

## LEADERSHIP STYLES OF ADMINISTRATORS AND THEIR RELATIONS TO LEARNING ORGANIZATIONS AT THE RIZAL TECHNOLOGICAL UNIVERSITY

**Jeremias F. Buraga**

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### **ABSTRACT**

*Quality delivery of services by those individuals who were entrusted with responsibilities for every stakeholder in academic institutions is primarily based on sound and feasible principles of leadership. It is certainly sweeping to state that absolutely, there exists a best leadership style that can be adhered to in order to effect positive changes. It would be safe then to emphasize that leadership styles are interconnected and interdependent depending on the circumstances leaders are facing.*

*Leaders with formal authorities, duties and functions exercise models of leadership that they believe functional and operational. The study unlocked relatively some of these factors of leadership that may redound to an enhanced interdependence among all individuals entrusted with responsibilities to deliver quality services for the welfare of all stakeholders in a higher education institution as its vantage point.*

## Introduction

Quality delivery of services by those individuals who were entrusted with responsibilities for every stakeholder in academic institutions was primarily based on sound and feasible principles of leadership. It is certainly sweeping to state that absolutely, there exists a best leadership style that can be adhered to in order to effect positive changes. It would be safe then to emphasize that leadership styles are interconnected and interdependent depending on the circumstances leaders are facing.

Leaders with formal authorities, duties and functions exercise models of leadership that they believe functional and operational. These leadership styles are evident in the exercise of their duties and functions given through office orders from the Office of the University President as far as the Rizal Technological University are concerned.

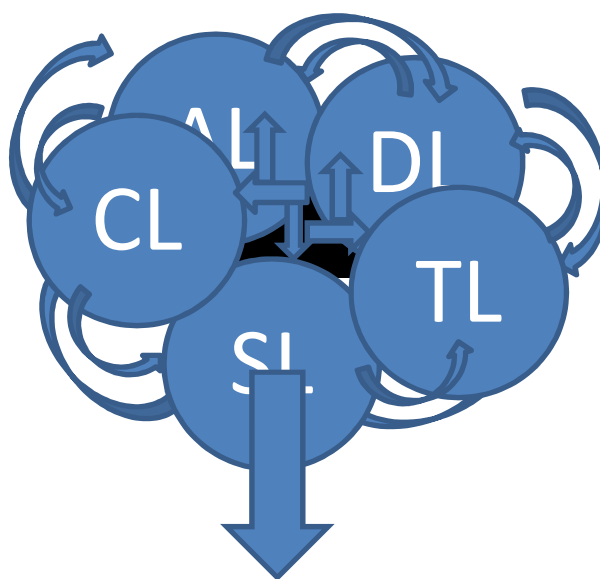
This study unlocked relatively some of these factors of leadership that may redound to an enhanced interdependence among all individuals entrusted with responsibilities to deliver quality services for the welfare of all stakeholders in a higher education institution as its vantage point.

## Background of the Study

The respondents of the study are the concerned faculty who evaluated their Department Heads, Department Heads and Secretaries who appraised their Deans and the Deans who rated the leadership styles of their Vice Presidents. Respondents came from the College of Business and Entrepreneurial Technology, College of Education, College of Engineering and Industrial Technology, College of Nursing, Graduate School and Institute of Physical Education.

The College of Arts and Sciences was excluded from the study in order to avoid prejudice inasmuch as the researcher was its Dean when the study was conducted.

## Conceptual Framework





### Conceptual Framework

The conceptual framework of the study reveals that leadership style is not absolute. It is “no one size fits all” (NOSFA). Leadership models at vantage point in this study are Autocratic Leadership (AL), Democratic Leadership (DL), Transformational Leadership (TL), Servant Leadership and Charismatic Leadership (CL). Behind these leadership styles is a leader who exercises these leadership models and cascading and operationalizing them for the holistic progress and development of the Rizal Technological University.

Any of the above stated leadership models is never a panacea for any problem being encountered by a leader. Any leadership style can be used depending on the situation or circumstance the leader is experiencing. It is then the wisdom of a leader to adopt a leadership model that is effective, appropriate and functional. There are also times wherein these models can be used interchangeably. They can be combined together in order to address a particular concern the leader is facing.

Leadership models used in the different contexts would then produce a successful organization. Although such breakthrough would not happen overnight as represented by triplex structure, such models of leadership when unstoppably implemented would make the structure and its occupants highly satisfied. When problems arise, depending on what issues are at stake, leadership styles would be at play in order to address such circumstances.

### Theoretical Framework

What exactly makes a great leader? Do certain personality traits make people better-suited to leadership roles, or do characteristics of the situation make it more likely that certain people will take charge? When we look at the leaders around us – be it our employer or the President – we might find ourselves wondering exactly why these individuals excel in such positions.

People have long been interested in leadership throughout human history, but it has only been relatively recently that a number of formal leadership theories have emerged. Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels.

While many different leadership theories have emerged, most can be classified as one of eight major types: "Great Man" Theory Have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal

characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders. The Great Man theory is a 19th-century idea according to which history can be largely explained by the impact of "great men" or heroes; highly influential individuals who, due to either their personal charisma, intelligence, wisdom, or political skill utilized their power in a way that had a decisive historical impact. The theory was popularized in the 1840s by Scottish writer Thomas Carlyle.

Great Man Theory assumes that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

#### "Trait" Theory

Similar in some ways to Great Man theory, Trait Theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait Theory often identifies particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and courage are all traits that could potentially be linked to great leaders.

Trait Theory is defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004). The theory of trait leadership developed from early leadership research which focused primarily on finding a group of heritable attributes that differentiated leaders from non-leaders. Leader effectiveness refers to the amount of influence a leader has on individual or group performance, followers' satisfaction, and overall effectiveness (Derue, Nahrgang, Wellman, & Humphrey, 2011).

Now, if particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. There are plenty of people who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership. It is a challenge then for stakeholders to influence and engage these people who possessed traits that would help them to make a difference in the lives of other people. They have to realize that the gifts that they possessed are designed to make the world a better place to exist and coexist.

#### "Contingency" Theory

A contingency theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. Instead, the optimal course of action is contingent (dependent) upon the internal and external situation. A contingent leader effectively applies his/her own style of leadership to the right situation.

Gareth Morgan in his book *Images of Organization* (2007) describes the main ideas underlying contingency in a nutshell:

- Organizations are open systems that need careful management to satisfy and balance internal needs and to adapt to environmental circumstances.
- There is no one best way of organizing. The appropriate form depends on the kind of task or environment one is dealing with.

- Management must be concerned, above all else, with achieving alignments and good fits
- Different types or species of organizations are needed in different types of environments

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

### “Situational” Theory

The **Situational Theory of Leadership** suggests that no single leadership style is "best." Instead, it all depends on the situation at hand and which type of leadership and strategies are best-suited to the task. According to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done.

Situational leadership theory is often referred to as the Hersey-Blanchard Situational Leadership Theory, after its developers Dr. Paul Hershey, author of *The Situational Leader*, and Ken Blanchard, author of *One-Minute Manager*.

Hershey and Blanchard suggested that there are four primary leadership styles:

- **Telling (S1):** This style involves the leader telling people what to do and how to do it.
- **Selling (S2):** This style involves more back-and-forth between leaders and followers. Leaders "sell" their ideas and message to get group members to buy into the process.
- **Participating (S3):** In this approach, the leaders offers less direction and allows members of the group to take a more active role in coming up with ideas and making decisions.
- **Delegating (S4):** This style is characterized by a less involved, hands-off approach to leadership. Group members tend to make most of the decisions and take most of the responsibility for what happens.

Gill (2011) notes that a more "telling" style may be necessary at the beginning of a project when followers lack the responsibility or knowledge to work on their own. As subordinates become more experienced and knowledgeable, however, the leader may want to shift into a more delegating approach. This model of leadership focuses on flexibility so that leaders are able to adapt according to the needs of their followers and the demands of the situation.

Nevarez, Wood and Penrose (2013) also note that the situation approach to leadership avoids the pitfalls of the single-style approach. This theory of leadership recognizes that there are many different ways of dealing with a problem and that leaders need to be able to assess a situation and the maturity levels of subordinates in order to determine what approach will be the most effective at any given moment.

Situational theory proposes that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective.

### **“Participative” Theory**

Participative Management (PM) is known by many names including shared leadership, employee empowerment, employee involvement, participative decision-making, dispersed leadership, open-book management, or industrial democracy (Steinheider, B., Bayerl, P.S. & Wuestewald, T., 2006).

The basic concept involves any power-sharing arrangement in which workplace influence is shared among individuals who are otherwise hierarchical unequals. Such power-sharing arrangements may entail various employee involvement schemes resulting in co-determination of working conditions, problem solving, and decision-making (Locke & Schweiger, 1979).

The primary aim of PDM is for the organization to benefit from the "perceived motivational effects of increased employee involvement (Latham, as cited in Brenda, 2001).

Participative leadership theory suggests that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

### **“Managerial or Transactional” Theory**

According to Bass (2008), transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward (also known as contingent positive reinforcement) or contingent penalization (also known as contingent negative reinforcement). Contingent rewards (such as praise) are given when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent punishments (such as suspensions) are given when performance quality or quantity falls below production standards or goals and tasks are not met at all. Often, contingent punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems.

### **“Relationship” Theory**

Relationship theory also known as transformational theory is focused upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are

focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

According to Griffin (2008), relationship-oriented leaders are focused on supporting, motivating and developing the people on their teams and the relationships within. This style of leadership encourages good teamwork and collaboration, through fostering positive relationships and good communication. Relationship-oriented leaders prioritize the welfare of everyone in the group, and will place time and effort in meeting the individual needs of everyone involved. This may involve offering incentives like bonuses, providing mediation to deal with workplace or classroom conflicts, having more casual interactions with team members to learn about their strengths and weaknesses, creating a non-competitive and transparent work environment, or just leading in a personable or encouraging manner.

