Extent of Preference, Knowledge and Manifestation of College Deans' Leadership Styles

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ABSTRACT

Leaders play a vital role in the organization. It is in this reason that leaders' functions are seen as essential if not significant. In fact, leadership is defined as an art and the process of influencing and supporting others to work enthusiastically toward achieving objectives (Aquino, 2005). Taking into account the challenging role of leaders, this study assessed the leadership styles of college deans among State Universities and Colleges (SUCs) in Region VIII, Philippines. It utilized descriptive quantitative design to determine the extent of preference, knowledge and manifestation of deans along participative, supportive, directive, and achievement-oriented styles. Results revealed that supportive style is very much preferred, very much manifested and perceived that deans are very much knowledgeable. It is in this context that supportive leadership style involves building trust, inspiration, and helping colleagues overcome the challenges they encounter. Further, it encourages teamwork, show commitment towards work and pay attention to members' relationship that eventually motivate them to work cohesively as a team thereby achieving the institutional vision, mission, goals and objectives. However, along participative, directive and achievement-oriented styles, the three groups of respondents perceived them as much preferred, much manifested and much knowledgeable. Thus, college deans must be provided with ample information along leadership styles by sending them to leadership trainings and seminars. In addition, the Human Resource Management Officer may formulate a training program and conduct trainings by inviting resource persons who would talk on how to improve leadership skills and employee satisfaction, how to become an effective leader, how to get motivated in the organization, guides on how to deliver best results, and the like.

Introduction

Leaders play a vital role in the organization. It is in this reason that leaders' functions are seen as essential if not significant. According to Aquino (2005), leadership is an art and the process of influencing and supporting others to work enthusiastically toward achieving objectives. It is a critical factor that helps an individual or a group identify their goals and then motivates and assists in achieving the stated goals. Without leadership, an organization would be a confusion of people and machines. It requires courage and boldness to accept risk which a leader must face in the exercise of that leadership. Further, leadership is essential for the attainment of success and initiative. It is the very foundation upon which the necessary quality of leadership is built.

On the concept of leadership styles, Aquino (2005) emphasized that leadership styles are the total pattern of explicit and implicit leaders' actions as seen by employees. It represents a consistent combination of philosophy, skills, traits and attributes that are exhibited in a person's behavior. The concept of leadership styles by Aquino was supported by Fiedler (1970) who stated the distinctions between the task and employee orientation, and suggested that the most appropriate leadership style depends on whether the overall situation is favorable, unfavorable, or an intermediate stage of favorability to the leader. As the situation varies, leadership requirements also vary. He added that a leader's effectiveness is determined by the interaction of employee orientation with the three dimensional variables that relate to the followers, the task, and the organization. These additional variables are leader-member relations, task structure and leader position power. Leader-member relations are determined by the manner in which the leader is accepted by the group. If for instance, there is a group friction with the leader, rejection of the leader, and reluctant compliance with orders, then leader-member relations are low. Task structure reflects the degree to which one specific way is required to do the job. Leader position power describes the organizational power that goes with the position the leader occupies. Examples are power to hire and fire, status symbols, and power to give promotions and pay raises.

Meanwhile, Brittle and Newstrom (1990) expressed the idea that the leadership style that a

particular leader applies in order to be effective in addressing a challenging educational scenario depends on the type of situation he is dealing with, the style of leadership should complement to his leadership skills and invaluable for a leader in directing, activating, stimulating or otherwise providing motivational atmosphere for employees. In addition, Posner (2004) pointed out that a leader exercises free will, using the heart and mind with the willingness to accept challenges and obstacles in the name of service. A person may not be born with one personality trait, but he/she must be prepared to keep growing, adapting and constantly enhancing himself to become a well-rounded personality. Hence, this provides insights into the behaviors of others.

