



TRANSFORMATIONAL LEADERSHIP PRACTICES OF ACADEMIC HEADS OF PRIVATE COLLEGES IN LAGUNA: AN INPUT TO A COMPREHENSIVE TRAINING PROGRAM

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ABSTRACT

Transformational leaders are one of the types of leadership that aims to provide a better academic institution or any organization by making change. This type of leadership fosters higher performance beyond the expectation with the collective efforts of everyone. It aimed to evaluate the transformational leadership of selected academic heads of private colleges in Laguna. Transformational leadership factors such as charisma, social, vision, transactional, execution, delegation, and overall transformational leadership were measured using the Transformational Leadership Survey by Donald Clark, an 18-item test 4-point Likert scale. The researcher also checked possible significant differences in means score across all demographic profiles of respondents per factor assessed. Results showed that vision, transactional, execution, delegation, and overall transformational leadership is at the same level of agreement which is agreed while charisma and social factor is at a strong level of agreement. Furthermore, age is a profile that varies the level of agreement for transactional and execution levels while the rest of the demographic profiles concerning the variables measured found no significant difference.

Keywords: Transformational Leadership, Academic Heads, Private Colleges, Training Program

INTRODUCTION

Empowering members in an academic community for the internal betterment and improvement of the school is what a transformational leader does in an academic institution. This would mean that leaders transform people to become leaders through motivation, continuous development and create an adaptive and learning environment not just for faculty members but also for students. With transformational leadership at school, everyone is given a voice and opportunity to be “a helping and functional” citizen of the educational community towards a great sense of academic development.

Those leaders that are inspired in transforming people within the academic community do observe, comprehend, and have an open mindset leading to organizational improvement. Clear goals, genuine beliefs, and outcomes-based practices are visions of transformational leaders in an academic setting. When the inspiration of having a transformational environment takes place, commotion, misunderstanding, and confusion are more likely to decrease because of clearer direction. Once the organization has a clearer vision or path, then the execution management plans and innovation will be successful and can bring optimistic results which



are one of the keys toward higher educational institutional success. The style of being a transformational leader can be faked or not seen as a genuine type. According to an article entitled Transformational Leadership Theory in 2010, this type of leadership has a bigger scope of utilization in the underlying concepts of leadership. It led the introduction of transformational leadership concepts in his research interested on leaders in the political environment in which the aforementioned term is commonly used in the psychology of organizations. He also stressed out that collaboration between a leader and his followers in the point of transformation leaders can increase motivation and morale level. Leadership is still the main theme in any field of an organization (Antonakis & House, 2014, Day & Antonakis, 2012). Transformational leaders influenced the employees' attitudes and behaviors by being role models to them. Having a sense of admiration, increasing subordinates' attention; strong encouragement and straightforward vision is the extra mile of transformational leaders.

Stevens (2013) & Langston (2010) explains that transformational leadership is described as leadership theory where the change in every individual or the organization itself is caused by the leaders. Transformational leaders used mantras to inspire other people by leading and making a change. Rewards and penalties can be perceived as an actual desire or fear by subordinates of transactional leaders. The effectiveness and satisfaction are given to followers by a transformational leader which cannot be achieved by leaders with other types of leadership. Role model as being shown by a leader involves idealized influence that is acquired by the followers. Trust and confidence can be seen as an inspiration by followers and leaders with charisma and a shared vision can be achieved if there is increased inspirational motivation. The accomplishment of goals is seen with followers who are inspired but in the absence of motivation, followers will lay less effort and achievement. The organization's nature and characteristics are important considerations in effective skills, styles, and leadership. The context of situational force

