



Leadership styles in the 21st century: The case of academic leaders in Batangas city

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Abstract

This descriptive study covered the assessment on the styles of leadership of school heads in the division of Batangas City with regard to transactional and transformational leadership. It explored the significant relationship between the respondents' profile variables and their assessment, and compared the respondents' assessment to determine significant difference. Respondents involved 46 students from the doctorate program and 207 students from Master's program. Statistical tools used were frequency, percentage, weighted mean, and Z-test.

The study revealed that school heads moderately observe both transactional and transformational type of leadership. The relationship between the profile variables of the respondents and their assessment on the leadership styles of school heads is not significant, and their assessments has no significant difference. Despite such results, school heads need to be relevant and updated with the latest trends in governance to further enhance their leadership skills. Thus, a leadership training program was proposed. The result of this study may serve as reference for current and future academic leaders to improve their style of leadership.

Keywords: leadership, transformational, transactional, academic leaders

Introduction

The current landscape of highly competitive environment highlights the role of leadership as a trait that influences the behavior of individuals in order to fulfil organizational objectives. According to Robbins and Judge, (2009) ^[6], leadership has become recognized as the presence of followership and involves both the rational and emotional sides of human experience. It includes actions and influence based on resource and logic, as well as those based on inspiration and passion. Because people differ in their thoughts and feelings, hopes and dreams, needs and fears, goals and ambitions and strengths and weaknesses leadership situations can be rather complex. In light of all these, leaders ought to use rational techniques and emotional appeals to influence their subordinates.

Due to the increased diversity in organizations, coupled with the pressure of high organizational performance many leaders are struggling with the need to manage disorder, undergo internal cultural change, restructure their organizations, and organizational members, and invest in high involvement management systems. In the face of such challenges, the transformational and transactional leaders offer styles of leadership that allow them to navigate organizations amidst the chaos of the highly globalized twenty-first century environment.

Leaders with a transformative style are energetic and serve as role models for getting things done in time. They engage their emotions in everyday work life, which makes them vibrant, enthusiastic and attractive to others. They also tend to be emotionally expressive, especially through nonverbal emotional expressiveness, manifested by the use of warm gestures, movement, tone of voice, eye contact and fine expressions. It is partly through their nonverbal behavior that these leaders are perceived to leave a magnetic personality (McEwan, 2013) ^[5]

Transactional leadership, on the other hand is known to be the traditional form of leadership and has a great effect on many types of individuals as it values order and structure. The

leaders of this type conform to the existing structure of an organization. They focus on results and measure successes based on existing rewards and penalties, and maintain formal authority positions. This type of leadership works well with self-motivated individuals instructed in a very directed and structured environment, and operates best under a clear chain of command. However, transactional leadership may not be the best type in more open or flexible environments.

There is no standard leadership style which is best suited to all the circumstances, since leadership success depends on required approaches to specific situations, and team members. Hence, an organization - whether corporate or academe - should not rely on a single leadership style. It must employ the required leadership style as the needs and prevalent conditions arise. In a school organization, teachers and other stakeholders should not confine themselves to the expectation of choosing between transactional and transformational leadership from their school heads, since both have their respective merits and demerits. The specific situations shall determine which leadership style will be most appropriate in light of emerging circumstances.

In the academe, leaders' decisions and strategies are critical to institutional performance, as they are inherently accountable to the stakeholders. Though they are faced with multiple challenges to improve instructional delivery, promote personalized learning, increase school standing, and achieve institutional goals, they are bound to remain adherent to school policies that give them the authority, and sense of purpose and to provide the school with strategic directions.

In light of the foregoing, which underscore the need to delve into academic leadership, this study determined the leadership styles of the school heads in Batangas City, whether transactional or transformational, as significant inputs to the development of a leadership training program. This study assessed the leadership styles of school heads in the Division of Batangas City. It utilized the descriptive method of research with a set of questionnaire as the main data gathering instrument. In order to achieve the accurate

result, purposive sampling was used in this study, as it considered all graduate students enrolled in Master’s and Doctorate programs in the College of Teacher Education, Batangas State University (Batstate U) during the school year 2017-2018 as the research respondents..

The study recognized its inherent limitation on the status of analysis as it was confined only to the observation and perception of respondents on the leadership styles of their school heads, namely transactional and transformational leadership styles. The significant relationship between the assessed leadership styles and the respondents’ profile variables, and comparison of their assessments were considered in this study.