Meanwhile, Zamora (1983) emphasized that leaders must have the ability to make sound decisions, oftentimes even when they cannot get hold of all the facts necessary to make. The expected results of the process include job satisfaction, acceptance of the leader, and greater motivation. These should pay off further in effective performance and goal attainment. Leaders, however, have to decide which style to use with each employee, and the path-goal model identifies four alternatives to wit: **participative leadership** in which the leader invites employees to provide input to decisions, and seriously seeks to use their suggestions as final decisions are made; **supportive leadership** in which the leader demonstrates concern for employee well-being and their needs , while trying to create a pleasant work environment, **directive leadership** in which the leader focuses on clear tasks and assignments, standards of successful performance, and work schedules, and **achievement-oriented leadership** in which the leader for employees , communicates in their ability to achieve challenging goals, and enthusiastically models the desired behavior.

On the other hand, in State Universities and Colleges (SUCs), Deans play a vital role in the accomplishment of targets and thus regarded as leaders. These deans do not only perform the four-fold functions such as instruction, research, extension and production but they are likewise expected to perform other functions in order to achieve the targets set by their institutions. They occupy a unique place in the continuum of academic administrators as the facilitating links among the department chairpersons, directors, faculty members, staff, students, and other stakeholders.

Hence, in exercising the leadership styles, deans should have that ability to comprehend that the people in the institution have different motivational forces at different times and in different situations. Further, they should be mindful on their ability to use power effectively and in a responsible manner as well as the ability to inspire faculty members to apply their full potentials for and contribute to institution's accomplishments, and finally the ability to act in a manner that will develop a climate conducive to responding to and arousing motivation. Thus, recognizing the importance of the deans' role in the educative process and in the organization, this study is conceived to assess their leadership styles.

Statement of Objectives

This study assessed the leadership styles of college deans in State Universities and Colleges in Region VIII, Philippines. Specifically, it sought answer to the following questions:

1. As perceived by the college deans, department heads and faculty members, to what extent do College Deans have preference, knowledge and manifestation with the following leadership styles?
1.1 participative;
1.2 supportive;
1.3 directive, and
1.4 achievement-oriented?
2. Are there significant differences on the extent of preference, knowledge and manifestation on the aforementioned leadership styles of the College Deans?
2.1 by group of respondents?

Research Methodology

Design

The study employed the descriptive quantitative research design (Calmorin, et al., 1996) that was used in discerning the degrees of correlation of leadership styles of college deans as perceived by themselves, department heads and faculty members. It focused on leadership styles such as participative, supportive, directive and achievement-oriented on the extent to which these

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styles are preferred, manifested and applied through the knowledge gained by the deans.

Locale

The study was conducted to college deans who have served an administrative function for at least one year, department heads and faculty members of ten state universities and colleges (SUCs) in Region VIII, Philippines.

Population

There are 38 college deans, 52 department heads and 261 faculty members from ten respondent-SUCs.

Sampling plan

The researcher used total enumeration for dean-respondents while simple random sampling was employed in the selection of department heads and faculty members.

Instrumentation

The researcher used two sets of questionnaire-checklist for the three groups of respondents. Aside from the questionnaire-checklists, documentary analysis and personal interviews were conducted to verify the information obtained from the respondents. The main instrument was the questionnaire-checklist which was validated by college deans who were not involved in the study. Test-retest method was utilized in which the reliability coefficient was posted at 0.85 which indicated "fairly high" and adequate for individual measurements.

Further, the questionnaire-checklist contained items that elicit the perceptions of college deans in the practice of leadership styles. The responses were quantified through the five-point Likert scale as follows: 5 means very much preferred (VMP)/very much knowledgeable (VMK) /very much manifested (VMM); 4 means much preferred (MP)/much knowledgeable (MK)/much manifested (MM); 3 means preferred (P)/knowledgeable (K)/manifested (M); 2 means slightly preferred (SP)/slightly knowledgeable (SLK)/slightly manifested (SM), and 1 means not preferred NP)/ not knowledgeable (NK)/ not manifested (NM).