### **Statement of the Problem**

This study examined the relationships among leadership styles of administrators and learning organizations at the Rizal Technological University during the School Years 2010-2013. These are perceptions by the concerned faculty on the leadership styles of their Department Heads, Department Heads and Secretaries on their Deans and Deans on their Vice Presidents.

Colleges and Institute surveyed in this paper are Business and Entrepreneurial Technology, Education, Engineering and Industrial Technology, Graduate School, and Physical Education.

Specifically, the study answered the following research questions:

1. What is the profile of the respondents in terms of:
  - 1.1 Sex;
  - 1.2 College or Institute;
  - 1.3 Department; and,
  - 1.4 Academic Rank or Designation?
2. What are the leadership styles of the administrators in terms of the following position levels as assessed by themselves, peers, and subordinates?
  - 2.1 Vice Presidents;
  - 2.2 Deans;
  - 2.3 Directors;
  - 2.4 College Secretaries; and,
  - 2.5 Department Heads.
3. What are the differences in the assessment of the administrators themselves, peers and their subordinates as regards to the administrators' leadership styles in terms of:
  - 3.1 Sex;
  - 3.2 College or Institute;
  - 3.3 Department; and,
  - 3.4 Academic Rank or Designation?
4. What are the differences in the success or failure of the Vice Presidents, Deans, Directors, College Secretaries and Department Heads in cultivating a learning organization?
5. What is the relationship among the administrators' leadership styles and their ability to successfully cultivate a learning organization?

**Hypothesis**

There is no significant difference in the success or failure of the Vice Presidents, Deans, Directors, College Secretaries and Department Heads in cultivating a learning organization.

There is no significant relationship the administrators' leadership styles and their ability to successfully cultivate a learning organization.

**Significance of the Study**

The findings of this paper may help the College of Business and Entrepreneurial Technology, College of Education, College of Engineering and Industrial Technology, College of Nursing, and Institute of Physical Education and other departments identify the emerging leadership styles of the Vice Presidents, Deans and Department Heads for possible and necessary adjustments for practical interrelationships among them as stakeholders of their Departments and of the whole University.

The Administration may synthesize feasible principles from the different leadership styles of the above mentioned RTU officials and possibly designate them based on their leadership models for good governance that may translate into the accomplishment of the vision and mission of the University through smooth, effective, and efficient collaboration among them.

**Scope and Delimitation of the Study**

This paper is focused on the perceptions of the concerned respondents on leadership styles of their Department Heads, Deans and Vice Presidents during the School Years 2010-2013.

Programs of the College of Business and Entrepreneurial Technology are Bachelor of Science in Accountancy, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Business Administration Major in Management, Bachelor of Science in Business Administration Major in Marketing, Bachelor of Science in Office Administration Major in Office Management, and Bachelor of Science in Business Administration Major in Entrepreneurial Management. A Dean is designated by the University President in the College of Business and Entrepreneurial Technology with a Department Head under each program.

Under the College of Education, different programs are Bachelor of Secondary Education Major in Computer Education, Bachelor of Secondary Education Major in English, Bachelor of Secondary Education Major in Filipino, Bachelor of Secondary Education Major in Physical Science, Bachelor of Secondary Education Major in Mathematics, and Bachelor of Secondary Education Major in Social Studies with a Dean and Department Heads.

College of Engineering and Industrial Technology has the most numerous number of Department Heads under the direct supervision of a Dean. Its programs are Bachelor of Science in Architecture, Bachelor of Science in Civil Engineering, Bachelor of Science in Computer Engineering, Bachelor of Science in Electrical Engineering Bachelor of Science in Electronics and Communications Engineering, Bachelor of Science in Industrial Engineering, Bachelor of Science in Information and Communications Engineering Bachelor of Science in Instrumentation and Control Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Astronomy, Bachelor of Science in Industrial Technology, Diploma in Civil Engineering Technology, Diploma in Computer Engineering Technology, Diploma in Electrical Engineering

Technology, Diploma in Electronics and Communications Engineering Technology, and Diploma in Instrumentation and Control Engineering Technology.

Each of the Colleges and Institute has a Secretary.

### **Definition of Terms/Variables**

The following terms are defined operationally in order to underscore clarity of the study:

Authoritarian Leadership refers to the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University in which it dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any voluntary participation by the subordinates.

Charismatic Leadership refers to the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University in which it inspires subordinates regarding the leader's vision in order to obtain their cooperation, obedience and submission.

Democratic Leadership refers to the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University in which it allows subordinates to express their ideas before coming up with collaborative decisions.

Servant Leadership refers to the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University in which it is willing to render quality services for the organization even beyond its official time just so to realize the organizational goals and objectives on time.

Transformational Leadership refers to the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University in which it believes that each subordinate has leadership qualities that can be developed that would redound into organizational progress.

Leadership Styles refer to certain management models practiced by the Department Heads, Deans and Vice Presidents of the Rizal Technological University such as authoritarian, charismatic, democratic, transformational, and servant as perceived by the respondents.

RTU Officials refer to the Department Heads, Deans and Vice Presidents of the Rizal Technological University who were designated by the University President and confirmed by the RTU Board of Regents with specific duties and functions clearly defined in their Office Orders.

## REVIEW OF RELATED LITERATURE

This chapter presents the related literature on the variables of the study that were reviewed by the researcher in line with problems highlighted in this paper. Sources of related literature are from studies conducted via books, journals, electronic sources and other printed materials.

Good leaders are made not born. If leaders have the desire and willpower, they can become effective leaders. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). This guide will help leaders through that process.

To inspire subordinates into higher levels of teamwork, there are certain things that leaders must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills. They are not resting on their laurels so to speak.

While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or her attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Leaders must have an honest understanding of who they are, what they know, and what they can do. Also, it is underscored that the followers, not the leader or someone else determine if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful leaders have to convince their followers that they are worthy of being followed.

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation.

Leaders then must know their people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. They must come to know their employees' values.

You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Interestingly, situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations (Mischel, 1968). This is why a number of leadership scholars think the Process Theory of Leadership is a more accurate than the Trait Theory of Leadership.

Various forces will affect these four factors. Examples of forces are your relationship with your seniors, the skill of your followers, the informal leaders within your organization, and how your organization is organized.

Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization (called Assigned Leadership), this power does not make you a leader, it simply makes you the boss (Rowe, 2007). Leadership differs in that it makes the followers want to achieve high goals (called Emergent Leadership), rather than simply bossing people around (Rowe, 2007). Thus you get Assigned Leadership by your position and you display Emergent Leadership by influencing people to do great things.

What makes a person want to follow a leader? People want to be guided by those they respect and who have a clear sense of direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future.

When a person is deciding if he respects you as a leader, he does not think about your attributes, rather, he observes what you do so that he can know who you really are. He uses this observation to tell if you are an honorable and trusted leader or a self-serving person who misuses authority to look good and get promoted. Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors at the expense of their workers.

The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that affects the organization's objectives and their well-being. According to U.S. Army (1983), respected leaders concentrate on what they are, such as beliefs and character, what they know, such as job, tasks, and human nature, what they do, such as implementing, motivating, and providing direction.

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According to a study by the Hay Group, a global management consultancy, there are 75 key components of employee satisfaction (Lamb, McKee, 2004). They found that trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organization.

Each organization has its own distinctive culture. It is a combination of the founders, past leadership, current leadership, crises, events, history, and size (Newstrom, Davis, 1993). This results in rites: the routines, rituals, and the "way we do things." These rites impact individual behavior on what it takes to be in good standing (the norm) and directs the appropriate behavior for each circumstance.

The climate is the feel of the organization, the individual and shared perceptions and attitudes of the organization's members (Ivancevich, Konopaske, Matteson, 2007). While the culture is the deeply rooted nature of the organization that is a result of long-held formal and informal systems, rules, traditions, and customs; climate is a short-term phenomenon created by the current leadership. Climate represents the beliefs about the “feel of the organization” by its members. This individual perception of the “feel of the organization” comes from what the people believe about the activities that occur in the organization. These activities influence both individual and team motivation and satisfaction, such as:

How well does the leader clarify the priorities and goals of the organization? What is expected of them? What is the system of recognition, rewards, and punishments in the organization? How competent are the leaders? Are leaders free to make decisions? What will happen if they commit mistakes?

Organizational climate is directly related to the leadership and management style of the leader, based on the values, attributes, skills, and actions, as well as the priorities of the leader. Compare this to “ethical climate” — the feel of the organization about the activities that have ethical content or those aspects of the work environment that constitute ethical behavior. The ethical climate is the feel about whether we do things right; or the feel of whether we behave the way we ought to behave. The behavior (character) of the leader is the most important factor that impacts the climate.

On the other hand, culture is a long-term, complex phenomenon. Culture represents the shared expectations and self-image of the organization. The mature values that create tradition or the “way we do things here.” Things are done differently in every organization. The collective vision and common folklore that define the institution are a reflection of culture. Individual leaders cannot easily create or change culture because culture is a part of the organization. Culture influences the characteristics of the climate by its effect on the actions and thought processes of the leader. But, everything you do as a leader will affect the climate of the organization.

The road to great leadership (Kouzes & Posner, 1987) that is common to successful leaders:

Challenge the process - First, find a process that you believe needs to be improved the most.

Inspire a shared vision - Next, share your vision in words that can be understood by your followers.

Enable others to act - Give them the tools and methods to solve the problem.

Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do, a leader shows that it can be done.

Encourage the heart - Share the glory with your followers' hearts, while keeping the pains within your own.

## **Authoritarian Leadership**

Maclver (1947) and Bass (1960) noted that authoritarian leaders may depend on their power to coerce and their ability to persuade. An able leader successfully persuades others to follow him or her because they expect that following the leader's suggestions will result in solving the problems the group faces. A powerful person successfully coerces others to follow him or her because the power of the leader's position or the power of the leader as a person makes others expect that the leader will reward them for compliance or punish them for noncompliance. An able leader can indirectly reinforce the behavior of others. Such a leader can provide the cues that help them attain their goals. A powerful leader can directly reinforce the behavior of others by granting or denying them rewards or punishments (Bass, 1960).