was adopted by him to characterize organizational contexts as either favorable or unfavorable to the supportive or directive styles of leadership. The follower's encouragement to do what is more than expected to them is one of the best practices of leaders with the transformational style of leadership. Nonetheless, followers think beyond minimal thoughts of things needed to be done and the effort of the leaders to address the need of their constituents or followers. A sense of responsibility of teachers is one of the impacts of teacher's transformational leadership in which teacher assumes responsibility in the development of the followers (Shibru, & Darshan, 2011). This implies that teachers have a significant responsibility at a personal level and are bound to answer the outcomes of students. Accountability in teaching as a profession is considered a significant factor in the learning of students and teaching processes (Knight, 2008). Leadership is important in public service (Van Wart, 2013); collaborative initiative can facilitate the success of high-quality leadership. There is a diverse environment in public leadership (Van Wart, 2013) such as network governance (Tummers, 2011) and collaborative leadership (Hallinger, & Heck, 2010). There is a significant or relevant role of transformational leadership in public organizations (Paarlberg & Lavigna, 2010). While there is an inference as well in the private sector, references suggested that there is a variety of implementation outcomes or indicators like behavioral citizenship, creativity, identification in an organization, it is a phenomenon more explain in public-related service motivation (Campbell, 2018 & Wright, Moynihan, & Pandey, 2012), perceptions in red tape and use of performance information (Wright, Moynihan, & Pandey, 2012). Hence, this study is important because introducing transformational leadership as an opportunity for growth and development fosters leaders towards genuine leadership across people in the educational community. Knowing the fact that success relies on leadership, hence this study is an important avenue for a query on transformational leadership outcomes in education.

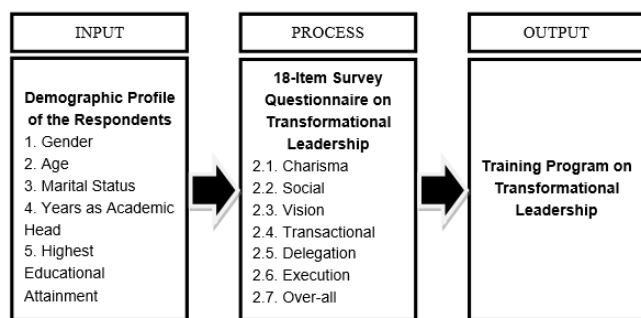


Figure 1. Research Flow of the Study

The figure above shows the research flow of this study. The respondents were academic heads of private colleges in Laguna and they were clustered based on their demographic profiles set by the researcher; (1) gender, (2) age, (3) marital status, (4) years as academic head, and (5) highest educational attainment. The respondents took the 18-item survey questionnaire on transformational leadership which assesses the following transformational leadership; (1) charisma, (2) social, (3) vision, (4) transactional, (5) delegation, (6) execution, (7) and overall transformational leadership. Test for the significant difference was running in for each demographic profile based on the factors of transformational leadership. At the end of the study, the researcher created a training program module designed for transformational leadership which will give more emphasis to becoming a transformational leader in their respective academic institution.

OBJECTIVES OF THE STUDY

The researcher aimed to determine the level of transformational leadership of selected academic heads of private colleges in Laguna.

Particularly, this study aimed to: 1) Find the demographic profile of respondents when they were grouped according to the following:

Gender, Age, Marital Status, Number of Years in Service, Highest Educational Attainment, 2) Identify the level of transformational leadership of respondents when grouped according to their demographic profile based on the following factors: Charisma, Social, Vision, Transactional, Delegation, Execution, Overall, 3) Determine the significant difference in the charisma, social, vision, transactional, delegation-level, and execution level of transformational leadership of respondents when they are grouped according to demographic profiles. 4) Identify the significant difference in the overall level of transformational leadership of respondents when they are grouped according to demographic profiles, 5) Propose a transformational leadership training program.

METHODOLOGY

The researcher used a descriptive type of research with a quantitative approach. In the field of education, nutrition, and behavioral sciences, the descriptive research design is commonly employed by the researchers. The end of this research type is to describe variables included for analysis and inferences. Data are being captured through surveys and questionnaires (Koh, & Owen, 2010). The research followed the chronological order in the conduct of this study: (a.) The researcher proposed a title subject for approval. Upon the approval of the title proposal, the researcher integrated the research paper proposal based on the recommendations set by panel members (b.) Library research was conducted to enhance the related literature and studies which are essential in referencing during the discussion part. (c.) The study employed an 18-item test 4-point Likert scale to assess the level of transformational leadership of selected academic heads of private colleges in Laguna. The said test included the following factors such as charisma, social, vision, transactional, delegation, execution, and overall transformational leadership. (d.) The

researcher visited private colleges in Laguna to look for academic heads who are willing to be part of the study. Once identified, the researcher gave the survey questionnaire to each respondent. Respondents were composed of 58 participants in this study. (e.) Data were collected and tallied for statistical analysis.

