adapt and apply to their own contexts.

Statement of the Problem

The main goal of the study was to develop a training plan for employees by analyzing the various leadership styles of administrators in an academic institution. It sought answers to the following objectives:

- To assessed leadership style of the administrators as perceived by the:

- rank-and-file; and

- administrators themselves.

- To identify if there is a significant difference on the level of agreement of the practiced leadership styles of the administrators assessed by the administrators and rank-and-file employees.

- To describe the level on how do the agreement level of the practiced agile leadership among the administrators as assess by the rank-and-file and administrators themselves in the operation of the College amid the pandemic and post-pandemic.

To describe the level responsiveness level of the activities assessed by the rank-and-file and administrators in the College in terms of the following three areas:

normal situations;

emergency situations; and,

conflict resolutions.

To identify if there is a significant relationship between the perceived level of agreement on the practiced leadership styles of the administrators and the manifestation level of the activities based on the three areas?

To explore the described experiences encountered by the administrators as perceived by the rank-and-file and administrators themselves about managing their own departments in terms of:

problems encountered;

solutions Implemented.

To explore the described experiences on how administrators apply their leadership style in different situations in the College especially amidst the pandemic.

To create training plan may be proposed based on the findings and implications derived from the study.

Conceptual Framework

The conceptual paradigm shown in Figure 1 presents the significant data that would yield the draft of a Training Plan for Employees. The study used the Input-Process-Output conceptual framework to identify the implications of the study based on the recommendations.
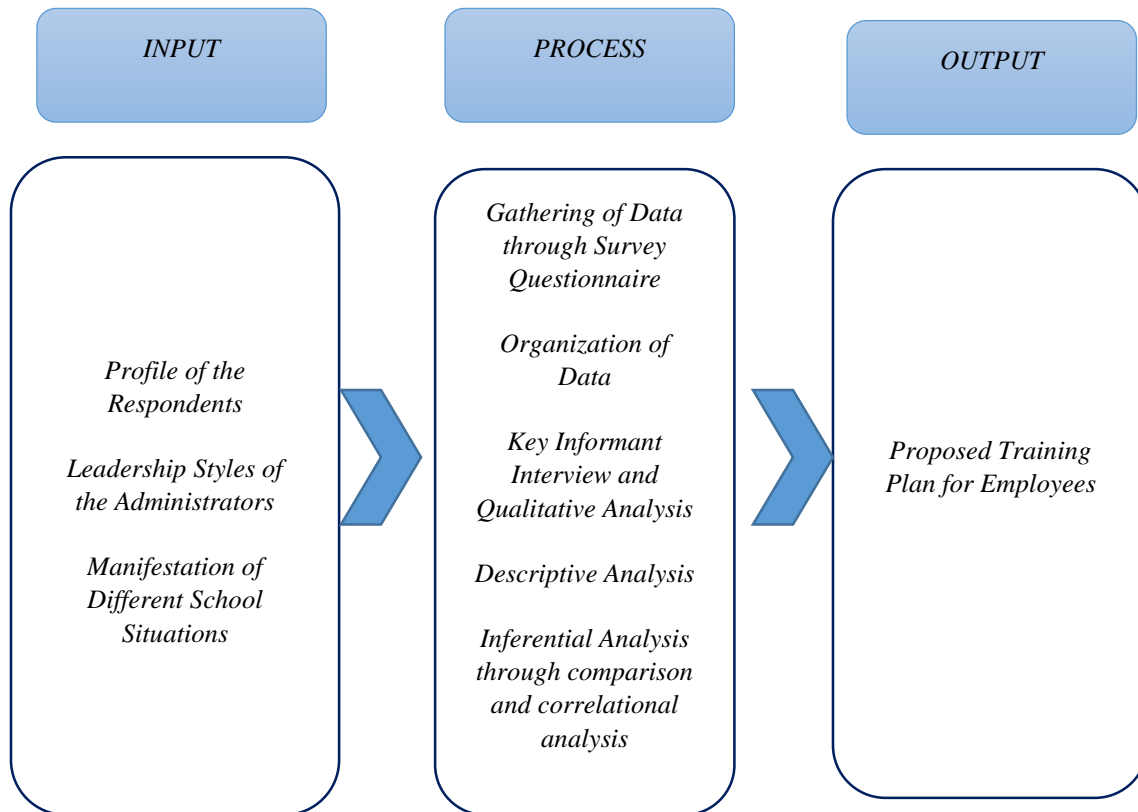
Figure 1: Research Paradigm

The input includes the demographic profile of the respondents who are all working in the City College of Calamba (CCC) all administrators, faculty and nonteaching staff. In a leading institution, leaders and subordinates are one of the necessary components for an institution must have, thus profile played important roles in determining the leadership styles of the administrators in which are the main concern will be coming from them, hence the leadership styles served as the main component in the input box. Also, the manifestation of the extent of different situations occur in the institution were observed and evaluated as well. The process includes the activity and how the research was conducted. A survey questionnaire has been developed and validated based from different standardized questionnaires of leadership conducted to the concerned employees: both the rank-and-file and the administrators of the CCC. Also, to improve unbiased results, key informant interviews were conducted to support and strengthen the claims in the quantitative results which were statistically analyzed by means of descriptive, comparison and correlational analyses. Based on the implications of the study and its recommendations, a proposed Development of Training Plan was created to be conducted to develop their leadership skills and to address the results of the study.

Research Methodology

This section presents the research design and the analytical approach that was used in the study. A survey questionnaire and key informant interview were used in collecting information to assess the leadership styles of the administrators in CCC.

Research Method and Design

This study employed a mixed-methods multiple case design to investigate leadership styles among administrators in an academic institution. A mixed-methods approach was chosen because it offers a more comprehensive understanding of complex phenomena by integrating the strengths of both quantitative and qualitative research (Creswell & Plano Clark, 2018). As Magulod et al. (2020) suggest, the combination of numerical data with rich narratives and perspectives can provide a more nuanced and insightful understanding of the research topic. Specifically, this study sought to understand not only what leadership styles are prevalent but also how these styles are perceived and experienced by different stakeholders within the institution. This depth of understanding necessitates a mixed-methods approach.

The study utilized a sequential explanatory design, where quantitative data collection and analysis were followed by qualitative data collection and analysis. This sequence allowed the quantitative findings to inform and guide the subsequent qualitative data collection, providing a deeper understanding of the statistical trends and patterns.

Phase 1: Quantitative Data Collection and Analysis

A researcher-designed survey questionnaire, adapted from several existing leadership instruments, was used to collect quantitative data. The survey was administered to 105 employees, comprising 52 administrators and 53 rank-and-file staff. The survey instrument employed a four-point Likert scale to assess perceptions of various leadership styles (transformational, authoritarian, democratic, transactional, servant, and agile) and levels of responsiveness in different situational contexts. Descriptive statistics (frequencies, weighted means) and inferential statistics (Pearson correlation, z-test) were used to analyze the quantitative data. This phase addressed the study's objectives of identifying prevalent leadership styles and assessing differences in perceptions between administrators and staff.

Phase 2: Qualitative Data Collection and Analysis

Following the quantitative phase, semi-structured key informant interviews were conducted with three purposively selected administrators. The interview guide was informed by the findings from the quantitative survey, allowing for a more in-depth exploration of specific leadership styles, perceived challenges, and potential solutions. The interviews explored the nuances of leadership practices within the institution, providing rich contextual data that complemented the quantitative findings. The qualitative data was analyzed using thematic analysis, identifying recurring themes and patterns within the interview transcripts. This phase addressed the study's objective of highlighting problems and solutions related to leadership practices.