These types of authoritarian leadership were described by F.C. Bartlett (1926). He observed that leaders in any complex social group maintain their success either because of the social prestige of their position and their personal capacity to impress and dominate or by their virtue of their personal capacity to impress and dominate or by virtue of their personal capacity to persuade their followers. Blau and Scott (1962) described the authoritarian supervisor as one who, among other things, uses power to be strict rather than lenient, to supervise closely, and to ensure adherence to procedures.

Colin Powell (1995) described how he used his power and ability when he was a senior official in the Department of the Army to make Policy Review Group meetings more effective. He was delegated responsibility by his boss, Frank Carlucci, to chair the interagency discussions. Frustrated by "endless, pointless, time-wasters," he used his legitimate power and perspicacity to structure the meetings highly. Everyone could contribute in advance to the agenda, but Powell controlled the final listing. No one else could change it. The meeting was to last only for one hour. In the first 5 to 10 minutes, Powell reviewed its purposes and what had to be decided. Participants could present their positions without interruption for the next 20 minutes, followed by open discussion until the last 15 minutes, when Powell spent 5 minutes summarizing everyone's positions, allowing the participants 1 minute each to critique the summary and reserving the last few minutes for himself to present the conclusions. Participants' objections could be taken up with their superiors and referred by them to Carlucci.

## **Democratic Leadership**

According to About.com (2015), democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale.

Some of the primary characteristics of democratic leadership include, group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, members of the group feel more engaged in the process and creativity is encouraged and rewarded.

Because group members are encouraged to share their thoughts, democratic leadership can leader to better ideas and more creative solutions to problems. Group members also feel more involved

and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members.

While democratic leadership has been described as the most effective leadership style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process.

Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

### **Transformational Leadership**

What traits distinguish leaders from other people? What is the extent of the difference?

This was the primary theory of leadership until the 1940s. While traits remain an important part of leadership theory today, it has moved beyond this original concept—Transformational Theory.

Transformational can best be compared to transactional. A transactional leader works within the framework whereas transformational leaders work to change the framework. For example, President Buchanan was content to stand-by and allow the union to fall apart, while President Lincoln stepped in and held it together. Thus President Buchanan has a consistent ranking by historians as one of the worst Presidents, while Lincoln is just the opposite.

Buchanan worked within the framework of his time while Lincoln strived to change that framework. Change normally takes skills and knowledge, which can be taught, thus while the Transformational Leaders have good traits, they also strive to learn and grow.

Bryman (1992) labeled as the “new leadership” the introduction of transformational leadership. The new leadership represents a paradigm shift that moved the field out of its doldrums (Hunt, 1999). Along with reinforcing the importance of transformational leadership, Burns (2003) agreed with Thomas Jefferson about the importance of leadership in the pursuit of happiness.

Transformational leaders motivate their followers to do more than the followers originally intended and thought possible. The leader sets challenging expectations and achieves higher standards of performance. Transformational leadership looks to higher purposes. Transformational leaders are expected to cope better with adversity (Parry, 2005). Parameshwar (2006) noted that 10 global leaders of social change developed transcendental higher purposes and went beyond the ordinary by: (1) exposing unresolved, disturbing human rights problems; (2) untangling false interpretations of the world; (3) breaking out of conventional solutions; and (4) making use of transcendental metaphors. Many leaders of the world religions, such as Jesus, Mohammed, and Buddha, were transforming. They created visions, shaped values, and empowered change (Leighton Ford, 1981).

## Charismatic Leadership

According to Riggio (2012), many of history's most effective leaders are labeled charismatic. Yet, there is a great deal of controversy about whether charisma is made or born, and if charismatic leaders are actually effective. Charismatic leaders are essentially very skilled communicators – individuals who are both verbally eloquent, but also able to communicate to followers on a deep, emotional level. They are able to articulate a compelling or captivating vision, and are able to arouse strong emotions in followers. Charisma is really a process – an interaction between the qualities of the charismatic leader, the followers and their needs and identification with the leader, and the situation that calls out for a charismatic leader, such as a need for change or a crisis. But when it comes to the charismatic qualities of leaders, the emphasis is on how they communicate to followers and whether they are able to gain followers' trust, and influence and persuade them to follow.

Most politicians, particularly on the national scene, have developed their ability to communicate effectively – to make speeches, “work the room” with potential donors and supporters, etc. So many seasoned politicians have a lot of “personal charisma.”

Furthermore, Riggio (2012), observed that the biggest thing that can derail a leader is arrogance, and a lack of concern or responsiveness to followers and constituents. Politicians' and CEOs' arrogance – thinking they are above the law, and committing ethical violations lead to their demise. Also, a leader needs to succeed more often than not, and learn from mistakes and setbacks.

## Servant Leadership

According to his essay, "Essentials of Servant Leadership," the philosophy of Greenleaf (2002), had its roots from reading a work of fiction in 1958: "The idea of the servant as leader came out of reading Hermann Hesse's *Journey to the East* . Hesse (2003) underscored in the story a band of men on a mythical journey... The central figure of the story is Leo, who accompanies the party as the servant who does their menial chores, but who also sustains them with his spirit and his song. He is a person of extraordinary presence. All goes well until Leo disappears. Then the group falls into disarray and the journey is abandoned. They cannot make it without the servant Leo. The narrator, one of the party, after some years of wandering, finds Leo and is taken into the Order that had sponsored the journey. There he discovers that Leo, whom he had known first as servant, was in fact the titular head of the Order, its guiding spirit, a great and noble leader." His essay "Servant as Leader" inspires people all over the world.

A conceptual framework that is helpful for understanding servant-leadership is found in the “Ten Characteristics of the Servant-Leader” described by Larry Spears (1998). Spears distill Greenleaf's instrumental means into ten characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. It is important to note that these characteristics are not simply traits or skills possessed by the leader; a century of research has rejected what Bass and Stogdill (1990) referred to as an “approach that tended to treat personality variables in an atomistic fashion, suggesting that each trait acts singly to determine the effects of leadership”. Rather, servant-leadership is an ethical perspective on leadership that identifies key moral behaviors that leaders must continuously demonstrate in order to make progress on Greenleaf's “best test.” The “best

test,” which gives us the ethical ends for action, combined with Spears’ distillation of traits that identified the means, creates a powerful framework for a review of the literature that furthers the conceptual framework for servant-leadership.

## **MATERIALS AND METHODS**

### **Research Methodology**

The causal comparative research method was used in this paper. Causal-comparative research is sometimes treated as a type of descriptive research since it describes conditions that already exist and in this case, the leadership styles of RTU officials that they are applying towards the delivery of their specific duties and functions written in their official designations by the Office of the University President.

It provides insights on how administrators respond to the interests of the stakeholders and be aware on the outcomes of such leadership and management styles. Such research method is referred to as *ex post facto* (Latin for “after the fact”) since both the effect and the alleged cause have already occurred and must be studied in retrospect.

### **Population Frame and Sampling Scheme**

Faculty, Department Heads, College Secretaries and Department Heads are the respondents of the study. Faculty under the twenty nine programs of the different colleges identified the leadership styles of their Department Heads, while the College Secretaries, Directors and College Deans identified the leadership models of their Vice Presidents. The different colleges and programs of the respondents where they belong are College of Business and Entrepreneurial Technology with five programs, College of Education with six programs, College of Engineering and Industrial Technology with sixteen programs, and Institute of Physical Education with one program. The coverage of the study was during the School Years 2010-2013. All the respondents are working in the Rizal Technological University Boni Campus.

Respondents were chosen based on the criteria of the researcher-made instrument of study. They were chosen as respondents inasmuch as they have knowledge on the criteria of the evaluation instrument.

The study has a total of 169 respondents with 105 female or 62% and 64 male or 38%. As regards to respondents by college, CBET has 82 or 48 %, CED has 25 or 15%, CEIT has 20 or 28%, IPE has 7 or 4% and GS has 8 or 5%.

### **Description of the Respondents**

The respondents of this study are the faculty, Department Heads, College Secretaries and Deans of the different colleges and institute of the Rizal Technological University with programs in the College of Business and Entrepreneurial Technology such as of Bachelor of Science in Accountancy, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Business Administration Major in Management, Bachelor of Science in Business Administration Major in Marketing, Bachelor of Science in Office Administration Major in Office Management, and Bachelor of Science in Business Administration Major in Entrepreneurial Management.

Under the College of Education, the different programs are Bachelor of Secondary Education Major in Computer Education, Bachelor of Secondary Education Major in English, Bachelor of Secondary Education Major in Filipino, Bachelor of Secondary Education Major in Physical Science, Bachelor of Secondary Education Major in Mathematics, and Bachelor of Secondary Education Major in Social Studies.

Under the College of Engineering and Industrial Technology, the different programs are Bachelor of Science in Architecture Bachelor of Science in Civil Engineering, Bachelor of Science in Computer Engineering, Bachelor of Science in Electrical Engineering Bachelor of Science in Electronics and Communications Engineering, Bachelor of Science in Industrial Engineering, Bachelor of Science in Information and Communications Engineering Bachelor of Science in Instrumentation and Control Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Astronomy, Bachelor of Science in Industrial Technology, Diploma in Civil Engineering Technology, Diploma in Computer Engineering Technology, Diploma in Electrical Engineering Technology, Diploma in Electronics and Communications Engineering Technology, and Diploma in Instrumentation and Control Engineering Technology.

Lone program is under the Institute of Physical Education.

### **Instrument Used**

Researcher-made questionnaire was used in this study. It is an adaptation from various readings by the researcher on leadership. These readings on different leadership literature were synthesized by the researcher into a questionnaire. It was submitted for validation by the experts such as other employees and officials of the University not included in the study, faculty and officials of another state university as well as other modes of validation for the improvement of the questionnaire.

