Leadership Styles, Motivational Factors and Academic Responsiveness: The Case of Designated Faculty in a State College in the Philippines

Wilfreda G. Arones,

Ph.D. Northern Iloilo Polytechnic State College-Ajuy Campus, aronesw@gmail.com

ABSTRACT

This descriptive correlational research endeavor aimed at establishing the relationship among leadership styles, motivational factors, and academic responsiveness. The data were obtained from eighty faculty members with academic designations from Northern Iloilo Polytechnic State College(NIPSC) which is located at Western Visayas, Philippines. Results revealed that the most prevailing leadership styles of the respondents was democratic. It was also revealed that the designated faculty members are very highly motivated and showed an outstanding academic responsiveness in terms of curriculum. No significant relationship has been found out between leadership styles and motivational factors. Moderate and significant relationship were found out between leadership styles and academic responsiveness as well as motivational factors and academic responsiveness.

Introduction

Leadership and leadership styles is one of the most researched topics and used independent variable today (Al- Malki, 2016). According to the author both can be interchangeably used in the context in which the ability of an individual to influence a group toward the achievement of organizational goals are measured. Sousa, Dias, Moço, Saldanha, and Caracol (2017) pointed out thata leadership play a very important part to fulfill the goals of the organization. Strazovska and Sulikova, (2019) also emphasized that leadership as well as leadership styles affects theculture and norms that influence actions of the members of the organization.

In every successful organization, an inspirational leader has become a very vital part (Sousa, et al. 2017). For instance , in an institution for higher learning, the leader must develop unique approach that matches the needs of the institutional environment and a strategic plan aligned with the school's mission and vision in order to achieve increased and sustainable results in various performances. Many schools are high performing, yet, there are schools with performance below the planning standard. An effective leader influences followers in a desired manner to achieve desired goals. Different leadership styles may also affect organizational effectiveness or performance

It is observed that from the available literature, all the studies conducted are related to the large sector which in terms reveal that leadership style, motivational factors and the responsiveness of the employees are interrelated (Manik, & Sidharta, 2018). Thus, leadership styles can affect the quality of work life (Nanjundeswaraswamy & Swamy, 2014). Leadership style therefore, can also positively influence motivational factors and academic responsiveness among heads of units.

Indeed, the need for globally equivalent skills raises the debate about curriculum relevance (Abdullah & Islam 2012). Productivity and competitiveness depend on the ability of the schools to produce lifelong learners who can manage and manipulate knowledge and information and adjust to volatile and unpredictable educational trend and be able to continually adjust their repertoire of knowledge and skills to changing environments (Potgieter & Tait,2013). In such a context, it is frequently argued that the role of educational systems is to upgear to the challenge of globalization and this can only be achieved through how responsive are the leaders to the academic needs of every stakeholders of the institution (Manik & Sousa, 2018) .

Meanwhile, Kiefer, Ellerbrock, and Alley (2014) stated that academic responsiveness does

not only revolve on the end users alone, but it also has to be delivered within the level of the learning facilitator, the teachers. In a way, leaders are supportive to these endeavors by providing moral and technical support to the teachers, like facilitating their scholarship or even inviting scholarship for the teachers.

Additionally, Murphy (2010) argued that school policies and practices that maximize opportunities to learn for all students, relevant professional development, access to and support for success with rigorous content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, a multicultural curriculum, an inclusive school climate, efforts to recruit and retain a diverse staff, and open and productive discussions of issues related to cultural diversification are conditions that can be thought as a set of indicators of a school's responsiveness. Many State Universities and Colleges have been a part of providing all the possible resources that would help the faculty members to fulfill the overall mission and vision of the Higher Education System in the Philippines. Despite of this, not all schools perform as expected, which could perhaps be influenced by the leadership styles of the members of the faculty that hinders an effective outcome.

Though many literatures support the influence of leadership styles towards the achievement of higher performance, limited literatures are noted to support the positive influence of leadership styles on motivational factors and academic responsiveness especially among designated faculty in an institution for higher learning. Likewise, no local studies had been conducted yet that revealed the influence of leadership styles of designated faculty on motivational factors and academic responsiveness.