Justification for Mixed-Methods

The mixed-methods approach was crucial for this study due to the complex nature of leadership and the need to understand both the prevalence of different styles and their impact on the institutional environment. The quantitative data provided a broad overview of perceived leadership styles, while the qualitative data offered deeper insights into the lived experiences and perspectives of administrators and staff. This combination allowed for a more holistic and nuanced understanding of the research problem, addressing the study's objectives more effectively than either method could have alone. Furthermore, the mixed-methods approach allowed for triangulation of data, increasing the validity and reliability of the findings. As Lanuza (2017) and Lanuza, et al (2020) have demonstrated in their work on distributed leadership, combining quantitative measures of leadership behaviors with qualitative explorations of how these behaviors are enacted and experienced within schools can provide a richer and more complete picture of leadership effectiveness. This study sought to build upon this approach by examining a broader range of leadership styles within a higher education context.

Population and Respondents of the Study

The population under consideration of the study are those workers who are connected with and presently working in CCC. These include both the rank-and-file either contract or service, temporary or permanent workers, and the administrators in the same manner. The respondents chose to represent the population were described in the given figures below.
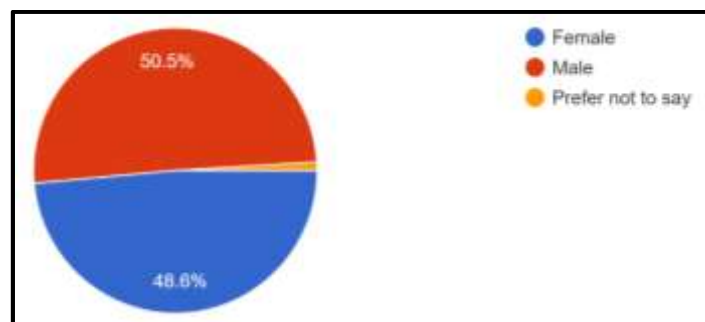
Figure 2: The Distribution of the Respondents according to Gender

Figure 1 showed that the respondents participated in the study were majority participated by males at 50.5% (53), the remaining 48.6% (51) are females, and to complete the 105 actual respondents, since research acknowledge gender sensitivity, an option of prefer not to say was include with 1% (1) from them answered.

Sample Size and Sampling Technique

Samples were collected from a subtotal of 53 rank-and-file and 52 administrators using the Quota Sampling Technique with an actual respondent of 105. More than 250 employees were noted in the CCC including the RVV (utility personnel) and Security personnel both were via agency. Since the actual retrieved forms within the duration of the data gathering schedule, the researcher opted to include only those voluntarily responded, where more than half of them belong to the rank-and-file, while the remaining 49.5% of the 105 respondents were the administrators.

Table 1: The sample size distribution of the respondents based on classification

Classification	f	%
Administrator	52	49.5
Rank-and-file	53	50.5
Total	105	100.0

A Convenience Sampling Technique was utilized for sampling. This sampling (also known as Haphazard Sampling Accidental Sampling) is a type of sampling in which participants from the target population are included in the study if they meet certain functional requirements, such as easy accessibility, geographical proximity, availability at a specific time, or willingness to participate (Etikan, 2016). Furthermore, the usage of technological developments such as telecommunication devices, the internet, and the like may be called convenience sampling because the only individuals that participated were those who were capable of using these technologies and could do so conveniently.

Convenience sampling is the most suitable sample method for this study since the researcher intends to use Google forms in data collection, which enables the researcher to conveniently acquire data via the use of the internet. It also enables respondents to make the most of the internet without utilizing hard copies.

Moreover, the size of the sample, the criteria used for classification, and the methodologies used for selection all influence the process of participant selection. The research's sample size is decided by factors such as the size of the population, the intricacy of the subject being studied, and the requirements of the testing technique. Survey techniques often need high sample sizes to ensure the data collected is representative. On the other hand, interview methods require lower sample sizes to gather detailed information. Based on the Raosoft (2013) sample size calculator, a survey requires a minimum of 74 respondents to achieve a 95 percent confidence level, assuming a population size of 100. According to Kvale (1996), the number of participants in an interview sample might vary from 5 to 25, depending on the characteristics and level of depth of the interview. The sample size of this research consisted of personnel employed by CCC who responded to a survey. The collection of more extensive demographic data was avoided to safeguard the privacy of the individuals participating in the poll. The Key Informant Interview approach was used to conduct interviews with five senior executives from different departments.

Research Locale

The study was carried out at City College of Calamba, a local college whose vision is to become accredited premiere academic institution which realizing by being one of the top schools in the Licensure examination for teachers, this locale is chosen since school performance may somehow attributed to the kind of leadership the administrators have in managing the institution. Whatever the practices may be a benchmark for other local College to apply or be more beneficial to the college itself for its own employees if they will be the ones in the administrator position in the long run.

Data Gathering Procedure

The research conducted followed all the procedures first by seeking permission to the head office of the CCC to conduct the data gathering process. A letter is drafted and sent to the respective offices for data floating where the original instrument was attached but collection was handled via google form. The administrators, rank-and-file details were collected in which mobile number and emails were forwarded. This information followed the strict compliance of the data privacy act since they were only be needed for the distribution of the google link generated from the google forms.

The researcher then distributed the links one-by-one via email, and an assistance from the management and information department (MISD) to attach the QR code in the home grown institutional LMS (e-guro) and waited for the voluntary participation that lasted for one weeks. Retrieval of data was generated via google form data based and analyzed using the statistical treatment presented in this paper.

Moreover, key informant interview through a focus group discussion (FGD) was conducted using the zoom platform with the consent that voice and video calls had been taped and recorded for the benefit of the transcription process.

All data collection undergone research ethics making sure that no respondents and participants had been warned and all follow personal voluntarily participations.

Validation Instrument

This study employed two primary data collection instruments: a survey questionnaire and semi-structured interview guides.

Survey Questionnaire:

The survey questionnaire was designed to assess perceptions of various leadership styles and levels of responsiveness in different situational contexts. It was adapted from several established leadership instruments [cite the specific sources used for adaptation, e.g., Multifactor Leadership Inventory (MLI), Leadership Practices Inventory (LPI)]. The questionnaire was chosen because it allows for the collection of quantitative data from a large sample, providing a broad overview of leadership perceptions within the institution. The survey comprised two main sections:

Leadership Styles: This section assessed perceptions of six key leadership styles: transformational, authoritarian, democratic, transactional, servant, and agile. Items for each style were developed based on established definitions and characteristics of each style [cite relevant leadership literature]. A four-point Likert scale (Strongly Agree to Strongly Disagree) was used for responses.

Situational Responsiveness: This section explored how administrators respond in different situations (e.g., conflict resolution, crisis management, routine operations). Items were designed to assess the perceived level of responsiveness in each situation, using a scale ranging from "Completely Responsive" to "Not Responsive at All."

Semi-structured Interview Guides:

Semi-structured interview guides were developed to gather in-depth qualitative data from administrators. The interview questions were informed by the findings from the quantitative survey, allowing for a more focused exploration of specific leadership styles, perceived challenges, and potential solutions. The semi-structured format provided a flexible framework for the interviews, allowing for follow-up questions and deeper probing based on the participants' responses. This approach was chosen because it allows for the collection of rich, contextual data that complements the quantitative findings.