Transformational Leadership Survey by Clark (2015) assessed the level of transformational leadership of selected academic heads of private colleges in Laguna. The said test included the following factors such as (1) charisma, (2) social, (3) vision, (4) transactional, (5) delegation, (6) execution, (7) and overall transformational leadership. Items 1, 7, and 13 are items that measure the charisma of a transformational leader. The interpretation of the instrument explains that items 2, 8, and 14 measure the social skills of a transformational leader while items 3, 9, and 15 measure the vision of a transformational leader. In addition, items 4, 10, and 16 measure the transactional ability of a transformational leader, and items 5, 11, and 17 are items that measure the delegation ability of a transformational leader. Hence, items 6, 12, and 18 are items that measure the execution ability of a transformational leader. Summing all items will be the overall transformational leadership. In a prior survey, the Psychometric property was indicated below:

Table 1

Transformational leadership of selected academic heads of private colleges in Laguna

Factor	Cronbach's Alpha
Charisma	0.857
Social	0.781
Vision	0.874
Transactional	0.904
Delegation	0.819
Execution	0.700

RESULTS AND DISCUSSION

1. Demographic profile of respondents

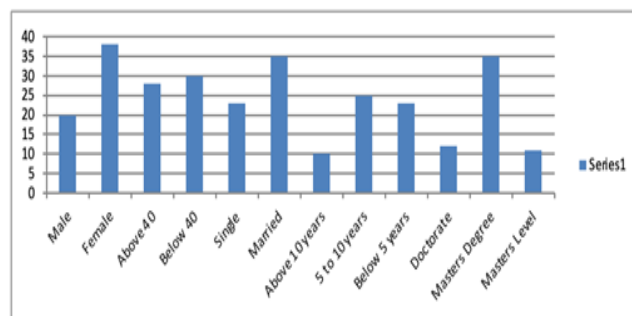


Figure 1. Demographic Profile of the Respondents

Figure 1 presents data for gender that out of 58 respondents, 20 are male and 38 are female respondents. In terms of age, 28 respondents fall under the age bracket above 40 or middle-aged adults and 30 respondents fall under the age bracket below 40 or early-aged adults. For Marital status, 23 respondents are single and 35 respondents are married. For Years as academic head, 10 respondents hold academic head position/s for more than 10 years, 25 respondents hold academic head position/s for more than 5 years, and 23 respondents hold academic head position/s for less than 5 years. For the highest educational attainment, 12 respondents are with a doctorate, 35 respondents are with master's degree, and 11 respondents are with master's level.

2. Charisma level of transformational leadership of the respondents

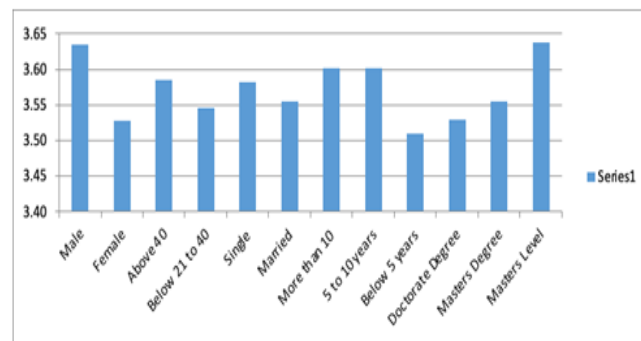


Figure 2. Results for Charisma Level

Figure 2 results explain that across all demographic profiles, a mean score for the charisma factor of transformational leadership falls under in description of Strongly Agree (3.50-4.00 range). Idealization, fear of the leader, and reverence are some of the emotional components of charisma in leadership. The aforementioned emotional components are the influence of that type of leader on subordinates that can be rewarded or punished (Atwater, et.al, 1997).