### **Data Gathering Procedures**

The researcher requested permission from the University President, Vice President for Programs, Research and Extension Services, Research and Development Director, Vice President for Academic Affairs, College and Institute Deans, Department Heads, and selected faculty of the different programs of College of Business and Entrepreneurial Technology, College of Education, College of Engineering and Industrial Technology, Graduate School and Institute of Physical Education.

Length of questionnaire retrieval varied from 5 to 15 days after its distribution.

### **Statistical Treatment of Data**

The data gathered was tabulated and tallied and then was computed, analyzed and interpreted by a statistician and further double checked by professors of Statistics and Mathematics manually and by using SPSS (Statistical Packages for the Social Sciences). According to Levesque (2007), SPSS which was originally, Statistical Package for the Social Sciences and later modified to read Statistical Product and Service Solutions, was released in its first version in 1968 after being developed by Norman H. Nie, Dale H. Bent and C. Hadlai Hull. It is used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations and others.

The following statistical tests were used to analyze and interpret the collected data.

1. **Percentage**, – It is a measure of a portion in relation to a whole, often expressed with a percentage (%) sign. This was used to show the proportion of the respondents with respect to their profile.

Formula:

$$P = \frac{f}{n} \times 100$$

Where:

P = Percentage

f = Frequency of Each Group of Students in the Sample Size

n = Sample Size

2. **Weighted Mean**, – It is an average that takes into account the importance of each value of overall total. This test was used to show an average tally of the responses of the respondents in each of the questions incorporated in the questionnaire. Specifically, it was used to determine the perceived leadership styles of the respondents to their superiors.

Formula:

$$WM = \frac{\sum(f_1 + f_2 + f_3 + \dots + f_k)}{n_1 + n_2 + n_3 + \dots + n_k}$$

Where:

WM = Weighted Mean

$f_1, f_2, \dots, f_k$  = Weight of Responses in Each of the Questions Being Considered

$n_1, n_2, \dots, n_k$  = Total Number of Observations

3. **T-test for Independent Samples**, – It is used when comparing two separate samples drawn at random taken from a normal population to test whether the difference between the two sample means or values is significant. In this case, the statistical tool presented was used to find the difference among the perceived leadership styles of each of the RTU officials at vantage point, namely; Vice Presidents, Deans and Department Heads when grouped according to the respondents' sex.

Formula:

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where;

$\bar{x}_1$  = Mean of Group 1

$\bar{x}_2$  = Mean of Group 2

$S_1^2$  = Variance of Group 1

$S_2^2$  = Variance of Group 2

$n_1$  = Number of Sample Size of Group 1

$n_2$  = Number of Sample Size of Group 2

4. **Analysis of Variance (ANOVA/ F-test)**, – It is a test of differences used in comparing means of three or more independent groups which share one variable. In the study, this statistical tool is used to find the difference among the perceived leadership styles of each superior, namely; Vice Presidents, Deans and Department Heads when grouped according to the respondents' college, department and academic rank or designation.

Formula:

$$F_{cv} = \frac{M}{M}$$

$$MSC = \frac{S_b}{k-1}$$

$$MSE = \frac{S_w}{n-k}$$

Where;

$F_{cv}$  = F-computed Value

MSC = Mean Square Between Groups

MSE = Mean Square Within Groups

$SS_b$  = Sum of Squares Between Groups

$SS_w$  = Sum of Squares Within Groups

k = Number of Columns

n = Number of Samples

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The following findings were presented in tabular forms with numerical data and with corresponding descriptions.

### Interpretation of Data

**Table 1**  
**Profile of the Respondents by Sex**

Sex	Frequency	Percentage
Male	64	38
Female	105	62
<b>Total</b>	<b>169</b>	<b>100</b>

Table 1 shows the distribution of respondents by sex. Majority of them are female with a frequency of 105 or 62% of the entire population, while male respondents have a frequency of 64 or 38% of the population.

This indicates that the Rizal Technological University working force has more female than male employees.

**Table 1.1**  
**Distribution of Respondents by College and Sex**

College/Institute	Sex	Frequency	Percentage
<b>CBET</b>	Male	26	15
	Female	56	33
	Male	6	4
<b>CED</b>	Female	19	11

	Male	28	16
<b>CEIT</b>	Female	19	11
	Male	1	1
<b>IPE</b>	Female	6	4
	Male	3	2
<b>GRADUATE SCHOOL</b>	Female	5	3
<b>Total</b>	Male	<b>169</b>	<b>100</b>

The table above shows the detailed distribution of respondents when grouped according to sex. Majority of the male came from College of Engineering and Industrial Technology (CEIT) which has a frequency of 28 or 16% of the respondents, while the majority of female came from College of Business and Entrepreneurial Technology with a frequency of 56 or 33% of the whole population of the study. The least number of male respondents came from Institute of Physical Education with only 1 frequency or 1% of the group, and for female, the least number came from Graduate School which has a frequency of 5 or 3% of the entire number of respondents.

The College of Business and Entrepreneurial Technology has the largest number of respondents and most probably due to its biggest population among all colleges in the University wherein numerous mentors are expected to teach.

**Table 2**  
**Distribution of Respondents by College or Institute**

College/Institute	Frequency	Percentage
<b>CBET</b>	82	48
<b>CED</b>	25	15
<b>CEIT</b>	47	28
<b>IPE</b>	7	4
<b>GRADUATE SCHOOL</b>	8	5
<b>TOTAL</b>	<b>169</b>	<b>100</b>

Table 2 shows the distribution of respondents grouped according their respective colleges. The College of Business and Entrepreneurial Technology has the largest frequency which is 82 or 48%. Next is College of Engineering and Information Technology with a frequency of 47 or 28%. Then, the College of Education has a frequency of 25 or 15%, Graduate School has a frequency of 8 or 5% and lastly, the Institute of Physical Education, has the least frequency

which is 7 or 4% of the total number of respondents. CBET is first in respondents population wise considering that it has the highest number of faculty teaching thousands of students which constitute the highest number of population among all colleges.

**Table 3**  
**Distribution of Respondents by Department**

Department	Frequency	Percentage
Filipino	6	3
Science	6	3
Math	2	1
Accountancy	27	16
Marketing Management	19	11
ENTREL	9	6
IE	5	3
EE	7	4
Architecture	3	2
CET	6	3
Earth and Space Science	7	4
Social Studies	3	2
Computer Education	11	7
HRDM	11	7
CEIT	7	4
ECE	5	3
English	3	2
MET	4	2
ICET	3	2

Physical Education	7	4
HRM	8	5
Office Administration	10	6
<b>Total</b>	<b>169</b>	<b>100</b>

Table 3 shows the distribution of respondents by their respective departments. The Department of Accountancy has the largest frequency which is 27 or 16% of the entire population followed by the Department of Marketing Management with a frequency of 19 or 11%. The Departments of Computer Education and Human Resource Development Management both have a frequency of 11 or 7% while the Department of Mathematics has the least number of respondents with a frequency of 2 or 1%.

The table reveals then that the Department of Accountancy has the largest number of respondents in the study considering that the program has a board exam and so more faculty are employed including those who would conduct reviews for the would-be takers of the board exam.

**Table 4**  
**Distribution of Respondents by Academic Rank or Designation**

Rank/Position	Frequency	Percentage
Instructors	39	23
Assistant Professors	37	22
Associate Professors	20	12
Professors	6	4
Deans	15	8
Directors	7	4
College Secretaries	5	3
Department Heads	20	12
Others	20	12
<b>Total</b>	<b>169</b>	<b>100</b>

Table 4 shows the distribution of respondents according to their academic rank or position. Majority of the respondents are instructors with a frequency of 39 or 23%, followed by Assistant Professors with a frequency of 37 or 22% while College Secretaries have the least frequency with 5 or 3%.

It showcases then by the table that most of the faculty in the University have an academic rank of Instructor due to the fact that the faculty with a doctoral has the smallest percentage followed by faculty with a masteral degree. One of the critical factors for promotion to Assistant Professor and above is a masteral or a doctoral program.

**Table 5**  
**Perceived Authoritarian Leadership Style of the Administrators in Terms of Position**  
**Levels as Assessed by Themselves, Peers, and Subordinates**

Statements	Vice Pres.		Deans		Dept. Heads	
	WM	VI	WM	VI	WM	VI
<b>My leader takes sole and full responsibility both for positive and negative results of his/her followers' decisions.</b>	3.80	<b>FT</b>	3.68	<b>FT</b>	4.01	<b>FT</b>
<b>He/she emphasizes on his/her subordinates obedience, trust and loyalty to his leadership.</b>	4.00	<b>FT</b>	4.08	<b>FT</b>	4.02	<b>FT</b>
<b>He/she ensures that decisions are carried out by his/her subordinates.</b>	4.13	<b>FT</b>	3.84	<b>FT</b>	4.12	<b>FT</b>
<b>He/she can direct his subordinates to establish and maintain order.</b>	4.47	<b>AT</b>	4.16	<b>FT</b>	4.25	<b>AT</b>
<b>He/she does not entertain dissenting ideas.</b>	3.07	<b>ST</b>	3.08	<b>ST</b>	3.35	<b>ST</b>
<b>He/she orients his/her followers about organizational goals that need to be prioritized.</b>	4.27	<b>AT</b>	4.24	<b>AT</b>	4.16	<b>FT</b>
<b>He/she is concerned about the performance of his/her subordinates that should be aligned with his/her directions.</b>	3.87	<b>FT</b>	3.96	<b>FT</b>	4.12	<b>FT</b>
<b>My boss considers decision making as a privilege of leadership.</b>	3.87	<b>FT</b>	3.88	<b>FT</b>	3.88	<b>FT</b>
<b>My leader uses technical knowledge for the realization of organizational</b>	4.07	<b>FT</b>	3.92	<b>FT</b>	4.00	<b>FT</b>

objectives.