Instrument Validation

To ensure the validity and reliability of the survey questionnaire, a rigorous validation process was conducted. The instrument was submitted to a panel of experts in leadership and education for review and feedback. The panel consisted of:

A Chairperson for Business and Management at Cavite State University, Imus City.

A Professor in Professional Education and a Doctor of Education graduate from Dasmariñas, Cavite.

A Professor of Business and Management at Cavite State University – Imus Campus.

The experts were asked to evaluate the clarity, relevance, and comprehensiveness of the survey items, as well as the overall structure and organization of the questionnaire. They provided feedback on the wording of items, the appropriateness of the Likert scale, and the alignment of the items with the study's objectives. Based on the experts' feedback, revisions were made to the questionnaire to improve its clarity, validity, and relevance. This process ensured that the instrument accurately measured the intended constructs and was appropriate for the study population. Also, a Cronbach;s alpha value of 0.827 was calculated after the pilot testing to ensure if the instruments are already ready for floating.

Justification for Instrument Choices:

The combination of a survey questionnaire and semi-structured interviews was chosen to provide a comprehensive understanding of leadership styles and their impact within the academic institution. The survey allowed for the collection of quantitative data from a larger sample, providing a broad overview of leadership perceptions. The semi-structured interviews, on the other hand, provided an opportunity to explore the nuances of leadership practices in greater depth, capturing the lived experiences and perspectives of administrators. This mixed-methods approach allowed for triangulation of data, increasing the validity and reliability of the findings.

Research Ethics Protocols

One of the salient features of the data gathering process especially in mixed methods design were how the data was gathered and collected. Since privacy was the top priority, the researcher made sure that

compliance to the Data Privacy Act of 2012 (DPA) and cooperate fully with the National Privacy Commission (NPC) was strictly implemented.

Also, the CCC institution was committed to meeting both the personal privacy, which was important to the researcher as well. It was ensuring that the genuine and legitimate interests as an educational institution and the ability to fully and effectively carry out the responsibilities as such were met through a consent letter and full orientation before the participants involved in an interview and before the respondents responded the survey questionnaire.

All results will be a public document and if the respondents wish to have a copy of the results, the researcher was more than willing to present it to them.

Statistical Treatment of Data

Weighted Mean and Rank

To interpret the generalized level of leadership styles of the administrators as assessed by the rank-and-file and the administrators themselves. the weighted mean was used given by the formula $\overline{x} = \frac{\sum fx}{\sum f}$, where $\overline{x}$ is the weighted mean of leadership style, f is the frequency of occurrence of the scores, x is the coded weight while $\sum$ is a Greek capital letter sigma means "means the sum of".

Below is the 4 – point Likert Scale range of values as a mode of interpretation about the level of Leadership the Administrators have.

Table 2: The 4-Point Likert Scale Mode of Verbal Interpretation for Leadership Level

Unit Weight	Range of Values	Interpretation
4	3.26-4.0	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.5	Disagree
1	1.0-1.75	Strongly Disagree

The ranking rule was applied to determine which leadership style was implemented most to least by the administrators as assessed by the rank-and-file and the administrators themselves.

T-test: test for independence

T-test of Independence is a comparison formula used to test if a significant difference exists in rank-and-file and administrators' assessment on the leadership style implemented by the administrators in the institutions. It is given by the *z*-test formula $z = \dfrac{\overline{x} - \overline{y}}{\sqrt{\dfrac{\sigma_x^2}{n_x} + \dfrac{\sigma_y^2}{n_y}}}$. It is used since a normality range was met and more than 30 respondents per group were retrieved.

Decision Criteria: If $|z-computed|$ is greater than the $|z-critical|$ then fail to accept the Null Hypothesis, with degrees of freedom (df=$df = n_x + n_y - 2)N - 2)$(and alpha ($\alpha = 0.05$), or if the p-value is lesser than the alpha-value, failed to accept the Null Hypothesis.

Pearson Product Moment Correlation Coefficient r

To test if there is a significant relationship exists between the perceived level of activity manifestation and the leadership style of the respondents, the researcher used the Pearson Product Moment Correlation Coefficient known as Pearson's *r* given by the formula $r = \frac{N(\sum xy)-(\sum x)(\sum y)}{\sqrt{[N(\sum x^2)-(\sum x)^2][N(\sum y^2)-(\sum y)^2]}}$, where *r* is the computed degree of correlation, *x* and *y* are the variables under consideration, and *N* is the number of pairs of the sample.

To give interpretation to computed Pearson r correlation, the following guide was adopted from Altares et.al (2005) in their book *Elementary Statistics with Computer Application.*

Table 3: The Pearson Product Moment Correlation Coefficient Degree of Correlation Interpretation

Range of Correlation Values	Degree of Correlation
±1.0	Perfect Positive (Negative) Correlation
±0.91-0.99	Very High Positive (Negative) Correlation
±0.71-0.90	High Positive (Negative) Correlation
±0.41-0.70	Moderate Positive (Negative) Correlation
±0.21+0.40	Low Positive (Negative) Correlation
±0.01-0.20	Very Low/Negligible Positive (Negative) Correlation
0.0	No Correlation

Decision Criteria: If $|rcomputed|$ is greater than the $|r\ tabular|$ then fail to accept the Null Hypothesis, with degrees of freedom (df=$N - 2$)(and alpha ($\alpha = 0.05$), or if the p-value is lesser than the alpha-value, failed to accept the Null Hypothesis.

Data collected from the survey instruments were tallied, tabulated, and analyzed using the statistics generated by the Statistics Package for Social Sciences (SPSS). The researchers then used the results to answer the specific problems of the study.

Key Informant Interview (KII)

Key informant interviews are useful in the following situations, according to USAID (1996): When qualitative and descriptive information can be used to make a decision. When it is critical to understand the perspectives, behavior, and motivations of an activity's customers and partners to explain the shortcomings and successes of an activity. When the primary goal is to generate recommendations. To interpret quantitative data, key informants were interviewed about the how and why of the quantitative findings. Before designing a quantitative study, it is helpful to frame the relevant issues.

Results And Discussion

This section illustrates the summary of data gathered from the survey conducted by the researcher, which has undergone statistical treatment through descriptive, comparison, and correlational analyses from leadership styles of the College administrators. The tabulated data were collected, organized, and analyzed corresponding to the research purpose and specific questions in the statement of the problem. The analytical tables were presented according to the series of questions followed by interpretation and research implications.

The Assessed Leadership Style of the Administrators by the Two groups of Respondents

Rank-and-file

Table 4 shows the mean distribution of the school administrators' leadership style assessed by the rank-and-file and were ranked to determine which style manifested the most in the management in the eyes of the subordinates.