Results and Discussions

Leadership Styles of College Deans as Perceived by the Three Groups of Respondents

This section presents the data relative to the leadership styles of college deans on the extent of preference, knowledge and manifestation.

Participative style as perceived by the three groups of respondents. Table 1 shows the data on the extent of preference, knowledge and manifestation of college deans along participative style. It is noticeable that some indicators were perceived by themselves as very much preferred. These statements are as follows: "Involving faculty members in policy and action plan formulation", "Encouraging participation among faculty members" and "Showing concerns with the welfare and feelings of his faculty members". On the extent of knowledge, the following statement was assessed as very much knowledgeable, "Encouraging participation among faculty members". On the extent of manifestation, the following indicators were perceived as very much manifested, "Involving faculty members in policy and action plan formulation", and "Encouraging participation among faculty members".

The data above imply that faculty members are satisfied if they are engaged in different activities of the college where they are given the opportunity to express their ideas during consultation meetings where policies and action plans are formulated.

Table 1: Extent of Preference, Knowledge and Manifestation of the Respondents with the Participative Leadership Styles as Perceived by Themselves

Indicators	Category		
	Preference	Knowledge	Manifestation
	Xm/Inter-pretation	Xm/Inter-pretation	Xm/Inter-pretation
1 Sharing work problems with the faculty.	4.11 MP	4.26 MK	4.16 MM
2 Resolving difference through democratic process.	4.18 MP	4.21 MK	4.29 MM

3	Involving faculty members in policy and action plan formulation.	4.53	VMP	4.47	MK	4.53	VMM
4	Encouraging participation among faculty members.	4.58	VMP	4.53	VMK	4.53	VMM
5	Promoting freedom of expression whenever things are to be decided on.	4.42	MP	4.45	MK	4.34	MM
6	Allowing faculty members to make their own decisions and be accountable of their actions.	4.32	MP	4.29	MK	4.42	MM
7	Consulting faculty members whenever there are changes in their duties.	4.50	MP	4.42	MK	4.45	MM
8	Acting as a cooperative group member with faculty members.	4.39	MP	4.42	MK	4.47	MM
9	Showing concerns with the welfare and feelings of his faculty members.	4.53	VMP	4.50	MK	4.50	MM
10	Willing to explain his action and can compromise his point.	4.42	MP	4.50	MK	4.47	MM
	Total	43.98	-	44.05	-	44.16	-
	Grand Mean	4.40	MP	4.41	MK	4.42	MM

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Supportive style as perceived by the three groups of respondents. Data on the perceptions of the three groups of respondents along supportive style are contained in Table 2. As assessed themselves, several indicators along the extent of preference were perceived very much preferred. These indicators are as follows: "Supporting needs of the faculty" , "Addressing the demands and request of faculty members", "Demonstrating concerns for faculty members' needs", "Creating a pleasant work environment for faculty members", and " Showing interest gives credit and lends a sympathetic ear to troubles". On the other hand, on the extent of knowledge, the following are the indicators were perceived by the respondents are very much knowledgeable, "Addressing the demands and request of faculty members", "Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general", "Demonstrating concerns for faculty members' needs", "Showing interest gives credit and lends a sympathetic ear to troubles", and

"Striving to build a good interpersonal relationship in motivating faculty". On the extent of manifestation, these are the statements that are very much manifested by the deans, "Addressing the demands and request of faculty members", "Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general", "Demonstrating concerns for faculty members' needs", "Creating a pleasant work environment for faculty members", "Showing interest gives credit and lends a sympathetic ear to troubles", and "Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune".

The findings imply that the support of deans creates a great impact on faculty even on small things just like responding to faculty member's request. In this way, the deans do not simply delegate tasks and receive results but instead supports an employee until the completion of the task.