He/she pushed his subordinates to deliver quality services through external rewards and punishments.	3.67	FT	3.36	ST	3.55	FT
My supervisor expects his/her subordinates to comply with his instructions.	4.27	AT	4.12	FT	4.16	FT
He/she can make decisions without necessarily explaining the rationale to his subordinates.	3.07	ST	3.28	ST	3.53	FT
He/she does not demand his/her subordinates to be involved in making decisions.	2.67	ST	2.60	ST	2.98	ST
He/she makes himself credible so that others would not question his/her authority.	3.87	FT	3.56	FT	3.78	FT
Through pressures, he/she asserts his/her subordinates' compliance for the organizational plans.	3.07	ST	3.16	ST	3.33	ST
<b>TOTAL</b>	<b>3.74</b>	<b>FT</b>	<b>3.66</b>	<b>FT</b>	<b>3.82</b>	<b>FT</b>

**LEGEND:** *AT-Always True; FT- Frequently True; ST-Sometimes True; SeT-Seldom True; NT-Never True*

Table 5 shows the perceptions on authoritarian leadership style of the Rizal Technological University officials namely Vice Presidents by their Deans, Deans by their Department Heads, and Department Heads by their regular faculty. It can be seen that the Vice Presidents, Deans and Department Heads use authoritarian leadership style frequently with overall weighted means of  $\bar{x} = 3.74$ ,  $\bar{x} = 3.66$ , and  $\bar{x} = 3.82$  respectively.

The table clearly reveals then that the respondents perceived that it is frequently true that the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University is authoritarian.

Moreover, it can be seen that the respondents believed that their superior could direct his/her subordinates to establish and maintain order with  $\bar{x} = 4.47$ ,  $\bar{x} = 4.16$  and  $\bar{x} = 4.25$ , respectively. This can be evident due to the fact that there is a small percentage of faculty with a masteral and a doctoral degree. Instructions then would be simplified just so the be at par with

the level of those who would follow such orders and consequently, in accordance with the office orders of the concerned officials of the University.

**Table 6**  
**Perceived Democratic Leadership Style of the Administrators in Terms of Position Levels as Assessed by Themselves, Peers, and Subordinates**

Statements	Vice Pres.		Deans		Dept. Heads	
	WM	VI	WM	VI	WM	VI
He/she allows his/her subordinates to express their ideas before coming up with consensus decisions.	4.40	AT	4.20	FT	4.12	FT
He/she is concerned with maintaining a friendly environment that would benefit everybody in the organization.	4.60	AT	4.28	AT	4.29	AT
He/she believes that his subordinates are inherently good who know what to do in order to realize their goals and objectives.	4.40	AT	4.20	FT	4.32	AT
My superior considers my subordinates' mistakes as learning opportunities.	4.33	AT	4.24	AT	4.16	FT
He/she celebrates subordinates' accomplishments by praising them publicly.	4.13	FT	3.76	FT	3.84	FT
He/she empowers us to become future leaders.	4.47	AT	3.92	FT	4.08	FT
He/she includes us in making decisions for the organization.	4.33	AT	4.28	AT	4.15	FT
He/she encourages his/her followers to pursue and finish their master's or doctoral programs.	4.40	AT	4.12	FT	4.12	FT
He/she earns his/her subordinates' trust and respect through quality organizational performance.	4.53	AT	4.16	FT	4.19	FT
He/she conducts frequent meetings in order to synthesize his/her subordinates'	3.60	FT	4.08	FT	3.88	FT

ideas for possible implementation.

I enjoy working in the organization because my ideas are respected and recognized.	4.40	AT	4.12	FT	4.04	FT
He/she ensures that his/her subordinates will contribute freely for the attainment of the goals and objectives of the organization.	4.47	AT	4.16	FT	4.16	FT
He/she engages everybody in the organization by assigning them with different committees tasked with specific duties and responsibilities in accordance with their fields of specialization.	4.33	AT	4.16	FT	4.24	AT
He/she encourages everyone to come up with the best possible and workable organizational ideas.	4.40	AT	4.12	FT	4.19	FT
He/she involves us in planning and implementation of teambuilding activities.	4.33	AT	4.16	FT	4.13	FT
<b>TOTAL</b>	<b>4.34</b>	<b>AT</b>	<b>4.13</b>	<b>FT</b>	<b>4.13</b>	<b>FT</b>

**LEGEND:** *AT-Always True; FT- Frequently True; ST-Sometimes True; SeT- Seldom True; NT-Never True*

Table 6 shows the perception by the faculty for their Department Heads, by the Department Heads for their Deans and by the Deans for their Vice Presidents on their democratic leadership style. It can be seen that the respondents perceived their superiors' leadership style differently. The Deans perceived that their Vice Presidents show democratic leadership style always ( $\bar{x} = 4.34$ ), while the Deans and Department Heads show democratic style frequently as perceived by the Department Heads and faculty concerned with both overall means  $\bar{o} \bar{x} = 4.13$ .

The table also reveals that the Vice Presidents, Deans and Department Heads are always concerned with maintaining a friendly environment that would benefit everybody in the organization with a respective weighted means of 4.60, 4.28, and 4.29.

**Table 7**  
**Perceived Charismatic Leadership Style of the Administrators in Terms of Position Levels**  
**as Assessed by Themselves, Peers, and Subordinates**

Statements	Vice Pres.		Deans		Dept. Heads	
	WM	VI	WM	VI	WM	VI
He/she inspires his/her subordinates regarding his/her vision in order to obtain their cooperation, obedience and submission.	4.40	AT	3.96	FT	4.08	FT
He/she sometimes distant himself/herself physically from his/her subordinates in order to increase or heighten his/her influence over them.	3.20	ST	2.84	ST	3.33	ST
He/she shares his/her goals with his/her subordinates in order to gain their support.	4.40	AT	3.92	FT	3.91	FT
His/her subordinates accept his/her ideas because they are fulfilling and rewarding.	4.13	FT	3.88	FT	3.91	FT
His/her followers enjoy his/her physical presence.	4.53	AT	4.16	FT	4.17	FT
His/her subordinates love and respect him/her.	4.53	AT	4.24	AT	4.32	AT
He/she can motivate others to accomplish varied tasks on time.	4.40	AT	4.12	FT	4.18	FT
During regular and special meetings, his/her subordinates are excited to share their ideas.	4.27	AT	4.04	FT	3.98	FT
His/her subordinates are motivated to accomplish the organizational plans as they directly engage themselves in the process for the realization of these	4.40	AT	4.08	FT	4.09	FT

plans in accordance with the set timeline.

His/her subordinates are proud of him/her as their leader. 4.47 AT 4.12 FT 4.28 AT

His/her followers work efficiently when he/she is around. 4.13 FT 3.84 FT 3.91 FT

He/she works skillfully for the attainment of diversified organizational goals thus his/her followers trust, respect and value him/her as their leader. 4.53 AT 4.04 FT 4.22 AT

As a leader, he/she can translate his/her values, skills and attitudes into quality organizational outputs. 4.53 AT 4.04 FT 4.19 FT

He/she is aware that his followers are watching him/her-how he/she decides articulates the organizational goals and addresses issues that will improve the reputation of the institution. 4.47 AT 3.96 FT 4.03 FT

He/she is determined to raise the standards of the organization by consolidating the support of his/her subordinates. 4.40 AT 4.16 FT 4.22 FT

**TOTAL 4.32 AT 3.96 FT 4.05 FT**

**LEGEND: AT-Always True; FT- Frequently True; ST-Sometimes True; SeT-Seldom True; NT-Never True**

Table 7 shows the perceptions on charismatic leadership style of the Rizal Technological University officials namely Vice Presidents by their Deans, Deans by their Department Heads, and Department Heads by their regular faculty.

It can be seen that the respondents perceived that their superiors' charismatic leadership style varies in the degree. The Dean perceived that their Vice Presidents show charismatic leadership style always ( $\bar{x} = 4.32$ ), while the deans and department heads show the charismatic style frequently with overall means,  $\bar{x} = 3.96$  and  $\bar{x} = 4.05$  respectively according to the Department Heads and faculty concerned.

Moreover, the table shows that the subordinates of the RTU officials are always showing love and respect to them with a corresponding weighted means of 4.53, 4.24, and 4.32.

**Table 8**  
**Perceived Transformational Leadership Style of the Administrators in Terms of Position Levels as Assessed by Themselves, Peers, and Subordinates**

Statements	Vice Pres.		Deans		Dept. Heads	
	WM	VI	WM	VI	WM	VI
He/she believes that each subordinate has leadership qualities that can be developed that would redound into organizational progress.	4.47	AT	4.16	FT	4.19	FT
He/she motivates his/her followers to do more even beyond the expected results.	4.40	AT	3.92	FT	4.08	FT
He/she encourages his/her subordinates to combine conventional and modern methods in addressing issues, problems and conflicts in the organization.	4.07	FT	4.00	FT	4.07	FT
He/she creates visions, shapes values and empowers change that his/her subordinates could adopt for the progress of the organization.	4.07	FT	4.04	FT	4.08	FT
He/she raises his/her subordinates' level of consciousness about the significance of strategically achieving results.	4.13	FT	4.04	FT	4.04	FT
He/she stirs his/her subordinates to transcend their personal interests and work towards others' welfare.	4.20	FT	3.84	FT	3.98	FT
He/she encourages his/her followers to work together for the realization of mutual interests that will redound to organizational well-being.	4.47	AT	4.12	FT	4.16	FT
He/she persuades his subordinates to support relevant organizational change.	4.07	FT	4.04	FT	4.10	FT
He/she recognizes the ability of his/her subordinates to think on new possibilities to	4.47	AT	3.96	FT	4.03	FT

advance the goals of the organization.