Table 4: The Mean Distribution of the Rank-and-file's assessment on the College Administrators' Leadership Style

Leadership Style	Mean	Verbal Interpretation	Rank
Transformational Leadership	3.5637	Strongly Agree	4
Authoritarian Leadership	3.26	Strongly Agree	6
Democratic Leadership	3.53	Strongly Agree	5
Transactional Leadership	3.59	Strongly Agree	1
Servant Leadership	3.58	Strongly Agree	2
Agile Leadership	3.5639	Strongly Agree	3

1.0-1.75: Strongly Disagree; 1.76-2.5: Disagree; 2.51-3.25: Agree; 3.26-4.0: Strongly Agree

In Table 4, it is evident that all six leadership styles were practiced by the College administrators as assessed by the rank-and-file since all styles garnered a verbal interpretation of strongly agree. It is interesting to note that a varied leadership style in a college institution has been implemented and well-practiced most specially the transactional leadership at the topmost rank at mean weight of 3.59. It was followed servant leadership by 0.01 mean difference at 3.58. In the midst of adversity, agile leadership became the third rank with 3.5639 while the transformational leadership in fourth rank at a

very close mean at 3.5637. The conventional leadership style such as democratic and authoritarian styles were placed in the fifth and sixth places with means 3.53 and 3.26 respectively.

The rank-and-file judged all the styles as very proficient in the airport institution, but identified certain deficiencies that fell below the average rating. In the realm of the transactional style, administrators sporadically offer constructive feedback on employees' performance, establish and standardize practices to enhance the organization's efficiency and productivity to a limited extent, and infrequently address deviations from expected outcomes while identifying corrective measures to improve performance. Out of the six individuals in servant leadership, only two were deemed proficient, while the other four need more development. These indications relate to the capacity to contemplate a situation from the perspectives of others. College Administrators lack the ability to fully see and comprehend the significance of certain situations, which in turn affects their decision-making and actions. They possess a moderate level of awareness when it comes to comprehending ethical and moral matters, and they also have a strategic grasp of how their own acts impact the whole situation. They possess a certain level of self-awareness, but their emotional intelligence (EQ) is not well developed. They must comprehend their own strengths and flaws. Occasionally, they prioritize the needs of others because they understand that it is not about their own interests or appearance, but rather about guiding and enabling others to achieve success. The success of the whole organization relies on the success of its members, and Administrators seldom appreciate diverse perspectives or penalize individuals for expressing disagreement or sharing their thoughts. They promote a culture of honesty and attentiveness, urging individuals to actively listen to others and then assess their statements.

Table 4 reveals that rank-and-file employees in this study perceive their college administrators as exhibiting "Strongly Agree" levels across all leadership styles measured. However, Transactional Leadership emerges as the most prominent (mean = 3.59), followed closely by Servant Leadership (mean = 3.58) and Agile Leadership (mean = 3.5639). This finding addresses a gap in the leadership literature by highlighting the potential prevalence of multiple leadership styles within a single institution, particularly in education. While much research focuses on the *ideal* leadership style (often transformational), this study suggests that administrators may utilize a blend of approaches, adapting to different situations and contexts. This aligns with the concept of situational leadership (Hersey & Blanchard, 1969), which posits that effective leadership depends on matching the leader's style to the maturity and competence of their followers.

This result also speaks to the specific challenges and opportunities within educational settings. The strong presence of Transactional Leadership, while sometimes viewed critically, may be necessary for maintaining structure and accountability within a complex academic environment. Simultaneously, the high scores for Servant and Agile Leadership suggest a growing emphasis on collaboration, empowerment, and adaptability, crucial elements for navigating the evolving landscape of education. This resonates with the findings of Rioveros, et. al (2021) which have consistently emphasized the importance of collaborative leadership and distributed leadership within educational contexts. Rioveros' work has shown that distributed leadership, where leadership responsibilities are shared across individuals and teams, can lead to improved teacher morale, enhanced student outcomes, and a more democratic and participatory school culture. Her research also highlights the significance of leadership that fosters a sense of community and shared purpose, which is reflected in the high scores

for servant leadership in the present study. The present findings, combined with Rioveros' research, suggest that effective leadership in education is not about adhering to a single style but rather about strategically blending various approaches to meet the diverse needs of the institution and its stakeholders. Furthermore, the high rating of Agile Leadership suggests that the institution is perhaps open to or even embracing change and innovation, a critical characteristic of successful educational institutions in the 21st century.

Administrators

Table 5 shows the mean distribution of the college administrators' leadership style self-assessed by the administrators and were ranked to determine which style where they perceived they implemented the most.

Table 5: The Mean Distribution of the College Administrators' assessment on their Leadership Style

Leadership Style	Mean	Verbal Interpretation	Rank
Transformational Leadership	3.65	Strongly Agree	1
Authoritarian Leadership	3.00	Agree	6
Democratic Leadership	3.53	Strongly Agree	5
Transactional Leadership	3.58	Strongly Agree	3
Servant Leadership	3.56	Strongly Agree	4
Agile Leadership	3.62	Strongly Agree	2

1.0-1.75: Strongly Disagree; 1.76-2.5: Disagree; 2.51-3.25: Agree; 3.26-4.0: Strongly Agree

Table 5 elucidated the mean assessments of the administrators in their leadership practices in the College. For them, the topmost practiced all the time was a transformational leadership with a highest mean of 3.65, followed by a mean difference of 0.03 at 3.62 that corresponds to agile leadership. The third falls into the transactional style at 3.58, while fourth and fifth belong to servant and democratic at 3.56 and 3.53 a respective means. These all five were strongly practiced, while authoritarian was only practiced at a lowest mean of 3.0.

The school institution's rank-and-file evaluated all styles as highly practiced; however, they identified some deficiencies that were below the evaluated means. In the transactional style, administrators rarely provide constructive feedback on employees' performance, establish and standardize practices that will assist the organization in becoming more efficient and productive in a minimal manner, and respond to deviations from anticipated results and identify corrective actions to enhance performance. Among the six servant leaders, only two were identified as effective, while the remaining five require refinement. These are the indicators that pertain to the capacity to consider a situation from the perspective of others. They are somewhat genuinely aware of the impact that something is having, which influences their decisions and actions; however, college administrators are not as attentive to the events that surround them. They are partially cognizant of the impact of individual actions on the overall picture and have a strategic understanding of ethical and value-related matters. They are also self-aware, but not to the extent that they must comprehend their own strengths and limitations from an emotional intelligence (EQ) perspective. They occasionally prioritize others because they

recognize that the objective is not to advance their agenda or enhance their appearance, but rather to assist others in achieving success. The success of the entire organization is contingent upon the success of others. Administrators seldom assign value to differing viewpoints and do not penalize individuals for expressing theirs. They somewhat encourage individuals to be candid and concentrate on the content of their conversations, which they then assess.

The Comparison of Means between the assessed leadership style of the administrators by rank-and-file and administrators themselves.