Table 2: Extent of Preference, Knowledge and Manifestation of the Respondents with the Supportive Leadership Styles as Perceived by Themselves

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter-pretation		Xm/Inter-pretation		Xm/Inter-pretation	
1 Supporting needs of the faculty.	4.53	VMP	4.42	MK	4.42	MM
2 Addressing the demands and request of faculty members.	4.55	VMP	4.53	VMK	4.55	VMM
3 Willing to offer his talents/ expertise for the welfare of the faculty members and of the College in general.	4.45	MP	4.53	VMK	4.53	VMM
4 Demonstrating concerns for faculty members' needs.	4.63	VMP	4.58	VMK	4.66	VMM
5 Creating a pleasant work environment for faculty members.	4.58	VMP	4.37	MK	4.66	VMM
6 Showing interest gives credit and lends a sympathetic ear to troubles.	4.58	VMP	4.55	VMK	4.55	VMM
7 Studying, analyzing, and dissecting the causes of faculty members' dissatisfaction.	4.47	MP	4.47	MK	4.47	MM
8 Showing sympathy and offers help to faculty members whenever they suffer bereavement or misfortune.	4.55	VMP	4.50	MK	4.58	VMM
9 Striving to build a good interpersonal relationship in motivating faculty.	4.42	MP	4.55	VMK	4.47	MM
Total	40.76	-	40.50	-	40.89	-
Grand Mean	4.53	VMP	4.54	VMK	4.54	VMM

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Directive style as perceived by the three groups of respondents. Table 3 shows data on directive leadership style. Generally, the three groups of respondents have the same responses which are "much preferred", "much knowledgeable", and "much manifested" as evidenced by the given grand means of 4.49, 4.48, and 4.46 respectively. Hence, on the extent of preference of directive style, the following statements were rated very much preferred, "Instructing faculty members how to accomplish a task on time", "Making sure that the Dean's role/ part is understood by the group whenever task is given", "Giving direction and telling faculty about the goals of the college",

and "Expecting faculty members to use varied work methods". In terms of the extent of knowledge of the dean about directive style, the following statements were rated very much knowledgeable, "Asking faculty members to follow standard rules and regulations", "Scheduling the work to be done by the faculty members to avoid conflict", "Making sure that the Dean's role/ part is understood by the group whenever task is given", "Deciding what shall be done by the faculty members and give inputs on how it shall be done", "Expecting faculty members to use varied work methods". Meanwhile, on the extent of manifestation, the

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following indicators were rated very much manifested by the deans, "Making sure that the Dean's role/ part is understood by the group whenever task is given", and " Deciding what shall be done by the faculty members and give inputs on how it shall be done".

The data imply that directive leadership style indeed involves a leader giving clear directions, objectives, and expectations to employees and thus considered as the most effective when a task is complex.

Table 3: Extent of Preference, Knowledge and Manifestation of the Respondents with the Directive Leadership Styles as Perceived by Themselves

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter-pretation		Xm/Inter-pretation		Xm/Inter-pretation	
1 Instructing faculty members how to accomplish a task on time.	4.55	VMP	4.42	MK	4.47	MM
2 Asking faculty members to follow standard rules and regulations.	4.45	MP	4.55	VMK	4.37	MM
3 Scheduling the work to be done by the faculty members to avoid conflict.	4.45	MP	4.53	VMK	4.47	MM
4 Making sure that the Dean's role/ part is understood by the group whenever task is given.	4.55	VMP	4.53	VMK	4.63	VMM
5 Deciding what shall be done by the faculty members and give inputs on how it shall be done.	4.50	MP	4.55	VMK	4.55	VMM
6 Giving direction and telling faculty about the goals of the college.	4.53	VMP	4.39	MK	4.50	MM
7 Expecting faculty members to use varied work methods.	4.53	VMP	4.55	VMK	4.34	MM
8 Informing the faculty what he/she expects.	4.34	MP	4.37	MK	4.37	MM
9 Instructing faculty members to observe and obey the rules and policy of the College.	4.47	MP	4.39	MK	4.42	MM
Total	40.37	-	40.28	-	40.12	-
Grand Mean	4.49	MP	4.48	MK	4.46	MM