The two-part questionnaire included personal information of respondents such as age, sex, and civil status, and items on the observation of respondents on the leadership styles of their school head in checklist form with a reference scale. The scoring of responses was given corresponding weights of one to four, with one as lowest and four as highest. Verbal interpretations were also provided; 4 -Strongly Observed, 3-Moderately Observed, 2-Observed, 1-Less Observed.

The assistance of Graduate School professors and guest lecturers was sought for the administration of the questionnaire to the respondents upon approval of the request to conduct the study. The data gathered were tabulated, analyzed and interpreted using statistical tools such as frequency, percentage, weighted Mean, and Z-test.

Results and Analysis

1. Profile of respondents

Table 2 presents the results on the gathered age ranges of the respondents. It can be seen from the table that among the respondents, there are 117 or 46.2 percent whose age is between 21-25. This is followed by 67 or 26.5 percent who belonged to the age bracket of 26-30, while there were 36 or 14.2 percent whose age is between 31-35. Data gathered also show that there are 20 or 7.9 percent in the age bracket of 36-40. On the other hand, it can be seen that the lowest number of respondents are 41years old and above.

Table 2: Profile of Respondents in terms of Age

Age	Frequency	Percentage
21 – 25	117	46.2
26 – 30	67	26.5
31 – 35	36	14.2
36 – 40	20	7.9
41 and above	13	5.1
Total	253	100

From this result, it can be inferred that the field of teaching is currently predominated by young teachers as shown by their prime age. More so, the data reveal that the respondents are

relatively new and have had few years of experience in the field. Likewise, it can be deduced that the age of respondents are parallel to the nature of their work as teachers.

1.1 Sex

Table 3 shows the distribution of respondents in terms of sex and its corresponding frequency and percentage

Table 3: Profile of Respondents in terms of Sex

Sex	Frequency	Percentage
Male	48	19.0
Female	205	81.0
Total	253	100

Results show that the number of participants relative to sex consists of 205 female and 48 male respondents or 81 percent and 19 percent, respectively. Thus, the numbers of female respondents obviously outnumber male. It indicates that majority of the teachers are female, denoting disproportion among teachers relative to sex has a lot to do with the typecasting of gender. This is associated with a certain job within the profession concerned with the authority, influence and prestige that tends to justify the large share of women in the teaching profession. It is also observed that like mothers, female teachers are viewed as more nurturing and caring compared to males teachers which leads to the point of view of being more effective worker with pupils.

1.2 Civil Status

The civil status of the respondents is essential as far as observing leadership style is concerned, much more when dealing with school heads. Table 4 presents the profile of respondents in terms of civil status.

Table 4: Profile of Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	165	65.2
Married	88	34.8
Total	253	100

It shows that majority or 165 with 65.2 percent of respondents are single while 88 or 34.8 percent are married. This implies that these teachers who are unmarried are most likely the good observers of their respective school heads when leadership style is concerned. Likewise, appropriateness in selecting respondents as to civil status, sex and age are significant.

2. Assessment on Leadership Styles

2.1 Transformational Leadership Style

Table 5 shows the assessment of respondents on the transformational leadership style of their educational leaders.

Table 5: Leadership Style with regard to Transformational Leadership

Items	WM	VI
<i>My leader...</i>		
1.has courage to make decisions to achieve visions	3.36	MO
2.takes new challenges to make tough decisions	3.28	MO
3.understands the truth that success is dependent on the effort of the entire team	3.27	MO
4.has a clear vision on what is needed to achieve	3.26	MO
5.has set high standards for his subordinates	3.25	MO
6.feels his team as important and wants to be part of the vision	3.24	MO
7.has self-management to direct the team to the right path	3.22	MO
8. sets standard being a good example to his colleagues	3.21	MO
9. needs to be self- motivated in order to fuel its passion	3.21	MO

10. encourages subordinates to create, change and feel motivated	3.21	MO
11.sets as an example for the team to become effective and efficient	3.19	MO
12.has an ability to inspire others and encourage them to live the vision	3.17	MO
13.is able to put the organization before their own personal gain by eliciting the best performance from others	3.15	MO
14.adapts to new situation and seeks creative ways to respond to the dynamic learning environment	3.13	MO
15.is getting to know the team as individuals	3.13	MO
16.creates an atmosphere that is open for questions and suggestions	3.12	MO
17.shares and understands the collective consciousness of the entire organization	3.12	MO
18.seeks inputs from the subordinates to make risky decisions that will facilitate growth	3.11	MO
19.does not shy away from difficult situations	3.11	MO
20. keeps ego under control and not let it interfere with the best interest of the team	2.99	MO
Composite Mean	3.19	MO

Legend WM =Weighted Mean, VI =Verbal interpretation MO =Moderately Observed

It can be gleaned from the table that the items that topped the list and which are moderately observed from the leaders include having the courage to make decisions to achieve visions; taking new challenges to make tough decisions; understanding the truth that success is dependent on the effort of the entire team; and having a clear vision on what is needed to be achieved as revealed by the weighted mean scores of 3.36, 3.28, and 3.27, respectively.