Table 6 shows the Comparison of Means between the assessed leadership style of the administrators by rank-and-file and administrators themselves based on the Six presented leadership styles in the study. Table 6: Mean Distribution on the Comparison of the College Administrators Leadership Style Assessed by the Rank-and-file and Administrators themselves

Leadership Style	Rank-and-file			Administrator			p-value	Decision	Remarks
	Mean	VI	Rank	Mean	VI	Rank			
Transformational Leadership	3.5637	SA	4	3.65	SA	1	0.275	Accept the Null Hypothesis	Not Significant
Authoritarian Leadership	3.26	SA	6	3.00	A	6	0.067	Accept the Null Hypothesis	Not Significant
Democratic Leadership	3.53	SA	5	3.53	SA	5	0.927	Accept the Null Hypothesis	Not Significant
Transactional Leadership	3.59	SA	1	3.58	SA	3	0.916	Accept the Null Hypothesis	Not Significant
Servant Leadership	3.58	SA	2	3.56	SA	4	0.806	Accept the Null Hypothesis	Not Significant
Agile Leadership	3.5639	SA	3	3.62	SA	2	0.448	Accept the Null Hypothesis	Not Significant

1.0-1.75: Strongly Disagree; 1.76-2.5: Disagree; 2.51-3.25: Agree; 3.26-4.0: Strongly Agree

*Significant at 5%: **Significant at 1%

In table 6, the means were tested significantly if there is a difference exist between the perceived practices of leadership style assessed by both the receiver, the rank-and-file and the implementer- the administrators. What is similar to most of the evaluations are the strong agreements

in all styles except for the authoritarian leadership that is only agreed by the implementers. However, the ranks from the topmost evaluations differ such as the transactional for the receiver, while transformational for the implementer. Similar with the second, third and fourth evaluations. But what is surprising about the assessments by the two College stakeholders are the closed mean values which gave a confirmative p-values at 0.275, 0.067, 0.927, 0.916, 0.806, and 0.448 from the very first style on transformational leadership down to agile leadership respectively. Since all p-values failed to hold the decision criteria of being lower than to the significance alpha at 0.05. All presented hypotheses were accepted. This means that there is no significant difference exist between the mean evaluation of the rank-and-file and the administrators themselves in terms of the practiced leaderships in the College institution. It only implied that what is being implemented by the administrators are equally received by the receiver.

There are many common measuring indicators which were found weak to both stakeholders, to name some, one from transformational style such as the ability to nurture and develop employees who think independently. All three weak points presented in the rank-in-file in terms of the authoritarian leadership. Two form democratic such as the belief that guiding without pressure is the key to being a good leader is somewhat low, and that it is not the administrators' job to help subordinates find their "passion." No common weak points were found in transactional leadership, while 2 again from servant leadership were determined. These were the ability to consider a situation from others' points of view and to put others first in some of the College agenda.\

The Extent of Agile Leadership of the administrators as assessed by the rank-and-file and administrators themselves in the operation of the College amid the pandemic.

Table 7 highlighted the means of each measuring indicator presented in the Agile Leadership as assessed by the rank-and-file and administrators themselves in the operation of the College amid the pandemic.

Table 7: The Mean Distribution of the Administrators' Agile Leadership about the Extent of Manifestation as Assessed by the Rank-and-file and Administrators themselves

Indicators	Administrator		Rank-and-file	
	Mean	VI	Mean	VI
As a leader, College Administrators are aware of the organizational vision as well as the activities that support it, this is especially true when conditions require greater agility. College Administrators' focus must be on those key activities as priorities for achieving the desired organization results. In addition, they are disciplined enough to decline attractive activities that don't support the big vision.	3.67	SA	3.68	SA
By maintaining a strategic mindset, College Administrators can still be a hands-on leader but not get bogged down with operational details at the expense of strategy.	3.62	SA	3.34	SA
When agility is a priority, College Administrators give importance than ever to have the resolute courage of your convictions. Be "all-in" and take bold action, because agility is also about expediency. Bold actions are always well informed and carefully considered; bold does not mean impulsive.	3.48	SA	3.55	SA
College Administrators keep team members engaged in the process and the overall organizational goal. They are always conscious and ready to inspire, persuade, negotiate when necessary and defend the business needs for transformation.	3.60	SA	3.60	SA
College Administrators are always making sure that they consistently set the example, consistently expect behaviors that lead to resilience, consistently coach for these behaviors, and consistently and publicly recognize these behaviors when you see them.	3.65	SA	3.55	SA
College Administrators are strong and resilient in every given situation and encountered problems.	3.69	SA	3.53	SA

College Administrators are always communicating and establish specific deadlines and accountabilities for the team/ employees.	3.62	SA	3.64	SA
College Administrators welcome regular feedback, listen to the people around them, and they are ready to pivot if they sense that they're going down the wrong path. They are always prepared to push others to make the pivot.	3.62	SA	3.57	SA
College Administrators are always keeping an eye on what's happening in the organization, and who is who; that is, have detailed knowledge of his/ her people and their abilities and potential, as well as a good awareness of others in the organization whose actions impact him/ her and the team.	3.63	SA	3.62	SA
Grand Mean	3.62	SA	3.56	SA

1.0-1.75: Strongly Disagree; 1.76-2.5: Disagree; 2.51-3.25: Agree; 3.26-4.0: Strongly Agree

1.0-1.75:

Now, in table 7, the measuring indicators for agile leadership is intentionally separated since in the midst of pandemic, like what is happening worldwide, it is important to take note some strategies made by the institutions especially the College institutions in these times of adversity focusing that focused more on the leadership style the administrators are implementing. Especially to the greatly affected institutions from the fact that inbound and outbound passengers in both local and international flights have been restricted and very limited operations has been made. It is commendable to highlight that the administrators had been abrupt to implement required leadership style in this pandemic since it was evident to both the self-assessment and reflected to the employees' perception at a strongly agree verbal interpretation from mean weights of 3.62 and 3.56 respectively. Two strong points were emphasized in this area, these were the indicators which were computed above the mean and found not weak in the other stakeholder. These were the capacity to be cognizant of the organizational vision and the activities that bolster it, which is particularly relevant when the situation necessitates a higher degree of agility. The primary activities that college administrators must prioritize in order to achieve the intended organizational outcomes are as follows. Additionally, they possess the discipline to decline activities that are alluring but do not align with the overarching plan. Secondly, the capacity to consistently monitor the organization's activities and the identities of its members; that is, possessing a comprehensive understanding of their individuals, their capabilities, and their potential, as well as a keen awareness of the actions of others within the organization that affect them and the team. These actions were particularly pertinent to the current situation the institution is currently facing in the context of the pandemic. Nevertheless, two measuring indicators were identified as areas for improvement that were shared by both stakeholders. These indicators include the capacity to maintain a strategic mindset, the ability to be a hands-on leader without becoming ensnared in operational details at the expense of strategy, and the capacity to demonstrate the resolute courage of administrators' convictions. Agility is also about expediency, so it is important to be "all-in" and take decisive action. Bold actions are consistently informed and meticulously deliberate; however, they were not impulsive.

The Extent of Responsiveness Level of the College Administrators assessed by the rank-and-file and the administrators in terms of the Three Situations.

Normal Situations

Table 8 presented the level of responsiveness on the normal situation assessed by the rank-and-file and administrators in the operation of the College amid the pandemic.

Table 8: The Mean Distribution of the Administrators' Level of Responsiveness assessed by the rank-and-file and administrators in terms of the Normal Situations.

On the Normal Situations	Completely Responsive		Moderately Responsive		Slightly Responsive		Not Responsive		Mean	VI
	f	%	f	%	f	%	f	%		
Rank-and-file	39	73.6	13	24.5	1	1.9	0	0.0	3.72	CR
Administrators	31	59.6	20	38.5	1	1.9	0	0.0	3.58	CR

1.0-1.75: Not Responsive; 1.76-2.50: Slightly Responsive; 1; 2.51-3.25: Moderately Responsive; 3.26-4.0: Completely Responsive

Table 8 showed the responsiveness assessment of the two stakeholders in the normal situations. It was observed that the rank-in-file had a higher assessment to their administrators as compared to the self-assessment by them at 3.72 and 3.58 with mean difference at 0.14. Nevertheless, with consistent verbal interpretation of completely responsive. On the other hand, although there is a 1.9% (1 person) who evaluated the responsiveness as slightly manifested, it should still not be neglected since for one or a few people, the responsiveness level in the normal situation is not fully achieved, hence sustainability should be carefully planned.