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Achievement-oriented style as perceived by the three groups of respondents. Table 4 contains data relative to the responses of the respondents along achievement-oriented style. On the extent of preference, the three groups of respondents rated the following statements as very much

preferred, "Encouraging faculty for continuous improvement", "Challenging faculty members to perform and give their best in assigned tasks", and "Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements". On the other hand, on the

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extent of knowledge, the following indicators were rated very much knowledgeable, "Encouraging faculty for continuous improvement, Letting the faculty members know what is expected of them", "Challenging faculty members to perform and give their best in assigned tasks", "Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task", and "Keeping up with the increased tempo of methods improvement".

The data imply that achievement-oriented leadership style is useful when employees have high levels of motivation to achieve excellence through continuous improvement in the performance of tasks. With clear goals in place, it becomes easier for employees to manage their time and consistently and fairly motivate employees in meeting targets.

Table 4: Extent of Preference, Knowledge and Manifestation of the Respondents with the Achievement-Oriented Leadership Styles as Perceived by Themselves

Indicators	Category					
	Preference		Knowledge		Manifestation	
	Xm/Inter-pretation		Xm/Inter-pretation		Xm/Inter-pretation	
1 Expecting highest performance from faculty members in terms of accomplishment of task.	4.42	MP	4.47	MK	4.39	MM
2 Assisting faculty members with potentials to achieve the objectives	4.47	MP	4.37	MK	4.45	MM
3 Communicating with the faculty members the accomplishment of the group especially in the achievement of challenging goals.	4.45	MP	4.45	MK	4.45	MM
4 Encouraging faculty for continuous improvement.	4.42	VMP	4.55	VMK	4.55	VMM
5 Letting the faculty members know what is expected of them.	4.50	MP	4.58	VMK	4.55	VMM
6 Challenging faculty members to perform and give their best in assigned tasks.	4.61	VMP	4.58	VMK	4.5	MM
7 Helping faculty members the attainment of good results simpler and easier.	4.47	MP	4.47	MK	4.47	MM
8 Informing the faculty members that best tools, machines and other resources will be provided for them in the accomplishment of task.	4.47	MP	4.55	VMK	4.42	MM
9 Studying each operation in the College painstakingly and seeks shortcuts and energy-saving improvements.	4.58	VMP	4.45	MK	4.61	VMM
10 Keeping up with the increased tempo of methods improvement.	4.39	MP	4.53	VMK	4.55	VMM
	44.78	-	45.00	-	44.94	-
	4.48	MP	4.50	MK	4.49	MM

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

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Comparison of the Perceptions of the Three Groups of Respondents on the Extent of Preference, Knowledge and Manifestation of the Leadership Styles

This section discusses the results of the comparative analysis of the perceptions of the college deans, department heads, and faculty members on leadership styles practiced by the college deans with respect to preference, knowledge and manifestation.

Extent of preference along participative style. Table 5 summarizes and compares the assessment of the three group of respondents with regards to the extent of preference of the College deans on the leadership styles along participative. Results revealed that there is no significant difference on the responses made by the deans, department heads and faculty members on the extent of preference.

Table 5

Comparison on the Extent of Preference of the College Deans on the Leadership Styles Along Participative by Group of Respondents

SUMMARY						
Respondents		n	Sum	Mean/Inter-pretation		Variance
College Deans		10	43.98	4.40	MP	0.0240
Department Heads		10	42.56	4.26	MP	0.0024
Faculty Members		10	40.79	4.08	MP	0.0013

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.51	2	0.255	27.71	2.87E-07	3.35	Reject Ho
Within Groups	0.25	27	0.009				
Total	0.76	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of knowledge along participative style. Table 6 summarizes and compares the assessment of the three groups of respondents relative to the extent of knowledge of college deans on the leadership styles along participative. As gleaned from the table, the college deans gave the highest overall rating of 4.41 or "much knowledgeable"

followed by the department heads and faculty members with area means of 4.27 and 4.10, respectively or "much knowledgeable". Results revealed that the extent of knowledge of the college deans along participative style did not differ which resulted to the rejection of the hypothesis.