He/she is intelligent, inspiring, visionary, flexible, humane, considerate, interrelationship-oriented, and results-focused. 4.73 AT 4.12 FT 4.19 FT

He/she has a clear vision for the organization that can transform it into a role model of quality performance that everybody can be proud of. 4.53 AT 4.12 FT 4.14 FT

He/she has faith that his/her followers can give their best in order to operationalize the different programs and activities of the organization that can benefit every stakeholder. 4.53 AT 4.20 FT 4.13 FT

He/she is passionate to translate the organization into an environment where each one does his or her best in order to deliver services that would guarantee satisfaction for every person who has a stake in it. 4.47 AT 4.16 FT 4.16 FT

He/she strengthens and maintains integrity in the organization so as to encourage and develop teamwork, innovation, and productivity among all individuals. 4.53 AT 4.08 FT 4.20 FT

He/she meets organizational issues and concerns head on and in the process, such attitude and sense of responsibility would influence his/her subordinates not to escape from problems but to meet them squarely and skillfully. 4.67 AT 3.96 FT 4.20 FT

**TOTAL 4.39 AT 4.05 FT 4.12 FT**

**LEGEND: AT-Always True; FT- Frequently True; ST-Sometimes True; SeT- Seldom True; NT-Never True**

Table 8 shows the perceptions by the respondents on transformational leadership style of the Rizal Technological University officials namely Vice Presidents by their Deans, Deans by their Department Heads, and Department Heads by their regular faculty.

It can be seen that the respondents perceived that their superiors' degree of transformational leadership style differ according to designation. The respondents perceived that their Vice Presidents show transformational leadership style *always* ( $\bar{x} = 4.39$ ), while the Deans and Department Heads show transformational leadership style frequently with overall means of  $\bar{x} = 4.05$  and  $\bar{x} = 4.12$  respectively.

It reveals then that among the RTU officials, only the Vice Presidents always show transformational leadership style as compared to the Deans and the Department Heads who frequently apply transformational leadership style to their subordinates.

**Table 9**  
**Perceived Servant Leadership Style of the Administrators in Terms of Position Levels as Assessed by Themselves, Peers, and Subordinates**

Statements	Vice Pres.		Deans		Dept. Heads	
	WM	VI	WM	VI	WM	VI
He/she is willing to render quality services for the organization even beyond his/her official time.	4.47	AT	4.28	AT	4.33	AT
It is evident that his/her choice as a leader is to serve others without necessarily expecting something in return.	4.27	AT	4.16	FT	4.31	AT
He/she creates initiates, and implements projects for the benefit of every individual in the organization.	4.47	AT	4.12	FT	4.25	AT
He/she exercises leadership that is centered on optimum service in order for every member of the organization as well as other stakeholders to be benefited.	4.47	AT	4.08	FT	4.14	FT
He/she encourages his/her subordinates to render quality services at all times.	4.67	AT	4.24	AT	4.34	AT
He/she is developing his subordinates to become leaders by assigning them	4.33	AT	3.80	FT	3.98	FT

related responsibilities with corresponding incentives.							
He/she ensures that timely service is given to every individual inside and outside the organization.	4.33	AT	4.00	FT	4.17	FT	
He/she is directly engaged for both mundane and challenging activities of the organization.	4.33	AT	3.88	FT	4.14	FT	
I like to serve whenever there is an opportunity regardless of my title or position.	4.40	AT	4.12	FT	4.21	AT	
He/she is engaging in the discussion of agenda of meetings.	4.40	AT	4.16	FT	4.16	FT	
He/she treats his/her followers as leaders in their own assigned duties and functions.	4.47	AT	4.28	AT	4.25	AT	
He/she listens to his/her subordinates' ideas when they are assessed to workable for the welfare of everybody.	4.73	AT	4.24	AT	4.16	FT	
His/her followers know that he/she is concerned with their need for professional development and so he/she makes it a point that they could attend trainings, seminars, workshops, conferences and other developmental activities	4.60	AT	3.88	FT	4.18	FT	
He/she emphasizes reciprocal service among all individuals in the organization, stressing that each one is a man and woman for others who need their help.	4.47	AT	4.12	FT	4.12	FT	
He/she underscores among his subordinates that everybody deserves quality service.	4.67	AT	3.96	FT	4.20	FT	

**TOTAL 4.47 AT 4.09 FT 4.20 FT**

**LEGEND: AT-Always True; FT- Frequently True; ST-Sometimes True; SeT-Seldom True; NT-Never True**

Table 9 shows the perceptions by the respondents on the servant leadership style of their immediate leaders.

It shows that the respondents perceived that their superiors' servant leadership style varies in degrees. The Deans perceived that their Vice Presidents show servant leadership style always ( $\bar{x} = 4.47$ ), while the Deans and Department Heads show the servant leadership style frequently with overall means of  $\bar{x} = 4.09$  and  $\bar{x} = 4.20$  respectively.

It explains then that dealing with numerous people requires various leadership modes in order to specifically address their concerns unlike when few people are being supervised and managed by leaders. The greater the number of people to deal with, the more it becomes complicated and so it needs various leadership styles to adopt in order to influence them to change for the better and it is not always true that the Deans and the Department Heads are demonstrating servant leadership to their subordinates.

**Table 10**  
**Difference in the Perceived Leadership Styles of the Department Heads by the Respondents by Sex**

Independent Samples Test						
	t	df	p-value	Mean Difference	Std. Error Difference	Interpretation
<b>AUTHORITARIAN</b>	1.115	127	.267	.13821	.12399	Not Significant
<b>DEMOCRATIC</b>	.833	127	.407	.11029	.13246	Not Significant
<b>CHARISMATIC</b>	.690	127	.491	.08045	.11652	Not Significant
<b>TRANSFORMATIONAL</b>	-.025	127	.980	-.00319	.12929	Not Significant
<b>SERVANT</b>	-.625	127	.533	-.07596	.12162	Not Significant

Table 10 reveals that there is no significant difference in the leadership styles of the Department Heads as perceived by the respondents by sex. This is true from the results above with ( $t = 1.115, p - value = 0.267 > 0.05$ ) for Authoritarian Leadership, ( $t = 0.833, p - value = 0.407 > 0.05$ ) for democratic leadership, ( $t = 0.690, p - value = 0.491 > 0.05$ ), for charismatic leadership, ( $t = -0.025, p - value = 0.980 > 0.05$ ) for transformational leadership, and ( $t = -0.625, p - value = 0.533 > 0.05$ ) for servant leadership.

This implies that leadership styles can be synthesized by the Department Heads based on the circumstances as perceived by the respondents regardless of gender. No leadership style is absolute. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to use.

**Table 11**  
**Difference in the Perceived Leadership Styles of the Department Heads by the Respondents by College or Institute**

ANOVA							
		Sum of Squares	df	Mean Square	F	p-value.	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	2.802	4	.701	1.498	.207	Not Significant
	Within Groups	57.997	124	.468			
	Total	60.800	128				
<b>DEMOCRATIC</b>	Between Groups	1.672	4	.418	.769	.547	Not Significant
	Within Groups	67.423	124	.544			
	Total	69.095	128				
<b>CHARISMATIC</b>	Between Groups	2.747	4	.687	1.682	.158	Not Significant
	Within Groups	50.625	124	.408			
	Total	53.372	128				
<b>TRANSFORMATIONAL</b>	Between Groups	2.887	4	.722	1.430	.228	Not Significant
	Within Groups	62.577	124	.505			
	Total	65.464	128				
<b>SERVANT</b>	Between Groups	2.807	4	.702	1.574	.185	Not Significant
	Within Groups	55.297	124	.446			

Total	58.104	12
		8

Table 11 disclosed that the faculties, when grouped by their respective colleges, have the same perception about the leadership styles of their Department Heads. This is evident from the result of the computation that the *p-value of 0.207* for authoritarian leadership style is greater than the *0.05* with an *F-value of 1.498*. Likewise the *p-value of 0.547* is greater than the *0.05* with an *F-computed value of 0.769* for democratic leadership style. The same with the *p-value of 0.158* for charismatic leadership style which is greater than the *0.05* with an *F-computed value of 1.682*. Moreover, the computation for the transformational leadership style with *p-value of .228*, greater than *0.05* and has *F-computed value=1.430*. Lastly, the servant leadership style has *p-value of .185*, greater than *0.05* with an *F-computed value* equal to 1.574.

Evidently, leadership styles can be synthesized by the Department Heads based on the circumstances as perceived by the respondents by college. No leadership style fits all situations.

**Table 12**  
**Difference in the Perceived Leadership Styles of the Department Heads by the Respondents by Department**

		ANOVA					
		Sum of Squares	df	Mean Square	F	p-value	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	16.522	21	.787	1.901	.018	Significant
	Within Groups	44.278	107	.414			
	Total	60.800	128				
<b>DEMOCRATIC</b>	Between Groups	16.712	21	.796	1.626	.056	Not Significant
	Within Groups	52.383	107	.490			
	Total	69.095	128				
<b>CHARISMATIC</b>	Between Groups	13.334	21	.635	1.697	.042	Significant
	Within Groups	40.037	107	.374			
	Total	53.372	128				
<b>TRANSFORMATIONAL</b>	Between Groups	17.594	21	.838	1.873	.020	Significant
	Within Groups	47.870	107	.447			
	Total	65.464	128				
<b>SERVANT</b>	Between Groups	13.000	21	.619	1.469	.104	Not Significant
	Within Groups	45.104	107	.422			

Total	58.104	128
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Table 12 shows the difference between the perceived leadership styles of the faculty to their department heads when grouped by department. It can be seen that there is a significant difference in the perceived authoritarian, charismatic and transformational leadership styles of the respondents. This is in harmony with the results with **F- value = 1.901, p-value of .018 < 0.05; F-value = 1.697, p-value of .042 < 0.05 and F-value = 1.873, p-value of 0.020 < 0.05**, respectively.

On the other hand, perceived democratic and servant leadership styles show no significant difference with **F-value = 1.626, p-value of .056 > 0.05 and F-value = 1.469, p-value of 0.104 > 0.05**, respectively.