In this regard, the researcher is prompted to conduct this investigation to establish relevant data regarding the relationship among motivational factors, academic responsiveness and dominant leadership styles among designated faculty members of Northern Iloilo Polytechnic State College which is located in Western Visayas, Philippines. The result of this investigation, will serve as basis towards the enhancement of the school improvement program

for effective school performance in college and the country at large.

Theoretical Framework

In many instances, the theories of behavioral leadership insist that there are no universal traits that predict leadership in all situations and although these theories further insist that there are unclear evidence between the relationship of leadership and traits, yet there are studies that proved that personal factors affect leadership. Likewise, an effective leader influences followers to achieve desired goals. Different leadership styles may affect organizational effectiveness or performance. In this sense, the researcher believes that the leaders' leadership style is one of the factors many institution of higher learning cannot achieve their mission and vision.

On the other hand, the leader's commitment and drive for work depend on the kind of leadership style which characterized the leader. Likewise, the administrators' leadership style may influence his/her academic responsiveness. Along this context, the present study is anchored in the theory promulgated by Schein (2004) which states that organizations do not form accidentally or spontaneously; rather, they are goal oriented, have a specific purpose, and are created because individuals perceive that the coordinated and concerted action of a number of people can accomplish something that individual action cannot.

Further, this study is anchored on the idea purported by Quigley (2000) that the notion of organizational leadership orientation at a micro level suggested that effective leaders are guided by holistic understanding of their entities. Thus, the notion that success of all leaders within an organization is an outcome of how well they are able to align the localized goals within the various functions of the organizations with that of its various orientations. This orientation in the educational setting may be the motivational factors and hence may also influence their academic responsiveness.

Statement of the Problem

This descriptive-correlational study aimed to establish empirical data on the relationship among leadership styles, motivational factors and academic responsiveness among designated faculty at Northern Iloilo Polytechnic State College (NIPSC) .

Specifically, this study seeks to answer the following questions:

1. What is the prevailing leadership styles among designated faculty at NIPSC as an entire group and when grouped according to campus and position held?

2. What is the extent of the motivational factor among designated faculty at NIPSC as an entire group and when grouped according campus and position held?

3. What is the level of academic responsiveness of the designated faculty of NIPSC as an entire group and when grouped according to campus and position held?

4. Are there significant differences in the leadership styles, motivational factors and academic responsiveness among designated faculty at NIPSC when grouped according to the identified variables?

5. Are there a significant relationship among leadership styles, motivational factors, leadership styles and academic responsiveness among the designated faculty of NIPSC?

Hypothesis of the Study

Based from the statement of the problem, the following hypothesis were advanced at : 0.05 level of significance:

There are no significant relationship among leadership styles, motivational factors, leadership styles among designated faculty of NIPSC.

Review of Related Literature

Leadership and Leadership Styles

Leadership is fundamental to the success of every organization. People don't leave jobs, they leave their bosses. Poor leadership leaves employees feeling uncertain about the future, undervalued and ready to look elsewhere. Any business needs a vision to drive the strategy, and it needs employees to believe in that vision and deliver the strategy. The case can be made that poor leadership creates a business that is slow to see new opportunities (Duff, 2009). For Omolayo (2007) leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach.

A leader can be defined as a person who delegates or influencing others to act so as to carry out specified objectives (Mullins, 2004). In this sense, a leader should possess the qualities that the fast changing world requires, thus, in this global competitive environment, effective leadership style is necessary to reduce the attrition rate. From the effective leadership styles only it is possible to achieve organizational goal productively.

Nanjundeswaraswamy and Swamy (2014 believed that leadership styles affect on the employee performance and productivity. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. Different leadership styles may affect organizational electiveness or performance. An effective leader influences followers in a desired manner to achieve desired goals. Different leadership styles may affect organizational effectiveness or performance (Avolio, 2004).

With these Oladipo, D'Silva ,Othman, Silong,and Busayo (2013) emphasized that the success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style. He also added that organizational performance is influenced by a competitive and innovative culture. Likewise, organizational goal is influenced by leadership style and consequently, leadership style affects organizational performance.