The results indicate that school leaders exhibit the aforementioned leadership style on a moderate or average level. Difficult decisions are part of being a leader, and transformational leaders have the ability to make difficult decisions, hence the attribution of being proactive decision makers. They do not wait around for others to make decisions and then react. They are willing to take risks, try new things, and take an innovative approach to the growing organization. However, they also understand how to manage risks and make decisions that are backed by research, and multiple insights and are well thought out. Difficult decisions are made easier when they are aligned with clearly defined vision, values, goals and objectives. Further, transformational leaders are also a visionary. Creating and implementing a vision is an important aspect of leadership. Vision is a picture of the result that a person wants to create, an ideal sense of what is possible, and a statement of destination. Being a visionary is about setting a realistic and concise school mission, vision and values that fit the culture of the organization.

Transformational leaders also have the ability not only to effectively communicate the vision, but get every person to buy in and work toward that vision by communicating with passion and clearly emphasizing the direction they want the school to prove. This anchors to the concept of Daft, which emphasizes the collaborative nature of leadership in the school setting.

The other items which are moderately observed from the school heads include setting high standards for subordinates; feeling the team as important and wanting to be part of the vision; and having self-management to direct the team to the right path, as indicated by the weighted mean values of 3.25, 3.24, and 3.22, respectively. It is vital that subordinates in the school organization are involved and treated as important members of the team. Every leader should give the teachers and employees a clear vision of what they are working towards. Teachers who are working towards a clear vision will work tirelessly to see that vision come true. This will not only boost their morale but it will also boost the organization's productivity. Leaders know that they cannot do everything alone. Leadership is a team effort, and so leaders enable others to act by fostering collaboration and supporting others.

Since cooperation requires a certain amount of trust, leaders should help create a trusting climate. A transformational leader knows that people do their best when they feel a sense of personal power and ownership. Exemplary leaders also use their power in service of others. When people have more discretion, more authority and more information, they are much more likely to use their energies to produce extraordinary results that serve everyone's best interests.

One of the items with lowest assessment, although still moderately observed from the school leaders, is getting to know the team as individuals, with a weighted mean score of 3.13. Individual consideration involves being a mentor by responding to individual needs. Its emphasis is to put on what a group member needs. The leader acts as a role model, mentor, facilitator or teacher to bring a follower into the group and be motivated to do tasks. An individual consideration means treating everyone as individuals while providing coaching, mentoring and growth opportunities. This approach not only educates the next generation of leaders, but also fulfils the individual need for self-actualization, self-fulfilment and self-worth.

Moreover, the other items with relatively low assessment, yet still moderately observed include adapting to new situation and seeking creative ways to respond to the dynamic learning environment (wm 3.13); creating an atmosphere that is open for questions and suggestions(wm 3.12); sharing and understanding the collective consciousness of the entire organization (wm 3.12); seeking inputs from the subordinates to make risky decisions that will facilitate growth (wm 3.11); not shying away from difficult situations (wm 3.11); and keeping ego under control and not letting it interfere with the best interest of the team (wm 2.99).

This results infer that creating an environment that emphasizes an interpersonal style of communication is a critical ingredient to providing a culture of openness and interpersonal relationships. This openness will create an environment of trust and the ability to rid the organization of its dysfunctional and faceless culture, thus providing a genuine ability to communicate and relate with others at every level of the organization. It is that building a relationship at all levels that take work, discipline and an absolute dedication to the effort. Being a transformational leader will allow leaders to understand the needs of others in order to motivate, stimulate and provide individual attention. As a whole, the leadership style of the school leaders with regard to transformational leadership was assessed as moderately observed, as revealed by the composite mean score of 3.19. This means that the school heads exhibited transformational leadership on the average level. The transformational leader lays emphasis on the values, ideals, morals and needs of the followers, and works for changing

the existing organizational culture. They focus on innovations; and work with their subordinates to ascertain the desired change in the school organization.