Table 6: Comparison on the Extent of Knowledge of the College Deans on the Leadership Styles Along Participative by Group of Respondents

SUMMARY							
Respondents			n	Sum	Mean/Inter-pretation		Variance
College Deans			10	44.05	4.41	MP	0.0125
Department Heads			10	42.70	4.27	MK	0.0042
Faculty Members			10	40.95	4.10	MM	0.0013
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.483	2	0.242	40.19	8.05E-09	3.35	Reject Ho
Within Groups	0.162	27	0.006				
Total	0.645	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of manifestation along participative style.
Table 7 summarizes and compares the assessment of the three groups of respondents as regards to the extent of manifestation of the college deans on the leadership styles along participative. As seen from the table, the deans gave the highest overall rating of 4.42 or "much manifested " followed by the department heads and faculty members with area means of 4.22 and 4.09 , respectively or "much manifested ".

To determine whether the observed differences among the means were significant , the one-way analysis of variance was applied, where the mean squares between groups was posted at 0.28 and the mean squares within groups was 0.01. The results indicated that the assessments given by the college deans, department heads and faculty members differed.

Table 7: Comparison on the Extent of Manifestation of the Respondents on the Leadership Styles Along Participative by Group of Respondents

SUMMARY							
Respondents			n	Sum	Mean/Inter-pretation		Variance
College Deans			10	44.16	4.42	MP	0.014
Department Heads			10	42.15	4.22	MK	0.004
Faculty Members			10	40.85	4.09	MM	0.002
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.56	2	0.28	40.38	7.67E-09	3.35	Reject Ho
Within Groups	0.19	27	0.01				
Total	0.74	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of preference along supportive style. Table 8 summarizes and compares the assessment of the three respondents as regards to the extent of preference   of the deans on the leadership styles along supportive. As gleaned from the table, the deans gave the highest overall rating of 4.53 or "very   much   preferred"   followed   by   the department heads and faculty members with area means of 4.19 and 4.12 , respectively or "much preferred". However, findings revealed that their responses do not differ.

Table 8: Comparison on the Extent of Preference of the College Deans on the Leadership Styles Along Supportive by Group of Respondents

SUMMARY							
Respondents			n	Sum	Mean/Inter-pretation		Variance
College Deans			9	40.76	4.53	MP	0.005
Department Heads			9	37.69	4.19	MK	0.004
Faculty Members			9	37.06	4.12	MM	0.001
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.87	2	0.44	129.65	1.37E-13	3.40	Reject Ho
Within Groups	0.08	24	0.003				
Total	0.95	26	-	-	-	-	-

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of knowledge along supportive style. Table 9 summarizes and compares the assessment of the three groups of respondents as regards to the extent of knowledge   of along supportive style. As gleaned   from the table, the College deans gave the highest overall rating of 4.50 or "much   knowledgeable"   followed   by   the department heads and faculty members with area means of 4.27 and 4.12 , respectively or "much knowledgeable". With these results, the responses of the responses did not differ thus hypothesis was rejected.