Emergency Situations

Table 9 elucidated the level of responsiveness on the emergency assessed by the rank-and-file and administrators in the operation of the College amid the pandemic.

Table 9: The Mean Distribution of the Administrators' Level of Responsiveness assessed by the rank-and-file and administrators in terms of Emergency Situations.

On the Emergency Situations	Completely Responsive		Moderately Responsive		Slightly Responsive		Not Responsive		Mean	VI
	f	%	f	%	f	%	f	%		
Rank-and-file	29	54.7	23	43.4	1	1.9	0	0.0	3.53	CR
Administrators	31	59.6	21	40.4	0	0.0	0	0.0	3.72	CR

1.0-1.75: Not Responsive; 1.76-2.50: Slightly Responsive; 1; 2.51-3.25: Moderately Responsive; 3.26-4.0: Completely Responsive

In table 9, the responsiveness level of the administrators in emergency situation was also evaluated that for the administrators' themselves they had done it very well with 3.72 generated mean at a high remark. Though somewhat lower at a mean difference of 0.19 still gave a remark as well as

completely responsive. Similar observation to the normal situation that perhaps the responsiveness level in this situation must be sustained since there was a single person (1.9%) who perceived it as slightly responsive, it may have some scenario for him not faced well and if neglected may lead to bigger effect.

Conflict Resolutions

Table 10 expounded the level of responsiveness on the conflict resolutions assessed by the rank-and-file and administrators in the operation of the College amid the pandemic.

Table 10: The Mean Distribution of the Administrators' Level of Responsiveness assessed by the rank-and-file and administrators in terms of the Conflict Resolutions.

On the Conflict Resolutions	Completely Responsive		Moderately Responsive		Slightly Responsive		Not Responsive		Mean	VI
	f	%	f	%	f	%	f	%		
Rank-and-file	33	62.3	18	34.0	2	3.8	0	0.0	3.59	CR
Administrators	27	51.9	25	48.1	0	0.0	0	0.0	3.52	CR

1.0-1.75: Not Responsive; 1.76-2.50: Slightly Responsive; 1; 2.51-3.25: Moderately Responsive; 3.26-4.0: Completely Responsive

In table 10, the responsive level in the case of conflict resolutions had been assessed. It was reflected that 3.59 was computed from the rank-and file while 3.52 was computed from the administrators. It is both interpreted in the range of completely responsive. It is interesting to note that this scenario is very timely and relevant since the world is facing a COVID19 pandemic and this conflict resolution situation has been faced accurately by the College administrators even though they were one of the most affected institutions worldwide. Notwithstanding, similar thing has to be emphasized since for higher remarks, sustainability is always been a challenged especially if there are some or few i.e., the 3,8% (2) who has assessed it in a different way from the majority. They may perhaps encounter situations under the same circumstance that had been neglected and hence must to be make sure to attend them the next time it will occur.

The Level of Responsiveness in the Three Situations.

In table 11, it combined the level of responsiveness on the three situations assessed by the rank-and-file and administrators in the operation of the College amid the pandemic.

Table 11: The Composite Mean Distribution of the Administrators' Level of Responsiveness assessed by the rank-and-file and Administrators in terms of the Three Situations

College Three Situations	Rank-and-file			Administrator		
	Mean	VI	Rank	Mean	VI	Rank
On the normal situations	3.72	CR	1	3.58	CR	2
On the Emergency Situations	3.53	CR	3	3.72	CR	1

On the Conflict Resolutions	3.59	CR	2	3.52	CR	3
Grand Mean	3.61	Completely Responsive		3.61	Completely Responsive	

1.0-1.75: Not Responsive; 1.76-2.50: Slightly Responsive; 1; 2.51-3.25: Moderately Responsive; 3.26-4.0: Completely Responsive

Table 11 explicated the combined means gathered form the three situations. It is surprising to take note that the grand mean for both assessments (i.e., rank-and-file and administrators) had an equal value of 3.61 and followed the level of completely responsive. They may perhaps view the responsiveness in different ranks since as assessed by the rank-in-file the most scenario that had been responded highly belong to the normal situations followed by conflict and emergency. While self-assessments of the administrators were telling that emergency is the priority followed by the normal and conflict. But what was important is that in any case, they experienced highly responsive in both the eyes of the receivers and the implementers.

The Correlation of the Leadership Style Level and the Responsiveness Level on the Three Situations based on the assessment of the respondents.

Table 12 shows the Correlations of the implemented Six Leadership Styles and the Level of Responsiveness of the College administrators assessed by the respondents.

Table 12: Mean Distribution on the Correlation of implemented leadership styles of the College administrators and their level of responsiveness as assessed by the respondents

On the Normal Situations	Transformational	Authoritarian	Democratic	Transactional	Servant	Agile
R-value	0.527	0.402	0.487	0.496	0.638	0.524
Degree of correlation	Moderate Positive Correlation	Low Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation
p-value	0.000**	0.000**	0.000**	0.000**	.000**	0.000**
Decision	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis
Remarks	Significant	Significant	Significant	Significant	Significant	Significant
On the Emergency Situations	**Transformational**	**Authoritarian**	**Democratic**	**Transactional**	**Servant**	**Agile**
R-value	0.531	0.215	0.452	0.414	0.526	0.524
Degree of correlation	Moderate Positive Correlation	Low Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation
p-value	0.000**	0.028*	0.000**	0.000**	.000**	0.000**
Decision	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis
Remarks	Significant	Significant	Significant	Significant	Significant	Significant
On the Conflict Resolutions	**Transformational**	**Authoritarian**	**Democratic**	**Transactional**	**Servant**	**Agile**
R-value	0.534	0.176	0.468	0.484	0.592	0.619
Degree of correlation	Moderate Positive Correlation	Very Low Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation	Moderate Positive Correlation
p-value	0.000**	0.072	0.000**	0.000**	0.000**	0.000**
Decision	Failed to accept the Null Hypothesis	Accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis	Failed to accept the Null Hypothesis
Remarks	Significant	Not Significant	Significant	Significant	Significant	Significant

*Significant at 5% **Significant at 1%

In table 12, the administrators leadership styles used as assessed by the administrators and rank-and-file were correlated to the level of responsiveness in the three specific areas. In the initial claim that whatever the responsiveness level may be a result of the leadership skills acquired by the administrators or vice versa because, the more experienced they have in terms of the way they respond things, the more their leadership style will be strengthened were tested. And in the above table, it was apparent that in the normal and emergency situations, the completely responsive level by the administrators was moderately corelated to all leadership styles except for the authoritarian at a low correlation. But as mirrored in the p-values at a flat 0.000 across all styles and 0.028 in the authoritarian leadership which were obviously less than the alpha value at 5%, it is conclusive that all were confirmed correlated. The study can conclude that the highly responsive the administrators are

the more they will be skilled variously in terms of the 6 presented leadership styles, or vice versa, that if the leader acquired these leadership skills, the more they will be responsive enough in the normal and emergency situations. In the same manner, in terms of the conflict resolutions, a moderate correlation between the five leadership styles were found while very low correlation in authoritarian leadership. Now, when the significance was tested, p-values in five leadership styles expect authoritarian gave a conclusive decision of failing to accept the null hypothesis. Similar to the implications derived from the 2 situations that leadership style is really a factor in the responsive level of the administrators. On the other hand, being authoritative in the conflict resolutions may not work since it is totally independent at all in this case.