Many other scholars have conducted several studies, developed lists of traits until they became lengthy and without general agreement because of the common belief that "leaders were not born but made". However, there are many doubts and disagreements that management scientists and

gurus began to search for new explanations of leadership as dictatorial leader, autocratic leader, democratic leader, and laissez-faire leader (Oladipo, et.al, 2013).

Meanwhile Omolayo (2007 explained that the dictatorial leader uses form of penalties in achieving his tasks. He maintains a highly critical and negative attitude towards his subordinates. He expects his subordinates to perform assigned task or be subjected to punishment or termination.In a short run, this would be effective but in the long run, it may not be effective because it does not create a good foundation on the subordinate.

The autocratic leader plays the role of paternalistic leader who motivates their subordinates to rely to him for their satisfaction. For this type of leader to be successful, he must be exceptionally strong and wise. Herein, the satisfaction of the subordinates depends more on the goodwill of their leader (Nanjundeswaraswamy & Swamy, 2014).

Democratic leader thrive on consultation with the subordinates who are encouraged to participate in planning, decision-making, and others. This is a classic example of how cooperative effort and satisfaction is achieved because of group achievement. The laissez-faire on the other hand tends to get the result completely from subordinates. He is part of the group. Each individual is permitted to do his task individually. This may lead to different direction (Sousa, et. al., 2017).

According to Fang, Ting, and Chen (2009) identified that leadership style can affect organizational commitment and work satisfaction positively and work satisfaction intern can affect organizational commitment and work performancepositively. Leadership is largely culturally orientated, embracing traditional beliefs, norms and values and a preoccupation.

Fang, et. al (2009) added that leadership style is significantly influenced by the leader'simmediate and extended family, clan and tribe. This studyfinds the linkages between organizational leadership andbusiness ethics, thereby making a contribution towardincreasing the quality of organizational life which may have a positive influence on both members of the organization and the wider community.

Motivational Factors

Leadership is a process influence between leaders and subordinates where a leader attempts to influence the behaviour of subordinates to achieve the organizational goals. Organizational success in achieving its goals and objectives depends on the leaders of the organization and their leadership styles (Duff, 2009). By adopting the appropriate leadership styles, leaders can affect leader's motivational factors which will enable the school administrators to enhance their performance and to be more enthusiastic in pursuing organizational goals (Oladipo, et al.2013).

School administrators are playing an important role for effective operation in school. Such operation requires various skills and different leadership styles in order for them to become more interested in leading their subordinates to achieve organizational interests.

Moreover, the modern trend in human resource management highlights the importance of motivating the leaders to help them develop their respective skill to get maximum output from their resources. Once the leader is well motivated, they would be able to try their best to fulfill employee needs and demands as well as use different techniques to motivate also their workforce (Manik & Sidharta, 2018).

As Jan, Ramay, and Qureshi (2010) suggested, a motivated employee has his/her goals aligned with those of the organization and directs his/her efforts in that course. In addition, these organizations are more successful, as their employees continuously look for ways to improve their work. Getting the employees to reach their full potential at work under stressful conditions is a tough challenge, but this can be achieved by motivating them (Potgieter & Tait, 2013).

Motivation is the driving force that makes people willingly want to put in their best in what they do. Pinder (2008) referred that, "Work motivation is a set of energetic forces that originate both within as well as beyond an individual"s being, to initiate work related behavior, and to determine its form, direction, intensity and duration." According to

Deckers (2010), Motivation is a person''s internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an incentive is the anticipated reward or aversive event available in the environment.

Organizations can motivate the workforce most through introducing appropriate reward and recognition programs and other benefits. suggested that, pay is directly related with productivity and reward system depends upon the size of an organization. Effective reward and recognition system can be a good motivator but inappropriate reward and recognition program increase de-motivation of the employees (Steel, 2010).

Motivation can be classified as extrinsic or intrinsic:Extrinsic motivation, on the other hand, refers to tangible rewards such as pay, fringe benefits, work environment, work conditions, and job security, leadership, job enrichment, information availability and communication, good managerial relations, promotion opportunities, work group, nature of job, co-workers,. Extrinsic motives cannot only be satisfied by the work itself. That means pleasure comes from something the task leads to, such as money. The effects of work, as well as its contributing factors are also of importance for the need satisfaction. As a result, work is seen as a means to pursue other motives (Pinder, 2008).