Authoritarian, charismatic and transformational leadership styles are significantly used by the Department Heads as perceived by their respective faculty in the exercise of their duties and functions based on the research instrument used. It implies then that the above mentioned leadership styles are evidently manifested by the Department Heads in order to influence their subordinates to support their mandated duties and functions assigned to them by the University.

**Table 13**  
**Difference in the Perceived Leadership Styles of the Department Heads by the Respondents by Academic Rank or Designation**

		ANOVA					
		Sum of Squares	df	Mean Square	F	p-value	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	3.818	5	.764	1.648	.152	Not Significant
	Within Groups	56.981	123	.463			
	Total	60.800	128				
<b>DEMOCRATIC</b>	Between Groups	3.925	5	.785	1.481	.201	Not Significant
	Within Groups	65.170	123	.530			
	Total	69.095	128				
<b>CHARISMATIC</b>	Between Groups	2.950	5	.590	1.439	.215	Not Significant
	Within Groups	50.422	123	.410			
	Total	53.372	128				
<b>TRANSFORMATIONAL</b>	Between Groups	2.923	5	.585	1.150	.338	Not Significant
	Within Groups						

SERVANT	Within Groups	62.541	123	.508			
	Total	65.464	128				
	Between Groups	2.214	5	.443	.975	.436	Not Significant
	Within Groups	55.890	123	.454			
	Total	58.104	128				

It can be seen from the results illustrated at Table 13 that the respondents, when grouped by their ranks or designation, have the same perception about the leadership styles of their department heads. This is true from the results above that the *p-value of 0.152* for authoritarian leadership style is greater than the *0.05* with an *F-value of 1.648*. Similarly, the *p-value of 0.201* is greater than the *0.05* with an *F-computed value of 1.481* for democratic leadership style. The same with the *p-value of 0.215* for charismatic leadership style which is greater than the *0.05* with an *F-computed value of 1.439*. In addition, the computation for the transformational leadership style with *p-value of .338*, greater than *0.05* and has *F-computed value=1.150*. Lastly, the servant leadership style has *p-value of .436*, greater than *0.05* with an *F-computed value* equal to 0.975.

Respondents by rank or designation perceived that the leadership styles of the Department Heads are not significant in the exercise of the leaders' responsibilities. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to be used.

**Table 14**  
**Difference in the Perceived Leadership Styles of the Deans by the Respondents by Sex**

Independent Samples Test						
	t	df	p-value	Mean Difference	Std. Error Difference	Interpretation
AUTHORITARIAN	2.646	23	.014	.55071	.20816	Significant
DEMOCRATIC	.741	23	.466	.25253	.34069	Not Significant
CHARISMATIC	.949	23	.353	.27526	.29012	Not Significant
TRANSFORMATIONAL	.620	23	.541	.19156	.30879	Not Significant
SERVANT	.357	23	.724	.11325	.31709	Not Significant

Table 14 revealed that there is no significant difference in the perceived leadership styles of the Deans by the respondents by sex. This is in harmony from the results above with ( $t = 0.741, p - v = 0.466 > 0.05$ ) for democratic leadership, ( $t = 0.949, p - v =$

0.353 > 0.05), for charismatic, ( $t = 0.620, p - v = 0.541 > 0.05$ ) for transformational and ( $t = .357, p - v = 0.724 > 0.05$ ) for Servant.

However, it can be also seen that there is a significant difference on the authoritarian leadership style of the Deans as perceived by the respondents ( $t = 2.646, p - v = 0.014 > 0.05$ ).

**Table 15**  
**Difference in the Perceived Leadership Styles of the Deans by the Respondents by College or Institute**

ANOVA							
		Sum of Squares	df	Mean Square	F	p-value	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	1.242	4	.310	.918	.473	Not Significant
	Within Groups	6.766	20	.338			
	Total	8.008	24				
<b>DEMOCRATIC</b>	Between Groups	2.825	4	.706	1.008	.427	Not Significant
	Within Groups	14.012	20	.701			
	Total	16.837	24				
<b>CHARISMATIC</b>	Between Groups	1.842	4	.461	.873	.497	Not Significant
	Within Groups	10.550	20	.527			
	Total	12.392	24				
<b>TRANSFORMATIONAL</b>	Between Groups	3.225	4	.806	1.534	.231	Not Significant
	Within Groups	10.511	20	.526			
	Total	13.736	24				
<b>SERVANT</b>	Between Groups	3.023	4	.756	1.337	.291	Not Significant
	Within Groups	11.302	20	.565			
	Total	14.324	24				

Table 15 revealed that the Department Heads and College Secretaries, when grouped by their respective colleges, have the same perception about the leadership styles of their Deans. This is evident from the result of the computation that the *p-value of 0.473* for authoritarian leadership

style is greater than the *0.05* with an *F- value of 0.918*. Likewise the *p- value of 0.427* is greater than the *0.05* with an *F- computed value of 1.008* for democratic leadership style. The same with the *p- value of 0.497* for charismatic leadership style which is greater than the *0.05* with an *F- computed value of 0.873*. The computation for the transformational leadership style with *p-value of .231*, greater than *0.05* and has *F-computed value=1.534*. Then, the servant leadership style has *p-value of .291*, greater than *0.05* with an *F-computed value* equal to 1.337.

**Table 16**  
**Difference in the Perceived Leadership Styles of the Deans by the Respondents by Department**

		ANOVA					
		Sum of Squares	df	Mean Square	F	p-value	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	3.961	16	.248	.489	.893	Not Significant
	Within Groups	4.047	8	.506			
	Total	8.008	24				
<b>DEMOCRATIC</b>	Between Groups	12.088	16	.756	1.273	.378	Not Significant
	Within Groups	4.749	8	.594			
	Total	16.837	24				
<b>CHARISMATIC</b>	Between Groups	7.318	16	.457	.721	.726	Not Significant
	Within Groups	5.074	8	.634			
	Total	12.392	24				
<b>TRANSFORMATIONAL</b>	Between Groups	7.746	16	.484	.647	.782	Not Significant
	Within Groups	5.990	8	.749			
	Total	13.736	24				
<b>SERVANT</b>	Between Groups	7.791	16	.487	.596	.820	Not Significant
	Within Groups	6.533	8	.817			
	Total	14.324	24				

Table 16 shows the same perception between the leadership styles of the Department Heads and College Secretaries to their Deans when grouped by department. It can be seen that there is no

significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the respondents with the results **F-value = 0.489, p-value of .893 > 0.05; F-value = 1.273, p-value of 0.378 > 0.05, F-value = 0.721, p-value of .726 > 0.05; F-value = 0.647, p-value of .782 > 0.05; and lastly, F-value = 0.596, p-value of .820 > 0.05, respectively.**

**Table 17**  
**Difference in the Perceived Leadership Styles of the Deans by the Respondents by Academic Rank or Designation**

ANOVA							
		Sum of Squares	df	Mean Square	F	p-value	Interpretation
<b>AUTHORITARIAN</b>	Between Groups	.022	1	.022	.064	.803	Not Significant
	Within Groups	7.985	23	.347			
	Total	8.008	24				
<b>DEMOCRATIC</b>	Between Groups	.001	1	.001	.001	.976	Not Significant
	Within Groups	16.837	23	.732			
	Total	16.837	24				
<b>CHARISMATIC</b>	Between Groups	.055	1	.055	.102	.752	Not Significant
	Within Groups	12.337	23	.536			
	Total	12.392	24				
<b>TRANSFORMATIONAL</b>	Between Groups	.031	1	.031	.051	.823	Not Significant
	Within Groups	13.705	23	.596			
	Total	13.736	24				
<b>SERVANT</b>	Between Groups	.013	1	.013	.021	.886	Not Significant
	Within Groups	14.311	23	.622			
	Total	14.324	24				

Table 17 illustrated that the Department Heads and college secretaries, when grouped by their academic rank or designation, have the same perception about the leadership styles of their

Deans. This is evident from the result of the computation that the *p-value of 0.803* for authoritarian leadership style is greater than the *0.05* with an *F-value of 0.064*. Likewise the *p-value of 0.976* is greater than the *0.05* with an *F-computed value of 0.001* for democratic leadership style. The same with the *p-value of 0.752* for charismatic leadership style which is greater than the *0.05* with an *F-computed value of 0.102*. The computation for the transformational leadership style with *p-value of .823*, greater than *0.05* and has *F-computed value = 0.051*. Then, the servant leadership style has *p-value of .886*, greater than *0.05* with an *F-computed value* equal to 0.021.

**Table 18**  
**Difference in the Perceived Leadership Styles of the Vice Presidents by the Respondents by Sex**

Independent Samples Test						
	t	df	p-value	Mean Difference	Std. Error Difference	Interpretation
AUTHORITARIAN	-1.549	13	.145	-.74154	.47875	Not Significant
DEMOCRATIC	.106	13	.917	.03077	.29086	Not Significant
CHARISMATIC	.045	13	.964	.01654	.36373	Not Significant
TRANSFORMATIONAL	.386	13	.706	.16615	.43056	Not Significant
SERVANT	-.020	13	.985	-.00654	.33123	Not Significant

From Table 18, it can be seen that there is no significant difference in the leadership styles of the Vice Presidents perceived as by the Deans by sex. This is evident from the results above with ( $t = -1.549, p - v = 0.145 > 0.05$ ) for authoritarian leadership, ( $t = 0.106, p - v = 0.917 > 0.05$ ), for democratic, ( $t = 0.045, p - v = 0.964 > 0.05$ ) for charismatic, ( $t = .386, p - v = 0.706 > 0.05$ ) for transformational and ( $t = -0.020, p - v = 0.985 > 0.05$ ) for servant.