3. Social level of transformational leadership of the respondents

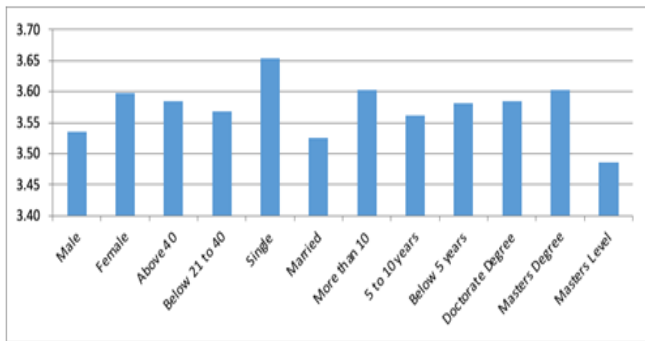


Figure 3, Results for Social Level

In terms of social level, figure 3 results across all demographic profiles explain that the mean scores for the social factor of transformational leadership have a description of Strongly Agree (3.50-4.00 range). Except for respondents with master’s level, the obtained mean score is 3.49 with a verbal description of Agree.

The results of the study are optimistically parallel in the reference of Saletnik (2018) which discussed the culture in mentoring that involves authenticity in leadership, real care, and respect to colleagues and employees, there is a sense of openness in communication. Mentoring can be developed simultaneously or deliberately.

4. Vision level of transformational leadership of the respondents

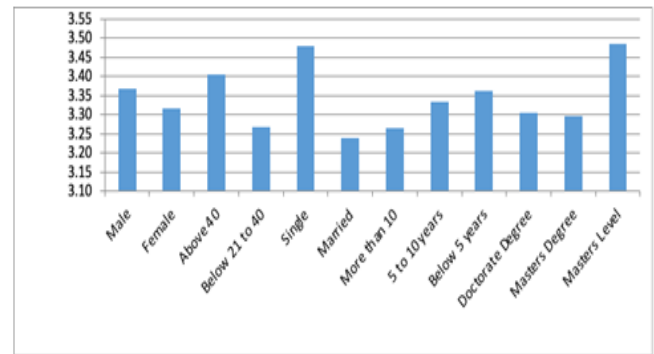


Figure 4. Results for Vision Level

Results for vision level in figure 4, across demographic profiles, a mean score falls under the verbal description of Agree (2.50-3.49 range).

Visionary leaders are advanced thinkers which means they want to act and decide on how the circumstance will take place in a futuristic perspective. Seeing a stone by a visionary leader would mean thinking about how it can be big like a house. They also determine the life of the organization through their creative vision translating it to realistic solutions.

5. Transactional level of transformational leadership of the respondents

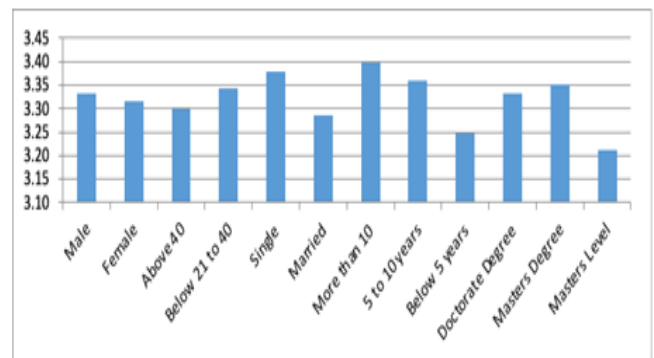


Figure 5. Results for Transactional Level

It clarifies in figure 5 under transactional level, across demographic profiles that the mean

scores fall under the verbal description of Agree (2.50-3.49 range). The transactional type of leadership can address a rapid change in the environment through compliance with the policies which entails rewards or even punishment to followers (Duemer, 2016).