Intrinsic motivation on the other hand is the desire of an individual to perform his/her work well, in order to achieve the satisfaction of intrinsic needs (Lazauskaite-Zabielske,Urbanaviciute, and Bagdziuniene,2015). In other words, an individual performs a task in order to achieve certain types of internal states, which he/she experiences as intrinsic motivation relates to psychological rewards such as the recognition of a task completed.

External rewards such as food, money, praise, and so on, are not the main reason for a person to engage in activities. Intrinsic motives can be satisfied by the work itself. In other words, the task itself is the main source of motivation, since it provides interest, stimulation, challenges, and opportunities for personal growth and achievement to the individual. Intrinsically motivated behavior is the one that is determined by an individual's need for feeling competent and self determining. On the one hand, a person will seek out challenges that allow him/her to behave in ways that provide him/her with a sense of competence and self-determination. Intrinsic motivation also include recognition and employee motivation, skill variety, trust, fairness of treatment, total life space, meaningful work, responsibility, empowerment and employee motivation and task significance (Decker, 2010).

Academic Responsiveness

Academic Responsiveness should also include an appreciation of the longer-term demands on higher education, that flow from a more universal, wider-ranging view of its nature and role in human affairs. This means the new framework will also have to provide enough room for the kind of freedom that will ensure autonomous academic inputs and discretion, so that those longer-term objectives of higher education which the market and the immediate social environment do not, and cannot, register can be attended to (Kiefer,Ellerbrock & Alley, 2014).

Academic Responsiveness is behavioral change when incited by a stimulus. It is a characteristic of biological organisms. Adaptation to changes in environmental conditions ('learning') is an ecological prerequisite of survival. Responsiveness is the drive to survive. As applied to universities, responsiveness means meeting society's broad expectations that higher education will adapt to change and contribute to national needs. What is meant by 'institutional responsiveness' depends on the context, purpose and time of the response. Timing can be problematic.

An example of 'immediate responsiveness' would be competing to win a contract to provide services. Here a university, like a consultancy firm, has to swiftly and expediently produce the best proposal to meet the client's needs (Boughey, 2004). An example of 'substantive responsiveness' would be clarifying graduate

attributes, embedding them into the institution's curriculum and teaching and assessment practices and inculcating them into its culture and practice – this may take some years. Different people viewing an institution's performance at different points in time may therefore form different opinions about its responsiveness. There is an element of 'continuous improvement' implicit in the concept of responsiveness (Gallagher & Anderson, 2001).

Further, the authors added that the progress of a nation must be supported by good quality resources, especially human resources aspects. To produce good human resources and quality of education obtained through the process of good quality and also, through formal education, non-formal or informal. The factors that affect the passage of the education process is the presence of teachers, students, community support and government policy.

The teacher is an important and strategic factor in the learning process to produce a quality educates students in addition to other factors. Because, through knowledge transfer teachers to educate students to run. The interaction of teachers and students are going well can produce changes in behavior and knowledge in students (Boughey, 2004).

Teacher interaction in the learning process is closely related to communication for almost the entire process of learning to use communication both verbal and nonverbal (Bayraktar,2011). The process of learning requires teachers who have good communication skills both verbal and nonverbal, so what will be delivered, in this case the subject matter, by the teacher to the student can be digested optimally, so that the educational goals to be achieved can be realized(Kiefer, et. al,2014).

The criterion of responsiveness to societal interests and needs makes for contradictions. The educational institutions in the Philippines are expected to be vehicles of social redress by broadening access, improving success rates, and setting targets for improved racial and gender balances. They are simultaneously required to be increasingly market-oriented by competing for

students, producing employable graduates, establishing niches and diversifying their funding base.

Methodology

This study utilized descriptive correlational design to establish empirical data on leadership styles, motivational factors and academic responsiveness among designated faculty members of NIPSC. To gather data eighty (80) faculty members with academic designation from the main and external campuses were purposively tapped using a researcher made survey questionnaire.