Table 9: Comparison on the Extent of Knowledge of the Respondents on the Leadership Styles Along Supportive

SUMMARY					
Respondents	n	Sum	Mean/Inter-pretation		Variance
College Deans	9	40.50	4.50	MP	0.005
Department Heads	9	38.40	4.27	MK	0.075
Faculty Members	9	37.09	4.12	MM	0.001

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.66	2	0.33	12.25	0.0002	3.40	Reject Ho
Within Groups	0.64	24	0.03				
Total	1.30	26	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of manifestation along supportive style. Table 10 summarizes and compares the assessment of the three groups of respondents relative to the extent of manifestation of the College deans along supportive style. As gleaned from the table, the e deans gave the highest overall rating of 4.54 or "very much manifested" followed by the department heads and faculty members with area means of 4.19 and 4.13, respectively or "much manifested". These resulted to the rejection of the hypothesis which states that, "there is no significant difference between the responses of the deans, department heads and faculty members".

Table 10: Comparison on the Extent of Manifestation of the Respondents on the Leadership Styles Along Supportive

SUMMARY						
Respondents		n	Sum	Mean/Inter-pretation		Variance
College Deans		9	40.89	4.54	MP	0.007
Department Heads		9	37.70	4.19	MK	0.003
Faculty Members		9	37.19	4.13	MM	0.001
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.89	2	0.447	117.26	4.1E-13	3.40	Reject Ho
Within Groups	0.09	24	0.004				
Total	0.99	26	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of preference along directive style. Table 11 summarizes and compares the assessment of the three groups of respondents with regards to the extent of preference of the deans along directive style. As gleaned from the table, the deans gave the highest overall rating followed by the responses of department heads and faculty members. Despite the varied means, the responses of the respondents did not vary at all which led to the rejection of the hypothesis.

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Table 11: Comparison on the Extent of Preference of the Respondents on the Leadership Styles Along Directive

SUMMARY					
Respondents	n	Sum	Mean/Inter-pretation		Variance
College Deans	9	40.37	4.49	MP	0.005
Department Heads	9	37.79	4.20	MK	0.001
Faculty Members	9	37.44	4.16	MM	0.002
ANOVA					
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.57	2	0.285	111.74	6.92E-13	3.40	Reject Ho
Within Groups	0.06	24	0.003				
Total	0.63	26	-	-	-	-	-

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of knowledge along directive style. Table 12 presents and compares the assessment of the three groups of respondents relative to the extent of knowledge of the deans along directive style. The results led to the rejection of the hypothesis since responses of the respondents did not differ.

Table 12: Comparison on the Extent of Knowledge of the Respondents on the Leadership Styles Along Directive

SUMMARY					
Respondents	n	Sum	Mean/Inter-pretation		Variance
College Deans	9	40.28	4.48	MP	0.006
Department Heads	9	37.88	4.21	MK	0.005
Faculty Members	9	37.42	4.16	MM	0.001
ANOVA					
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.52	2	0.262	66.02	1.75E-10	3.40	Reject Ho
Within Groups	0.10	24	0.004				
Total	0.62	26	-	-	-	-	-

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of manifestation along directive style. Table 13 presents and compares the assessment of the three groups of respondents as regards to the extent of manifestation of deans on along

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directive style. The hypothesis was rejected based on their responses which significantly did not differ.

Table 13: Comparison on the Extent of Manifestation of the Respondents on the Leadership Styles Along Directive

SUMMARY							
Respondents			n	Sum	Mean/Inter-pretation		Variance
College Deans			9	40.12	4.46	MP	0.009
Department Heads			9	37.83	4.20	MK	0.002
Faculty Members			9	37.59	4.18	MM	0.001
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.43	2	0.217	55.59	9.8E-10	3.40	Reject Ho
Within Groups	0.09	24	0.004				
Total	0.53	26	-	-	-	-	-

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/
Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of preference along achievement-oriented style. Table 14 presents and compares the assessment of the three groups of respondents as regards to the extent of preference of deans along achievement-oriented style. There is no significant difference between the responses of the three groups of responses.