6. Delegation level of transformational leadership of the respondents

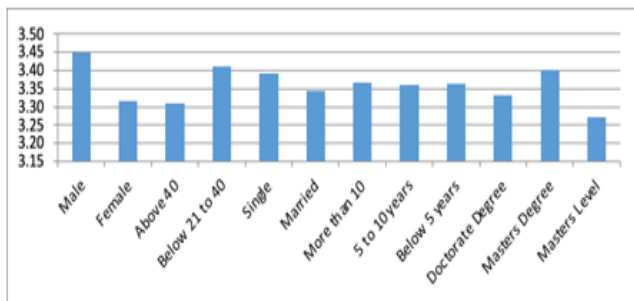


Figure 6. Results for Delegation Level

Figure 6 results prove that the mean score for delegation level. Across all demographic profiles, the mean scores fall under the verbal description of Agree (2.50-3.49 range). The results in delegation-level support the article of Alhalabi (2017). In Halabi's (2017) articulation, the efficient delegation authorizes subordinates to create decisions and to feel they are belonging and important. Employees become motivated to aim high and achieve better within the organization. They also feel satisfied and contented in their job. With this, employees will stay in their workplace and have loyalty to the organization.

7. Execution level of transformational leadership of the respondents

As implied in the above graph, a mean score for execution falls under the verbal description of Agree (2.50-3.49 range). Except for single respondents, the mean score falls under the verbal description of Strongly Agree (3.50-4.00). Moreover, the results above support the article of Kanter (2017) in which there is a need for breadth

and depth in executing one's leadership with excellence. Increase encouragement in innovation can be achieved through execution and naming the strategy after.

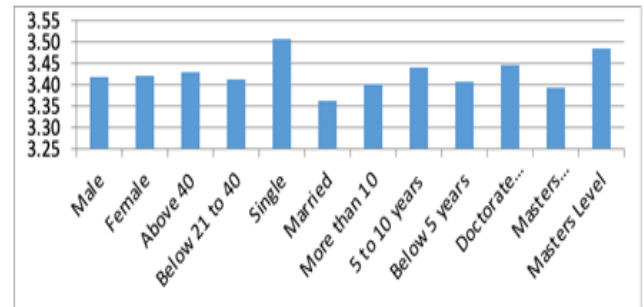


Figure 7. Results for Execution Level

8. Significant difference in the charisma, social, vision, transactional, delegation-level, and execution level of transformational leadership

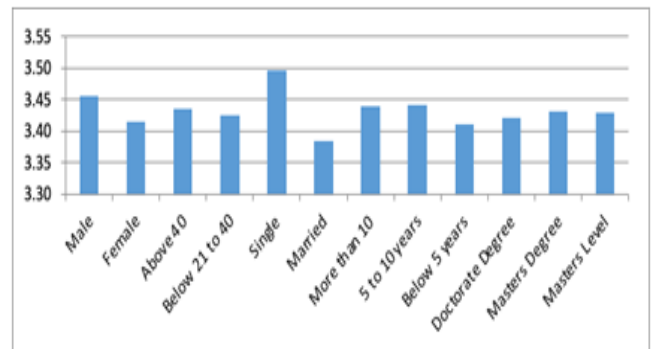


Figure 8. Results for Significant Difference in the charisma, social, vision, transactional, delegation-level, and execution level of transformational leadership

Across demographic profiles, figure 8 demonstrates a mean score for execution falling under the verbal description of Agree (2.50-3.49 range). The influence by idealization and inspirational motivation, simulation of intelligence, and having consideration and understanding with their subordinates can provide a transformational leadership inspiration. Since the four dimensions of transformational leadership are highly interrelated,



they are regarded as the best combination informing higher order of transformational leadership constructs. Accordingly, transformational leadership is an overarching construct with specific effects in some dimensions that are not examined.

9. Significant difference in the overall level of transformational leadership of respondents

Almost all of the demographic profiles across factors in transformational leadership such as charisma, social, vision, transactional, delegation, execution, and overall obtained a computed p-value of more than .05 which does not support the null hypothesis and the difference in mean scores are not significant. Meanwhile, except for age on transactional and execution, the computed p-value is less than the .05 alpha level which means significant.

Although both early adult academic heads and middle adult academic is at the same transactional level of transformational leadership, early adult academic heads are more often ensuring others understand what is expected from them through mutual agreement and if performance is poor, actions are ensured so as not to affect the morale of the team compared to middle adult academic heads. Middle adult academic heads are more often performing tasks with authority to achieve their goals as what they have planned before compare to early adult academic heads.