The survey questionnaires were subjected for validation and reliability and was proven reliable with Cronbach alpha value of 0.86. The questionnaire on leadership styles is composed of Twenty (20) items. The motivational factors questionnaire is composed of Ten (10) items and Twenty-two (22) items for academic responsiveness. Items in leadership styles and motivational factors the respondents were directed to express their agreement or disagreement using SA-strongly agree, A-agree, DA-disagree, and SDA-strongly disagree. Items on the academic responsiveness, on the other hand were answered using A-always, O- oftentimes, S-sometimes and N- almost Never.

The data were subjected to certain statistical treatments. In order to determine the leadership styles, motivational factors and academic responsiveness of the respondents the mean and standard deviation were used. For relationships the Spearman's rho was performed. The criterion for accepting and rejecting the hypothesis was set at 0.05 level of significance.

Results and Analysis

Leadership Styles among Designated Faculty Members of NIPSC

Data in Table 1 showed that the most prevalent leadership styles among designated faculty member at NIPSC as an entire group was democratic (Rank=1) with the mean score rating of M=3.75. Findings revealed that the second most prevalent leadership style respondents was Authoritarian (Rank=2), then Laissez Faire (Rank=3) and Dictatorial (Rank=4) with

respective mean score ratings of, M=3.02, M=2.94, and M=2.34 respectively.

Table 1 revealed that regardless of the campus the most prevalent (Rank=1) leadership styles among respondents was democratic as revealed by their respective mean score ratings of ; Main, M= 4.00; and External, M=3.73. The second most prevalent leadership styles (Rank=2) among these respondents was Authoritarian with the mean score ratings of; Main, M= 3.60; and External, M=2.99, the third most prevalent leadership style (Rank=3) was Dictatorial with mean score ratings of; Main, M=3.40, External, M=2.28, and the least prevalent leadership style (Rank=4) among designated faculty members was Laissez faire with mean score ratings of; Main, M=3.10, External, M=2.93).

As to position held, Data in Table 1 revealed that the most prevalent leadership styles (Rank=1)

among area or division chairs was democratic, the second most prevalent (Rank=2) leadership styles was Laissez Faire, the third most prevalent (Rank=3) leadership style was Authoritarian, and the least prevalent (Rank=4) leadership style among area/division chairs was Dictatorial. This was revealed by the obtained mean score ratings of M=3.69, M= 2.82, M=2. 78, and M=2.34 respectively. For the Deans/ Directors, Democratic was the most prevalent (Rank=1) leadership style with the mean score rating of M= 3.78. Authoritarian was found to be the second prevalent (Rank=2) leadership style with mean score of, M=3.14; Laissez faire was the third most prevalent with Rank=3, M=3.00) and the least most prevalent (Rank=4) leadership styles among deans/directors was dictatorial with mean value of, M=2.34.

Table 1. Prevalent Leadership Styles among Designated Faculty Members of NIPSC

Category	Mean	Rank
Entire group		
Democratic	3.7474	1
Authoritarian	3.0211	2
Dictatorial	2.3421	4
Laissez Faire	2.9421	3
Campus		
Main		
Democratic	4.0000	1
Authoritarian	3.6000	2
Dictatorial	3.4000	3
Laissez Faire	3.1000	4
External		
Democratic	3.7333	1
Authoritarian	2.9889	2
Dictatorial	2.2833	4
Laissez Faire	2.9333	3
Position Held		
Area/ Division Chair		
Democratic	3.6923	1
Authoritarian	2.7846	3
Dictatorial	2.3385	4
Laissez Faire	2.8154	2
Dean/ Director		

Democratic	3.7760	1
Authoritarian	3.1440	2
Dictatorial	2.3440	4
Laissez Faire	3.0080	3

Level of Motivational Factors among Faculty Members at NIPSC

Data in Table 2 showed that the level of motivational factors among designated faculty members at NIPSC were "Very High" when taken as an entire group, and when classified according to campus and position held. This was revealed by the obtained mean score values which fell within the range of 3.26-4.00 scale.

The obtained standard deviation which fell within 0- 0.38 showed a narrow dispersion indicating homogeneity in the dispersion of means.