Moreover, it is surprising to note that every situation requires a specific leadership style that works best. These can be seen in the computed highest r-values for each area. In the normal situations, servant leadership works best since commitment, considering the subordinates, empowerment, encouragement, and value for employees are important. Furthermore, transformational leaders were born in the emergency scenarios because the ability to mentor and trust the ability of others, respect of individual contributions to uncertainties, and taking the challenge and risks became dominant. Indeed, in the conflict resolutions, being agile leader handle the place, why, the leaders always maintain the strategic mindset of meeting the vision of the institution although in the midst of conflict, combined skills were enjoined together for a better result.

The experiences encountered by the administrators as perceived by the respondents on managing the department.

Problems Encountered

Table 13 presented the problems encountered by the administrators in the College experienced by the respondents in CCC institution. The answers were ranked to determine the most occurring problem faced by them.

Table 13: The Frequency and Rank Distribution of the Problems Encountered by the administrators as perceived by the respondents on managing the department.

Problems	f	%	Rank
Decreased performance level of the employees.	46	43.8	2
Being understaffed.	44	41.9	3
Lack of communication between the employees and the College Administrators.	52	49.5	1
Poor teamwork.	34	32.4	5
Pressure to perform.	36	34.3	4
Absence of structure.	24	22.9	8
Unable to implement time management.	28	26.7	7
Inadequate support.	31	29.5	6
Skepticism.	20	19	9

In table 13, the possible problems encountered by the administrators were presented then the respondents evaluated the most occurring instances. In the result, almost half of the respondents (49.5%) noted there are still lack of communications in the part of the employees and the College administrators, secondly by the decreased of the performance level of the employees, and being understaffed. This may be a result of the massive remote/flexible work arrangement, or in skeletal or minimal employees in the work site since either the employees and the administrators are both adapting to the changes made by the pandemic and were called as the new normal. While the least observed problems were time management, absence of structure and skepticism.

Solutions Adopted

Table 14 presented the solutions adopted by the administrators in the College experienced by the respondents in CCC institution. The answers were ranked to determine the most occurring problem faced by them.

Table 14: The Frequency and Rank Distribution of the Solutions Adopted by the administrators as perceived by the respondents on managing the department.

Solutions	f	%	Rank
Clear division of work between the employees.	63	60	1
Shows authority.	43	41	8
Implement disciplinary actions.	45	42.9	6.5
Unity of Command between the College Administrators.	45	42.9	6.5
Unity of Direction between the College Administrators.	56	53.3	2
Subordination of Individual Interest.	22	21	14
Remuneration (provide equal pay, bonuses and incentives to motivate the employees).	37	35.2	10
Centralization (planning and decision-making within the organization).	53	50.5	4
Scalar Chain (formal line of authority which moves from highest to lowest rank in a straight line. This chain specifies the route through which the information is to be communicated to the desired person/ employee).	39	37.1	9
Order (the right person/ employee should be placed at the right job/ position and a right thing should be placed at the right place).	52	49.5	5
Equity (fairness, kindness & justice between employees).	54	51.4	3
Stability of Tenure of Personnel.	30	28.6	13
Initiative (employees should be given the necessary level of freedom to create and carry out plans).	35	33.3	12
Esprit de Corps (supervises spirit and team work).	36	34.3	11

In table 14, the relevant solutions made by the administrators to the challenges and problems encountered were clear division of work between the employees. This may be true in any organization since accountability will only be established if the there are clear functions defined in each role. The second solution they implemented is the unity of direction for the College administrators. This perhaps may lead to a more progressive institution since they have the same goal in which quick attainment will be possible since they are rowing the same boat. Third topmost solution is the Equity (fairness, kindness & justice between employees). For the employees both the rank-and-file and the administrators to stay in the institution, be productive, efficient, effective, and happy employee, the administrators have to design equity so that there will be no much conflict arise along the way. If they see that they are valued through just decisions they will feel secured and made the institution as their safe haven form conflicts.

The Key Informant Interview Results on how the administrators apply their leadership styles in different situations in the College especially amid the pandemic.

In addition to understanding the frameworks that may be utilized to become a more effective leader and knowing what it takes to be a good leader, learning more about the leadership styles of specific administrators at CCC is beneficial. On June 22, 2024, between 1300H and 1400H, three (3) administrators were questioned through Zoom meetings. It was interesting to observe how the views of these leaders varied. In addition to understanding the frameworks that may be utilized to become a more effective leader and knowing what it takes to be a good leader, learning more about the leadership styles of specific administrators at Philippine Airlines is beneficial. On June 22, 2024, between 1300H and 1400H, three (3) administrators were questioned through Zoom meeting. It was interesting to observe how the views of these leaders varied. When questioned about their leadership style and the qualities that best define it, R1 said that she is a transformative leader. She thinks she is a role model for her constituency, that she is honest and fair, that she has high standards, and that she sets clear goals for her staff. She also attempts to motivate her employees by being upbeat at work, showing gratitude for their efforts, and urging them to think beyond their own self-interest. One positive quality she has is the ability to recognize the positive aspects of others and to help them develop their skills or talents for the benefit of the business. According to R1, a transformational leader is someone who inspires and motivates both the leader and the followers to be supportive of one another. This was also verified by Mahmoud (2019), who said that transformational leadership combines the contacts of leaders with supporters at many levels, including 'individualization' and 'intellectual stimulation' (Mahmoud, 2019). Hughes et al. (2018) confirmed this while researching transformation management, which is better suited to assess the overall vision of leadership's effect on the creative engagement of employees due to its multi-level influence. Interestingly, R2 shares R1's viewpoint, but she is more concerned with being "concerned" or "malasakit" (in Filipino) with her people. R2 is worried about individuals and how they would handle different scenarios that may arise on CCC. They did, however, base their judgments on the company's Standard Operating Procedures. They are taught how to handle disputes in emergency, regular, and conflict resolution situations. R3, on the other hand, is clearly an agile leader since her leadership style is dependent on how the issue unfolds in the airline. She also believes herself to be a transformative leader since she understands how to create great relationships with others. She supervises them in accordance with the company's purpose and vision, and she encourages and inspires them to become leaders as well. R2 and R3, as leaders, are likewise ready to take chances and accept responsibility for their own acts. Morrison et al. (2020) said that avoiding fear and risk suffocates new ideas much too often. Instead of embracing new ideas, an immune system has been triggered to kill many businesses. The first responder is a transformational leader, while the second and third may be transformational and agile leaders based on the circumstances that may occur during routine, emergency, or conflict resolution. When questioned about their issues and how they dealt with them, these three administrators have a lot in common. They think that it is their duty to manage disputes in their particular region or department when it comes to conflict resolution. They must be accountable and dedicated to resolving disputes at their respective levels. They think that a real leader must take responsibility and hold herself responsible for her choices and actions. According to the research literature, this is one of the characteristics of a transformative leader. A transformational leader is ready to review the organization's entire vision, which will have a larger effect on employees' creative engagement due to its multi-level influence (Hughes et al., 2018). Another consideration is adhering to the rules or standards established by CAAP or other organizations for the aviation industry. Third, they must adhere to the Standard Operating Procedures (SOP) that govern their department. Fourth, these three administrators are all concerned about safety. Whether they are employed as rank and file,

supervisors, or officers on CCC, their primary goal is to transform lives of students. Their number one goal is to keep hope and transform lives to every dream of students they are handling. Finally, in order to manage disagreement, they must create documentation. Documents relating to any complaints, whether settled, or ongoing, should be produced by an administration or even an employee.