10. Proposed Training Program Transformational Leadership Among Academic Heads in Private Colleges and Universities in Laguna

Transformational Leadership Seminar and Training Program Designed for Academic Heads

Leadership is fundamental in creating a holistic approach to organizations. As innovation is rolling in industries and organizations to improve organizational advantage, it is leadership who will

be at the front towards creating an organizational edge which in the end, earning are the substantial outcomes. There is a significant line between leaders such as managers and supervisors and as well as followers or employees. Since the organizational environment is diverse, there is a mix of norms, standards, values and norms concerned that impacts the emotional state of employees. Interaction between leaders, and managers is vital towards achieving organizational objectives and goals.

For this reason, the researcher proposed two (2) days of training/ seminar for Academic Heads in private Colleges and Universities in Laguna which aims to achieve the following objectives: a. to familiarize the important concept of transformational leadership such as charisma, social relations, vision, transactional skills, delegation, and execution; b. to apply and integrate these concepts in their respective duties and leadership; c. to value the importance of being transformational leaders in their respective academic institutions. The said training/ seminar for Academic Heads in private Colleges and Universities in Laguna with a duration of two (2) days were will inspire participants in all speakers to determine the effective strategies that transformational leaders can employ. The participants will also engage in various concepts and practices to apply critical thinking. This training can be used to extract best practices on transformational leadership and how it can be applied in their respective departments.

CONCLUSIONS

This research aimed to check the transformational leadership among selected academic heads in private colleges in Laguna, Moreover, the researcher sought to assess the level of charisma, social, vision, transactional, execution, delegation, and overall level of transformational leadership of respondents.

For charisma Level, respondents are almost always a person that presents genuine dedication, trust, and respect to others across the demographic profile. However, for social level,



respondents are almost always helping others through mentoring and coaching and formulating environments that are challenging to facilitate the full potential of others

Meanwhile, vision level across demographic profiles shows that the respondents are often providing visions that are challenging and help people to comprehend them so that there is motivation to join. While respondents at the transactional level are often ensuring that others can understand what is expected from them through mutual agreement and if there are occurrences of poor performance the action taken does not demoralize the team across the demographic profile.

Next is the delegation-level, the results across demographic profiles showed that respondents' tasks and authority are often delegated to accomplish things. Last is the execution level, the results showed that oftentimes, with authority to accomplish things, follow-up, ensures that things are as planned. However, single respondent results showed almost always in executing things with authority.

For overall transformational leadership, across all demographic profiles, oftentimes respondents are transformational leaders with their subordinates. Across different levels of transformational leadership, the difference in the mean score is not significant. Hence, being charismatic, having social, vision, transactional, delegating, and executing skills of respondents are of the same level across demographic profiles.

Except for age under transactional and execution level; for transactional level, although both middle adult and early adult academic heads are the same levels of being transactional, early adult academic heads are higher than middle adult academic heads in ensuring that others can understand what is expected from them through mutual agreement and if there are occurrences of poor performance the action taken does not demoralize the team. For an execution level, although both middle adult and early adult academic heads are the same levels of execution, middle adult academic heads are higher than early

adult academic heads in executing with authority to accomplish things with follow-up as planned.

Across demographic profiles, the difference in transformational leadership across demographic profiles is not significant. All of them possessed the same level of transformational leadership.

RECOMMENDATIONS

The researcher recommends transformational leadership in the academic community to increase professional value towards their subordinates. Since decision making is one of the vital considerations in an academic institution, hence the state, universities, and colleges need to consider a strategic move towards making their academic heads more proactive with their leadership in terms of their social interaction, clear vision, strategic transaction, delegation, and execution.

Moreover, the researcher also recommends that academic heads should consider also the welfare of their subordinates and not just the continuity of the position being held. The position is an opportunity for academic heads to be of help to their subordinate. Furthermore, the researcher recommends using the transformational leadership program that aims to increase charisma, social relations, vision, transactional skills, delegation, and execution. For future researchers may check other literature to check facets of transformational leadership that can be applied in an academic setting.

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