Table 2. Level of Motivational Factors among Designated Faculty Members at NIPSC

Category	Mean	Descriptions	SD
Entire group	3.8900	Very High	.08
Campus			
Main	3.9500	Very High	.07
External	3.5056	Very High	.34
Position Held			
Area/ Division Chair	3.4923	Very High	.38
Dean/ Director	3.5480	Very High	.33

Level of Academic Responsiveness among Designated Faculty Members of NIPSC

In Table 3, data showed that when grouped according to campus the academic responsiveness among the faculty members at NIPSC was outstanding in terms of curriculum implementation and instructional leadership when rated by respondents from the Main and External Campuses. This was revealed by the means score ratings which fell within the range of 3.26-4.00 scale. On the other hand, results revealed that in terms of professional development, the academic responsiveness among respondents was "Very satisfactory" both in the main and external campuses. This was revealed by the mean score ratings of, M= 2.88, and M=2.54 respectively.

Furthermore, results in Table 3 revealed that the academic responsiveness among area/ division as well as the deans and directors in terms of curriculum implementation and Instructional leadership were "Outstanding". This was revealed by the obtained mean score values of 3.26-4.00 scale. However, in terms of professional development, the area/ division chairs as well as the deans and directors have " very satisfactory" academic responsiveness as revealed by the mean scores of M=2.59 and M=2.55 respectively.

Table 3. Level of Academic Responsiveness of the Faculty Members at NIPSC

Category	Mean	SD	Description
Campus			
Main			
Curriculum	4.00	.00	Outstanding
Instructional	3.70	.00	Outstanding
Professional	2.88	.18	Very satisfactory

External			
Curriculum	3.57	.43	Outstanding
Instructional	3.48	.36	Outstanding
Professional	2.54	.52	Very satisfactory
Position Held			
Area/ Division Chair			
Curriculum	3.70	.31	Outstanding
Instructional	3.45	.36	Outstanding
Professional	2.59	.56	Very satisfactory
Dean/ Directors			
Curriculum	3.54	.48	Outstanding
Instructional	3.52	.36	Outstanding
Professional	2.55	.50	Very Satisfactory

Relationship among Leadership styles, Motivational Factors, and Academic Responsiveness Among Faculty Members of NIPSC.

Data in Table 4 showed that there exists a slight correlation or definite but small relationship between leadership styles and motivational factors among designated faculty members of NIPSC This was revealed by the obtained Spearman's rho value of 0.305. The relationship was also not significant as revealed by the obtained p value of 0.063> 0.05. With this evidences, the null hypothesis of no significant relationship between the two variables, leadership styles and motivational factors was accepted. This means that leadership styles cannot affect motivational factors among the designated faculty members at NIPSC.

Further, results revealed that there exist a significant and moderate relationship between leadership styles and academic responsiveness among respondents. This was revealed by the Spearman's rho value of 0.414 and p value of 0.010<0.05.

With these evidences therefore, the null hypothesis of no significant relationship between leadership styles and academic responsiveness was not accepted or rejected. This means that leadership styles among the faculty members at NIPSC was moderately associated with their academic responsiveness and that leadership styles affects among the respondents affects academic responsiveness.

Furthermore , data revealed that there exist a moderate or substantial relationship between motivational factors and academic responsiveness among respondents. This was revealed by the obtained Pearson's r value of 0.433. The relationship was also found significant as indicated in the obtained p- value of 0.007 <0.05. With this results therefore, the null hypothesis of no significant relationship between the two variables was not accepted or rejected.
With this results in can be deduced that motivational factors among respondents was moderately associated, vis a vis their academic responsiveness.

Table 4 Spearman's Correlation among *Leadership styles, Motivational Factors, and Academic Responsiveness Among Designated Faculty Members of NIPSC*

Variables	Spearman' s Rho Correlation Coefficient	p-value
Leadership Styles VS		
Motivational Factors	00.305	0.063
Academic Responsive	00.414**	0.010

Motivational Factors VS Academic Responsiveness	00.433**	0.007

Correlation is significant at alpha 0.05 (2 tailed)

Conclusions

It was revealed that the most prevailing leadership styles among designated faculty members at NIPSC is democratic which means that NIPSC as an organization thrive through consultations and involves everyone planning and decision-making. It also simply shows that cooperative effort as well as satisfaction is achieved because of the group effort which is manifested in every endeavor such as during the ISO Audit and AACUP Accreditation.