Figure 3: The Respondents' Strategies in Managing Conflicts

Finally, when asked which leadership style they believe is ideal for operating a College, R1 indicated a mix of transformational, agile, and democratic leadership. This is due to the fact that the academic school has a large number of people to manage, and there is a need to classify them by departments in order to fulfill the requirements of its students, workers, and administrators. R1 also said that if the leaders all participate together, are unified, have open communication, and a leader that encourages everyone to work together, there would be motivation to work, job satisfaction, and a strong team working hand in hand to promote a shared objective. R2 agreed with R1's concept and added that democratic leadership is a kind of leadership in which group members are more engaged in decision-making. As a result, senior management should engage their intermediate managers, as well as some of their workers, in order to debate and resolve issues by giving everyone an opportunity to make decisions. In terms of quality education, the three administrators agreed that choices should be made in a more collaborative and engaging manner. If these kinds of leadership are present at CCC, work satisfaction and staff motivation may be obtained. In this scenario, the responders attempt to advocate for the kind of leadership that will make them all aware of the problems in CCC, and the leaders should have leadership styles that would enhance the lives of students.
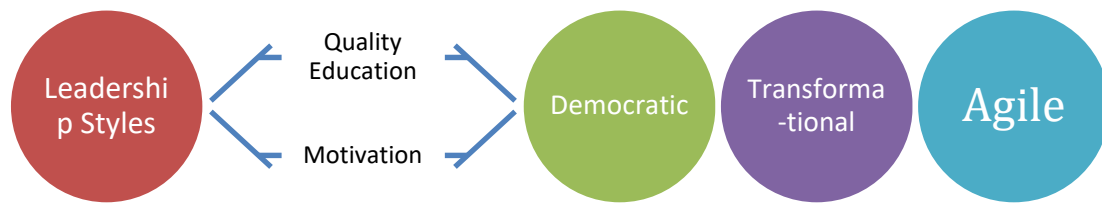
Figure 4: Leadership Styles that will Improve the Lives of Students and Employees

Conclusions

Based on the findings of the study, the researcher was able to arrive at these conclusions:

That the leadership style practiced by the College administrators in general for the rank-and-file is transactional leadership while transformational leadership for the administrators with several weak indicators emphasized in each sector per leadership.

That there is no significant difference between the mean assessments of the rank-and-file and the administrators themselves and hence the leadership styles practiced was equally manifested. Although in different ranks, but the same leadership implemented statistically.

That the agile leadership in both the evaluation of the two College stakeholders were at strong agreement and hence highly acquired by the College administrators.

That the level of responsiveness in all three situations namely normal, emergency and conflict resolutions were in the completely stage.

That there is a strong relationship in the leadership style used by the College administrators and the level of responsive they practiced in each situation except those of the authoritarian in the conflict resolution. Considering the highlight that for every situation there must be a leadership that works best.

That the problems mostly encountered were the communication gap and hence resolve through a well-defined set of functions dividing clearly the roles of the employees amid pandemic.

That the themes emerged from the interview about the leadership style in different situations in the college especially amid the pandemic and post pandemic.

Recommendations

Relevant to the preceding findings and conclusion, the researcher recommends the following:

The institution may continue to practice varied leadership styles since every style is needed in every circumstances.

The institution may consider continuous development focusing on the weak points derived from each leadership style.

The administrators may continue to keep their skills updated especially in the new normal.

The problems posted may be addressed more by planning and updating the plan at least every quarterly.

The future researchers may conduct a leadership related study by giving situational analysis to test the degree of styles the leaders already acquired.

The institution and administration of CCC may use the Proposed Training Plan for Leadership Skills since employee maybe administrators in the future too.

References

Bennerson, J. A. (2021). 210RW1S34RfeSDcfkexd09rT3st1RW1S34RfeSDcfkexd09rT3 century organizations - perceived succession management and leadership style: A quantitative survey study (Order No. 28320172). Available from Coronavirus Research Database; Publicly Available Content Database. (2506479631). Retrieved from https://search.proquest.com/dissertations-theses/21-sup-st-century-organizations-perceived/docview/2506479631/se-2?accountid=165126

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods. Thousand Oaks, CA: Sage.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research. Sage publications.

Lanuza, M. (2012). The Outcomes-Based Education (OBE) Teaching Strategies in Mathematics: Basis for a Proposed Enhanced Teaching Approach. International Association of Scholarly Publishers, Editors and Reviewers, Inc., 6(1), pp. 64-84.

Lanuza, MH., Rizal, R., Aligam, N. & Uy, R. (2020). Contextualize program of strengthening academic resilience level of the secondary education students. Journal of Critical Reviews. 7(11), pp. 286-272.

Mahmood, M., Md, A. U., & Luo, F. (2019). The influence of transformational leadership on employees' creative process engagement: A multi-level analysis. Management Decision, 57(3), 741-764. doi:http://dx.doi.org/10.1108/MD-07-2017-0707.

Mayner, S. W. (2017). Transformational leadership and organizational change during agile and devops initiatives (Order No. 10257668). Available from Publicly Available Content Database. (1877993857). Retrieved from https://search.proquest.com/dissertations-theses/transformational-leadership-organizational-change/docview/1877993857/se-2?accountid=165126

Rioveros, G., Reyes-Chua, E., Navigar, N., Solina, A., Lanuza, MH., Garcia MS (2021). The impact of work from home set-up during the COVID-19 pandemic. Worldwide Journal of Multidisciplinary Research and Development, 9(11), pp 8-10.

Shim, H. S., Jo, Y., & Hoover, L. T. (2015). Police transformational leadership and organizational commitment. Policing, 38(4), 754-774. doi:http://dx.doi.org/10.1108/PIJPSM-05-2015-0066

Schwarz, G., Nathan, E., & Newman, A. (2020). Can public leadership increase public service motivation and job performance? Public Administration Review, 80(4), 543-554. doi:http://dx.doi.org/10.1111/puar.13182.

Turnaround management of airport service providers operating during COVID-19 restrictions. (2020). Sustainability, 12(23), 10155. doi:http://dx.doi.org/10.3390/su122310155

Vroom, V. and Yetton, P. (2020. 'Leadership and Decision-Making.' Pittsburgh: University of Pittsburgh Press.

Wright, B. E., Moynihan, D. P., Pandey, S. K., & Lavigna, B. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission Valence/Commentary on "pulling the levers: Transformational leadership, public service motivation, and mission valence". Public Administration Review, 72(2), 206. Retrieved from https://www.proquest.com/scholarly-journals/pulling-levers-transformational-leadership-public/docview/940875206/se-2?accountid=165126

Young, A. G. (2013). Identifying the impact of leadership practices on organizational agility (Order No. 1543416). Available from Publicly Available Content Database. (1431187462). Retrieved from https://search.proquest.com/dissertations-theses/identifying-impact-leadership-practices-on/docview/1431187462/se-2?accountid=165126

Yukl, G. (2010). Leadership in organizations. Pearson Education.