2.2 Transactional Leadership

Educational leaders may be transactional in the sense that

they use either reward or punishment to gain compliance from their subordinates. They tend to be directive and action-oriented.

Table 6 presents the assessment of the respondents on the leadership style of their school heads with regard to transactional leadership.

Table 6: Leadership Style with regard to Transactional Leadership

Items	WM	VI
<i>My leader...</i>		
1. has vision and believes that what has been instituted is for the best	3.36	MO
2. emphasizes on teamwork or achievement of group goals	3.27	MO
3. constantly monitors performance based on specific targets and objectives	3.23	MO
4. carries out projects that need to be done in a systematic and structured manner	3.19	MO
5. focuses on supervising, organizing and assessing performance of the subordinates	3.18	MO
6. has the will to operate from within the boundaries to achieve the goals of the institution	3.17	MO
7. places a lot of importance on organizational structure and culture	3.16	MO
8. is happy to work within the existing systems and constraints	3.10	MO
9. encourages subordinates to act creatively and think for themselves	3.09	MO
10. aims to elicit desired performance from the team by motivating them externally	3.07	MO
11. compliments rigid organizational hierarchy	3.07	MO
12. handles problem solving as practical by taking all realistic constraints and opportunities into account	3.02	MO
13. is aware of poor performance and withholds the reward in such instances	2.97	MO
14. expects subordinates to be compliant which ensures by way of rewards and punishments	2.97	MO
15. tends to be highly resistant to change by not believing in improving working conditions to make things better	2.96	MO
16. believes that it is up to him to make all the decisions and employees must simply follow their directives or instructions	2.90	MO
17. tends to react only on things that happen and does not take proactive steps to prevent problems	2.88	MO
18. extends rewards for behaving in the expected manner and punishes for any deviation	2.87	MO
19. is quite passive because the focus is on maintaining the status quo	2.82	MO
20. appeals to the self- interest of the subordinates	2.75	MO
Composite Mean	3.19	MO

Legend WM =Weighted Mean, VI =Verbal interpretation MO =Moderately Observed

It can be gleaned from the table that those items that gained the highest weighted mean scores of 3.36, 3.27, and 3.23 and are moderately observed and that leaders have a vision and believing that what has been instituted is for the best; emphasize on teamwork or achievement of group goal; and constantly monitor performance based on specific targets and objectives, respectively. From these results, it can be said that teachers observe their school head as the one who manifests confidence in achieving school goals for the benefit of the organization and its members.

The respondents likewise, perceived their school head as the one who encourages and motivates them in order to achieve institutional goals. Teachers are motivated to work if they are under the auspices of a skilful leader especially one who emphasizes teamwork and active collaboration to achieve their shared vision and mission. These results suggest that leaders have to act according to the situation, with more emphasis on motivating their people and institutions to achieve their goals and objectives. The quality of performance depends on the competence of the teachers and their preparedness to undertake the various important roles and functions through the help of a responsible leader.

The observations of the respondents implies that responsible leadership implants dynamics, which leads to the development of individuals' strengths, resilience and vitality. The data revealed that the school heads somehow practice transformational leadership as this style of leadership points mainly on carrying out their various roles where virtuousness and ethical values play a determinant role. Interpersonal relationships, ethical principles regarding the environment, peers and the community are some practices associated with responsible leadership.

However, the leader who values order and structure is more likely a transactional leader who wants to make sure everything goes as planned as mentioned in the article retrieved from online.stu.edu. This notion supports the observation of the respondents when their performance is constantly monitored by their school heads in order to achieve the group goals as planned. Transactional leaders enforce rules and expectations and set standards that maximize the efficiency and productivity of the organization. On the relationship between transactional leadership and the followers' response, the effort of the leader is equal to the expectations of the followers. A leader's effort will depend on two elements; that is; the leader's confidence about the outcome is proportional to his effort, and the extent to which the outcome is valued by the leader and the follower. Hence, both the leader and the follower intend to produce the best results for the organization.

On the other hand, the items that were also moderately observed but obtained lower mean scores are complements rigid organizational hierarchy, and aims to elicit desired performance from the team by motivating them externally as evidenced by the mean scores of 3.07 gained by both items. Likewise, the items which are also moderately observed include school heads being happy to work within the existing systems and constraints, and encouraging subordinates to act creatively and think for themselves, which gained a weighted mean score of 3.10 and 3.09 respectively. These imply that school heads have an attitude that they are willing to work within the prevailing structure and inspire their teachers to do what they think is best for themselves.