Also, the motivational factors among designated faculty are very high regardless of the campus as well as position held. It is conclusive that each work not only to achieve individual goals but also to excel as a team. It is also conclusive that all factors for success such as intrinsic and extrinsic are very important for the designated faculty members of NIPSC.

Results revealed that academic responsiveness among the respondents are outstanding in terms of curriculum. This means that NIPSC as an institution of higher learning put their curriculum ahead as foundation of every academic endeavor of the every departments.

From the results it was also conclusive that the leadership styles among the designated faculty does not affect motivational factors, in which can be deduced aside from the former, there might be other factors that affects the way the respondents work and motivated. Also, leadership styles can moderately affect academic responsiveness among designated faculty at NIPSC. In this regard it is conclusive that leadership styles does have some sort of effect in the advancement of curriculum, instruction, as well as professional development. Lastly, it is also conclusive that motivational factors and academic responsiveness are affecting each other. In this regard, both intrinsic and extrinsic motivators are intruded to be very significant for a n academically responsive institution of higher learning.

References

[1] Abdullah, M. B. M. & Islam, R (2012). Employee motivational factors: a comparison between Malaysia and Sultanate of Oman. Journal for Global Business Advancement, Vol. 5, No. 4. DOI: 10.1504/JGBA.2012.052390.

[2] Al-Malki, M., (2016). Towards Optimal Cooperation and Job Performance: The Impact of Leadership on Role Ambiguity and Role Conflict. International Journal of Management Science and Business Administration, 2(11), pp.40-47. Retrieved dx.doi.org/10.18775/ijmsba.1849-5664-5419.2014.211.1005. Accessed January 29, 2021.

[3] Al-Malki, M. & Juan, W. (2018). Leadership Styles and Job Performance: a Literature Review. Journal of International Business Research and Marketing, 3(3), 40-49. Retrieved http://dx.doi.org/10.18775/jibrm.1849-8558.2015.33.3004. Accessed February 12, 2021.

[4] Arami, M. (2016). Comparison of Leadership Style of Male and Female Managers in Kuwait: An Empirical Investigation. , 1(2), 23-26. Retrieved http://dx.doi.org/10.18775/jibrm.1849-8558.2015.12.3003.

[5] Avolio, B.J. (2004). Examining the full range model of leadership: Looking back to

[6] transform forward. In D.V. Day, S.J. Zaccaro, & S.M. Halpin (Eds.), Leader

[7] development for transforming organizations (pp. 71-98). Mahway, NJ: Lawrence

[8] Erlbaum Associates.

[9] Bayraktar A. (2011). Possible Effects of Gender on Teacher- Student Interactions.

Procedia Social and Behavioral Sciences, 15 : 2545-

[10] 2548.

[11] Boughey, C. (2004). Curriculum responsiveness from the margins: The case of Academic Development. Retrieved https://www.researchgate.net/publication/233867289_Curriculum_responsiveness_from_the_margins_The_case_of_Academic_Development. Accessed January 31, 2021.

[12] Deckers, L. (2010). Motivation: Biological, Psychological, and Environmental, 3rd Edition. Ball University : Pearson Education.

[13] Duff, A. (2009). Legal and Responsibility .Wiley Online Library. Retrieved

[14] https://doi.org/10.1111/j.1747-9991.2009.00257.x . Accessed on January 31, 2021.

[15] Fang. C., Ting C., & Chen. G. (2009). Applying Structural Equation Model to Study of the Relationship Model Among Leadership Style, Satisfaction, Organization Commitment and Performance in Hospital Industry. DOI: 10.1109/EBISS.2009.5137940.

[16] Gallagher , J. & Anderson, C. (2001). Reform, experience, and understanding. Journal of Research in Science Teaching. Wiley Online. Retrieved

[17] https://doi.org/10.1002/1098-2736(200101)38:1<1::AID-TEA1>3.0.CO;2-3. Accessed on January 31, 2021.

[18] Jan, K., Ramay, M. I., & Qureshi, T. M., (2010). Motivation in Public Organization. Pakistan. Retrieved http://www.scribd.com/doc/3104893/Motivation-in-Public-Organization. Accessed January 31, 2021.