Table 14: Comparison on the Extent of Preference of the Respondents on the Leadership Styles Along Achievement-Oriented

SUMMARY							
Respondents			n	Sum	Mean/Inter-pretation		Variance
College Deans			9	44.78	4.48	MP	0.005
Department Heads			9	43.14	4.31	MK	0.001
Faculty Members			9	41.675	4.17	MM	0.001
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.48	2	0.241	108.28	1.27E-13	3.35	Reject Ho
Within Groups	0.06	27	0.002				
Total	0.54	29	-	-	-	-	-

Legend:
4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/Very Much Manifested (VMM)
3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

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Extent of knowledge along achievement-oriented style. Table 15 presents and compares the assessment of the three groups of respondents as regards to the extent of knowledge of the deans along achievement-oriented style. The results revealed that the responses of the deans, department heads and faculty members did not differ.

Table 15: Comparison on the Extent of Knowledge of the Respondents on the Leadership Styles Along Achievement-Oriented

SUMMARY						
Respondents		n	Sum	Mean/Inter-pretation		Variance
College Deans		10	45.00	4.50	MP	0.005
Department Heads		10	43.03	4.30	MK	0.002
Faculty Members		10	41.76	4.18	MM	0.001
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.53	2	0.267	107.65	1.36E-13	3.35	Reject Ho
Within Groups	0.07	27	0.002				
Total	0.60	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable (VMK)/

Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)

2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)

1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)

1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Extent of manifestation along achievement-oriented style. Table 16 presents and compares the assessment of the three groups of respondents relative to the extent of manifestation of the deans along achievement-oriented style. As gleaned from the table, the responses of the respondents did not differ which led to the rejection of the hypothesis.

Table 16: Comparison on the Extent of Manifestation of the Respondents on the Leadership Styles Along Achievement-Oriented

SUMMARY						
Respondents		n	Sum	Mean/Inter-pretation		Variance
College Deans		10	44.94	4.49	MP	0.0048
Department Heads		10	42.80	4.28	MK	0.0021
Faculty Members		10	41.62	4.16	MM	0.0010
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	0.57	2	0.283	106.81	1.5E-13	3.35	Reject Ho
Within Groups	0.07	27	0.003				
Total	0.64	29	-	-	-	-	-

Legend:

4.51 - 5.00 Very Much Preferred (VMP)/Very Much Knowledgeable

(VMK) Very Much Manifested (VMM)

3.51 - 4.50 Much Preferred (MP)/Much Knowledgeable (MK)/Much Manifested (MM)
2.51 - 3.50 Preferred (P)/Knowledgeable (K)/Manifested (M)
1.51 - 2.50 Slightly Preferred (SP)/Slightly Knowledgeable (SK)/Slightly Manifested (SM)
1.00 - 1.50 Not Preferred (NP)/Not Knowledgeable (NK)/Not Manifested (NM)

Conclusion

Among the four leadership styles, supportive style was very much preferred, very much manifested and was perceived that deans are very much knowledgeable. It is indeed a fact that supportive leadership style involves building trust, inspiration, and helping colleagues overcome the challenges they encounter. Further, it encourages teamwork, show commitment towards work and pay attention to members' relationship that eventually motivate them to work cohesively as a team thereby achieving the institutional vision, mission, goals and objectives. However, participative, directive and achievement-oriented styles are much preferred, much manifested and are perceived that deans are much knowledgeable. Directive leadership style indeed involves the deans giving clear directions, objectives, and expectations to faculty members and thus considered as the most effective when a task is complex. Further, achievement- oriented leadership style is useful when faculty members have high levels of motivation to achieve excellence through continuous improvement in the performance of tasks. With clear goals in place, it becomes easier for deans, department heads and faculty members to manage their time and consistently and fairly motivate themselves in meeting targets.

Recommendations

College deans must be provided with ample information along leadership styles by sending them to leadership trainings and seminars. In addition, the Human Resource Management Officer may formulate a training program and conduct trainings by inviting resource persons who would talk on how to improve leadership skills and employee satisfaction, how to become an effective leader, how to get motivated in the organization, guides on how to deliver best results, and the like.

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