School leaders are accountable in developing higher educational standards by increasing their leadership horizons

in a collaborative process. Transactional leadership focuses on directing followers, and leaders of this type tend to implement an authoritarian way of managing. The power of transactional leader comes from their formal authority and responsibility with the organization, and focuses on the performance of their followers usually without making an effort to generate new ideas as they direct only from within the boundaries in order to achieve goals of the institution. This highlights the key role of motivation as an important mechanism to have teachers perform as expected. Employees work and behave as desired when they perceive what they will receive is of great importance. The knowledge and skills of leaders often lead to more innovation in the organization and more opportunities for completing tasks or activities more efficiently.

The items least assessed, although still moderately observed, include school heads being able to appeal to the self-interest of the subordinates; being quite passive because the focus is on maintaining the status quo; and extending rewards for behaving in the expected manner and giving punishments for any deviation. The had weighted mean scores of 2.75, 2.82, and 2.87 respectively. These results imply that some school heads are not used to giving external motivation, nor are unmindful to what should be achieved by the organization.

The results likewise infer that some of the assessed school heads believe that teachers must simply follow their directives and instructions, which is a mark of a transactional leader. Transactional leaders monitor followers carefully to enforce rules, reward success, and punish failure. They focus on maintaining and enforcing current rules and expectations, and this concept substantiates the results of the study. This means that some school heads also have the tendency to practice the transactional leadership style as they tend to be inactive because their focus lies in maintaining the status quo and want to make sure everything goes as planned. With a composite mean of 3.06, the result implies that the respondents moderately observe that the leadership style of their educational leaders tend to be of a transactional type. It denotes that school heads need to develop a strong emotional bond with their teachers and other subordinates in order to inspire them. Transactional leaders focus on tactical issues and motivate their followers by setting goals and promising rewards for desired performance, but often have no strong emotional bonds with followers to inspire them.

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3. Relationship between the Respondents’ Profile Variable and their Assessments on Leadership Styles of Educational Leaders

Table 7 presents the data on the relationship of the assessment of respondents on the leadership styles of educational leaders when grouped according to age.

Table 7: Relationship between Age and the Assessment of the Leadership Styles

Variable	r_c	p – value	Decision on H_0	Interpretation
Transformational	0.031	0.624	Do not Reject	Not Significant
Transactional	0.009	0.885	Do not Reject	Not Significant

$\alpha = 0.05$

As manifested in the table, there is no significant relationship that exists between the respondents’ age and the assessment of the leadership styles of school heads. The computed r -values of 0.031 on transformational and 0.009 on transactional leadership have P-values of 0.624 and 0.885,

respectively, which are both greater than the .05 level of significance. This led to the acceptance of the null hypothesis. The results revealed that the respondents did not differ in their assessment regardless of their age. Generally, age is not a factor when assessing leadership styles, which means that despite age differences, they had similar objective observations of their leaders. Teachers are also proven to be consistent and responsible in evaluating their educational leaders.

Table 8 presents the relationship between the respondents’ sex and their assessment of the leadership styles. Based on the results, it can be seen that there is a significant relationship on the respondents’ sex and their assessment on transformational style of leadership as it registered a computed χ^2 value of 8.838 with a probability value of 0.012 which is less than 0.05 level of significance. On the other hand, relationship of sex and the assessment of leadership style on transactional leadership has no significant relationship based on the computed χ^2 of 3.019, with a P value of 0.221, which is greater than the .05 level of significance.

Table 8: Relationship between Sex and the Assessment of the Leadership Styles

Variable	χ^2_c	p – value	Decision on H_0	Interpretation
Transformational	8.838	0.012	Reject	Significant
Transactional	3.019	0.221	Do not Reject	Not Significant

$\alpha = 0.05$

The findings imply that the respondents may not have the same level of observation with regard to their sex. Female respondents may be more emotional than male respondents, hence they may probably have different points of view with regard to their school heads’ leadership style. Table 9 reflects the relationship between the respondents’ civil status their and assessment of leadership styles.

Table 9: Relationship between Civil Status and the Assessment of the Leadership Styles

Variable	χ^2_c	p – value	Decision on H_0	Interpretation
Transformational	0.615	0.735	Do not Reject	Not Significant
Transactional	3.163	0.206	Do not Reject	Not Significant

$\alpha = 0.05$

It can be seen in the table that the respondents’ civil status does not have a significant relationship with their assessment of the leadership styles of their school heads as shown by the computed χ^2 value of 0.615 on transformational and 3.163 on transactional leadership with probability values of 0.735 and 0.206, respectively. This led to the acceptance of the null hypothesis.