[19] Kiefer, S., Ellerbrock, C., & Alley, K., (2014). The Role of Responsive Teacher Practices in Supporting Academic Motivation at the Middle Level. RMLE Online—Volume 38, No. 1. Retrieved https://files.eric.ed.gov/fulltext/EJ1039613.pdf. Accessed January 15, 2021.

[20] Lazauskaite-Zabielske, J., Urbanaviciute, I. and Bagdziuniene, D. (2015), "The role of prosocial and intrinsic motivation in employees' citizenship behaviour", Baltic Journal of Management, Vol. 10 No. 3, pp. 345-365. https://doi.org/10.1108/BJM-05-2014-0085

[21] Manik, E. & Sidharta, I. (2018). The Impact of Motivation, Ability, Role Perception on Employee Performance and Situational Factor as Moderating Variable of Public Agency in Bandung, Indonesia. International Journal of Management Science and Business Administration, 3(4), 65-73. Retrieved http://dx.doi.org/10.18775/ijmsba.1849-5664-5419.2014.34.1008. Accessed on January 20, 2021.

[22] Mullins, L. (2004). Management and Organisational Behaviour , 7th Ed. Pearson Education Limited.

[23] Murphy , J. (2010). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A. Retrieved https://www.researchgate.net/publication/ 234736657. Accessed February 14, 2021.

[24] Nanjundeswaraswamy, T. S & Swamy, D. R. (2014) Leadership Styles. Advances in Management. Vol. 7(2). Retrieved https://www.researchgate.net/publication/272509462_Leadership_styles. Accessed December 31, 2020.

[25] Oladipo, S. , D'Silva , J., Othman , S., Silong , A., & Busayo, S (2013). Leadership Styles and Job Satisfaction among Employees in Small and Medium Enterprises. International Journal of Business and Management . Vol. 8, No. 13 . Retrieved http://www.ccsenet.org/journal/index.php/ijbm/article/view/24701. Accessed January 13, 2021.

[26] Omolayo, B. (2007). Effect of Leadership Style on Job-Related Tension and Psychological Sense of Community in Work Organizations: A Case Study of Four Organizations in Lagos State, Nigeria. Retrieved https://www.semanticscholar.org/paper/Effect-of-Leadership-Style-on-Job-Related-Tension-A-Omolayo/275757dc232686e6675bb5115a16a8fc9c683d68. Accessed February 13, 2021.

[27] Pinder, C. C. (2008). Work motivation in organizational behavior (2nd ed.). Psychology Press.

[28] Potgieter, A. & Tait, M. (2013). Motivational factors that influence individual performance. The 2013 Annual conference for the Emerging Markets Conference Board. Retrieved https://www.researchgate.net/publication/323175107_Motivational_factors_that_influence_individual_performance. Accessed December 31, 2020.

[29] Quigley, B. A. (2000). The Practitioner-Researcher: A Research Revolution in Literacy. Adult Learning, 11(3), 6–8. Retrieved https://doi.org/10.1177/104515959901100303. Accessed on January 28, 2021.

[30] Schein, E. H. (2004). Organizational culture and leadership. San Francisco: Jossey-Bass.

[31] Sousa, M.J., Dias, I., Moço, I., Saldanha, A. & Caracol, C. (2017). Project Managers Perceptions

[32] about more Effective Leadership Styles. Journal of International Business Research and Marketing, 2(3), 7-13. Retrieved http://dx.doi.org/10.18775/jibrm.1849-8558.2015.23.3001. Accessed February 14, 2021.

[33] Strazovska, L. & Sulikova, R. (2019). Intercultural Work Environment and Leadership Style. Journal of International Business Research and Marketing, 4(6), 29-34. Retrieved http://dx.doi.org/10.18775/jibrm.1849-8558.2015.46.3003. Accessed January 1, 2021.

[34] Steel, P. (2010). Arousal, avoidant and decisional procrastinators: Do they exist? Personality and Individual Differences, 48, 926–934. Retrieved http://dx.doi.org/10.1016/j.paid.2010.02.025. Accessed January 31, 2021.