Findings denote that teachers have the same level of observation regardless of whether they are married or single. A married respondent may have good perception just like the single respondents, as both groups may be skilful in noting the behavior and leadership styles of their school heads. This infers that teacher-respondents are the best evaluators of educational leaders.

4. Differences on the Assessments of Respondents

The study also determined whether there are significant differences in the respondents’ assessment of leadership styles of school heads. Table 10 presents the data on this part of the study.

Table 10: Differences on the Assessment of the Leadership Styles

Variable	<i>t_c</i>	p – value	Decision on H ₀	Interpretation
Transformational	3.734	0.000	Do not Reject	Not Significant
Transactional	3.094	0.002	Do not Reject	Not Significant

$\alpha = 0.05$

It can be seen in the table that the respondents’ assessments of leadership styles of their school heads have no significant differences. The computed *t*-value of 3.734 for transformational and 3.094 for transactional leadership have P-values of 0.000 and 0.002 respectively, thus the null hypothesis was accepted. From the results, it can be inferred that teachers are a good source of information with regard to their school head’s style of leadership. Their assessments bear no significant differences, showing a collective, objective evaluation of their school heads’ leadership style.

5. Proposed Leadership Training Program

As output of the study, leadership training program for school heads was conceptualized. The proposed activities in the program are anchored on the enhancement of leaders’ skills and competencies in delivering their roles and responsibilities, whether they employ the transformational or transactional style.

This study determined the leadership style of school heads as to whether it is transformational or transactional. It was revealed that the leadership style of the school heads with regard to transformational and transactional leadership was assessed as moderately observed, which means that the leaders exhibited both transformational and transactional leadership to the average level. Despite such level of leadership, there is still a need for the leaders to undergo a type of training that focus on establishing their personal and emotional aspects as a leader in order to manage their subordinates and the entire organization well.

In view of the aforementioned statements, a leadership training program for school heads is proposed. Apparently, both kinds of leadership are necessary but transformational leadership must be the parent, as it provides the framework of reference, and the strategic boundaries within which transaction takes place. The academic executives, managers or principals should tend to operate on social and political agendas and timetables with a clear picture of what kind of transformation is needed.

The goal of transformational leadership is to “transform” people and organizations in a literal sense - to change them in mind and heart; enlarge vision, insights and understanding; clarify purposes; make behavior congruent with beliefs, principles or values; and focus on changes that are permanent, self-perpetuating and momentum building.

An academic leader should be a catalyst of change, a transformer in any situation and organization. Such an individual is like a proverbial yeast that can leaven an entire loaf. Leadership requires vision, initiative, patience, respect, persistence, courage and faith to be able to transform people and the entire organization.

To help school heads learn the skills essential to becoming an efficient and effective transformational leader, the following leadership training activities can be done. The Team Review Workshop is an activity ready-made for any team meeting, and it helps build a shared understanding within a team about what is working well, areas in need of improvement, and areas of opportunity. On the other hand, the core aim of Team Role Development is to build relationships between team

members of the same team or between multiple team units. The process identifies and builds synergies between different roles to improve cohesion and efficiency towards greater productivity.

Another training activity is the Balanced Scorecard. It is a workshop technique to establish the most useful, high level measures to monitor progress and performance against its strategies goals. To help in decision-making and value individual differences, the Clotheslines and Rite Strings activity is proposed. Still another training activity to allow insights to emerge from the group, through questions is the Secret Sauce activity. This allows time for people to reflect on the choice they made and share within the group. All these activities are programmed in such a way that the skill sets of academic leaders are anchored on a strong, value-laden foundation that would help them achieve organizational goals through active and productive collaboration.

In conclusion, majority of the respondents are in the age bracket of 21-25, female and single. The respondents assess the leadership style of school heads for both transactional and transformational type of leadership as moderately observed. There is no significant relationship between the profile variables of the respondents and their assessments on leadership styles of school heads. The assessment of respondents on the leadership styles of school heads has no significant differences. The proposed leadership training program covers activities to enrich the competence and skills of academic leaders.

Based on the analysis, we recommend that the proposed training program may be tried out to test the usefulness of its implementation, school leaders may be provided with further trainings on how to manage hitches that can be met in the workplace, and academic heads may practice their transformational and transactional leadership skills for a more collaborative workforce in the academic community.

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