**Table 19**  
**Difference in the Perceived Leadership Styles of the Vice Presidents by the Respondents by College or Institute**

ANOVA						
		Sum of Squares	Mean Square	F	p-value	Interpretation
AUTHORITARIAN	Between	.048	.048	.104	.752	Not

	n				Significant
	Groups				
	Within	6.069	.467		
	Groups				
	Total	6.118			
DEMOCRATIC	Between	.316	.316	2.583	.132 Not Significant
	n				
	Groups				
	Within	1.592	.122		
	Groups				
	Total	1.908			
CHARISMATIC	Between	.218	.218	1.023	.330 Not Significant
	n				
	Groups				
	Within	2.764	.213		
	Groups				
	Total	2.982			
TRANSFORMATIONAL	Between	.285	.285	.941	.350 Not Significant
	n				
	Groups				
	Within	3.940	.303		
	Groups				
	Total	4.225			
SERVANT	Between	.004	.004	.020	.890 Not Significant
	n				
	Groups				
	Within	2.469	.190		
	Groups				
	Total	2.472			

Table 19 disclosed that the deans, when grouped by their respective colleges, have the same perception about the leadership styles of their vice president. This is evident from the result of the computation that the *p-value of 0.752* for authoritarian leadership style is greater than the *0.05* with an *F-value of 0.104*. Likewise the *p-value of 0.132* is greater than the *0.05* with an *F-computed value of 2.583* for democratic leadership style. The same with the *p-value of 0.330* for charismatic leadership style which is greater than the *0.05* with an *F-computed value of 1.023*. Moreover, the computation for the transformational leadership style with *p-value of .350*, greater than *0.05* and has *F-computed value= 0.941*. Lastly, the servant leadership style has *p-value of .890*, greater than *0.05* with an *F-computed value* equal to 0.020.

**Table 20**  
**Difference in the Perceived Leadership Styles of the Vice Presidents by the Respondents by Department**

ANOVA					
	Sum of Square	Mean Square	F	p-value	Interpretation
	s				n

<b>AUTHORITARIAN</b>	Between Groups	3.011	.602	1.745	.220	Not Significant
	Within Groups	3.107	.345			
	Total	6.118				
<b>DEMOCRATIC</b>	Between Groups	.710	.142	1.068	.438	Not Significant
	Within Groups	1.197	.133			
	Total	1.908				
<b>CHARISMATIC</b>	Between Groups	.597	.119	.451	.803	Not Significant
	Within Groups	2.384	.265			
	Total	2.982				
<b>TRANSFORMATIONAL</b>	Between Groups	1.112	.222	.643	.674	Not Significant
	Within Groups	3.114	.346			
	Total	4.225				
<b>SERVANT</b>	Between Groups	.955	.191	1.132	.409	Not Significant
	Within Groups	1.518	.169			
	Total	2.472				

Table 20 shows the difference between the perceived leadership styles of the deans to their vice presidents when grouped by department. It can be seen that there is no significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the respondents with the results **F-value = 1,745, p-value of .220 > 0.05; F-value = 1.068, p-value of 0.438 > 0.05, F-value = 0.451, p-value of .803 > 0.05; F-value = 0.643, p-value of .674 > 0.05; and lastly, F-value = 1.132, p-value of .409 > 0.05, respectively.**

## CONCLUSIONS AND RECOMMENDATIONS

### Summary of Findings

#### Profile of the Respondents

Majority of the respondents are female. Rizal Technological University's working force has more female employees than male and the College of Business and Entrepreneurial Technology has the largest number of respondents.

The College of Business and Entrepreneurial Technology has the largest number of respondents and most probably due to its biggest population among all colleges in the University wherein numerous mentors are expected to teach.

The Department of Accountancy has the largest number of respondents followed by the Department of Marketing Management. The Departments of Computer Education and Human Resource Development Management both have the second highest number of respondents while the Department of Mathematics has the least number of respondents.

Majority of the respondents are instructors followed by Assistant Professors while College Secretaries have the least number of respondents.

#### Leadership Styles of the Administrators

The Vice Presidents, Deans, and Department Heads use authoritarian leadership style *frequently*.

It is *frequently true* that the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University is authoritarian.

Furthermore, the Vice Presidents, Deans and Department Heads are always concerned with maintaining a friendly environment that would benefit everybody in the University.

The degree of transformational leadership of leaders according to their followers differ by designation. Their Vice Presidents show transformational leadership style *always* while the Deans and the Department Heads show transformational leadership style to their subordinates *frequently*.

The respondents perceived that their superiors' servant leadership style varies in degrees. The Vice Presidents show servant leadership style *always*, while the Deans and Department Heads show servant leadership style *frequently*.

In dealing with numerous people, it requires various leadership modes in order to specifically address their concerns unlike when few people are being supervised and managed by leaders. The greater the number of people to deal with, the more it becomes complicated and so it needs various leadership styles to adopt in order to influence them to change for the better and it is not always true that the Deans and the Department Heads are demonstrating servant leadership to their subordinates.

### **Significant Difference in the Leadership Styles of the Vice Presidents by Profile**

There is no significant difference in the leadership styles of the Department Heads by sex. This implies that leadership styles can be synthesized by the Department Heads based on the circumstances as perceived by the respondents regardless of gender. No leadership style is absolute. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to use.

Evidently, leadership styles can be synthesized by the Department Heads based on the circumstances in each College. No leadership style fits all situations. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models for adoption.

There is a significant difference in the perceived authoritarian, charismatic and transformational leadership styles of the respondents.

Authoritarian, charismatic and transformational leadership styles are *significantly used* by the Department Heads as perceived by their respective faculty in the exercise of their duties and functions based on the research instrument used. It implies then that the above mentioned leadership styles are evidently manifested by the Department Heads in order to influence their subordinates for them to support their leaders' mandated duties and functions assigned to them by the University.

Respondents by rank or designation perceived that the leadership styles of the Department Heads are not significant in the exercise of the leaders' responsibilities. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to use, however, the application of these leadership models is somewhat balance. No leadership style was superior over the other models.

### **Difference in the Leadership Styles of the Deans by Profile**

There is no significant difference in the leadership styles of the Deans by sex. However, there is a significant difference in the authoritarian leadership style of the Deans as perceived by the Department Heads.

The Department Heads and College Secretaries, when grouped by their respective colleges, have the same perception about the leadership styles of their Deans that there is no significant difference in the leadership styles of the Deans. They use different models depending on the circumstances they encounter in their leadership journey.

There is no significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the Deans by Department. They use the different leadership models considering the changing nature of the human environment with diversified values and perspectives.

The Department Heads and College Secretaries, when grouped by their academic rank or designation, have the same perception about the leadership styles of their Deans. There is no

significant difference then in the leadership styles of the Deans by Academic Rank or Designation. This means that all leadership clusters are being implemented by the Deans to their subordinates regardless of their academic status in their Colleges.

### **Leadership Styles of the Vice Presidents**

There is no significant difference in the leadership styles of the Vice Presidents by sex. The different leadership styles were implemented by the Vice Presidents without being prejudiced with the other models. In other words, they used them interchangeably depending on the conditions they are encountering.

The Deans, when grouped by their respective colleges, have the same perception about the leadership styles of their Vice Presidents. There is no significant difference in the leadership styles of the Vice Presidents.

There is no significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the respondents by Department. The Vice Presidents are applying the different leadership models over their subordinates based on their needs, values and other related circumstances.

### **Conclusions**

The following conclusions are drawn from the findings of the study:

Most of the faculty in the University have an academic rank of Instructor due to the fact that there is a small percentage of faculty or employees with a doctoral degree and one critical factor for promotion to Assistant Professor and above is a doctoral program.

Perception on authoritarian leadership style of the Rizal Technological University officials namely Deans on their Vice Presidents and Department Heads on their Deans, and regular faculty on their Department Heads is that the Vice Presidents, Deans and Department Heads use authoritarian leadership style frequently.

Moreover, the respondents perceived that it is frequently true that the leadership style of the Department Heads, Deans and Vice Presidents of the Rizal Technological University is authoritarian.

Furthermore, the respondents thought that their superior could direct his/her subordinates to establish and maintain order and most probably, this can be evident due to the fact that there is a small percentage of faculty with a masteral and a doctoral degree. Instructions then would be simplified just so the be at par with the level of those who would follow such orders and consequently, in accordance with the office orders of the concerned officials of the University.

Perceptions on charismatic leadership style of the Rizal Technological University officials namely Deans of their Vice Presidents, Department Heads on their Deans, and regular faculty on their Department Heads differs.

The respondents perceived that their superiors' charismatic leadership style varies in the degree. The Dean perceived that their Vice Presidents show charismatic leadership style *always* while the Deans and Department Heads show the charismatic style *frequently* according to the Department Heads and faculty concerned.

Moreover, the subordinates of the RTU officials are *always* showing love and respect to them.

The respondents' superiors' degree of transformational leadership style differ according to designation. Their Vice Presidents show transformational leadership style *always* while the Deans and the Department Heads show transformational leadership style to their subordinates *frequently*.

Among the RTU officials, only the Vice Presidents *always* show transformational leadership style as compared to the Deans and the Department Heads who *frequently* apply transformational leadership style to their subordinates.

The respondents perceived that their superiors' servant leadership style varies in degrees. The Vice Presidents show servant leadership style *always*, while the Deans and Department Heads show servant leadership style *frequently*.

In dealing with numerous people, it requires various leadership models in order to specifically address their concerns unlike when few people are being supervised and managed by leaders. The greater the number of people to deal with, the more it becomes complicated and so it needs various leadership styles to adopt in order to influence them to change for the better and it is not always true that the Deans and the Department Heads are demonstrating servant leadership to their subordinates.

Evidently, leadership styles can be synthesized by the Department Heads based on the circumstances in each College. No leadership style fits all situations. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models for adoption.

There is a significant difference in the perceived authoritarian, charismatic and transformational leadership styles of the respondents.

Authoritarian, charismatic and transformational leadership styles are significantly used by the Department Heads as perceived by their respective faculty in the exercise of their duties and functions based on the research instrument used. It implies then that the above mentioned leadership styles are evidently manifested by the Department Heads in order to influence their subordinates for them to support their leaders' mandated duties and functions assigned to them by the University.

Respondents by rank or designation perceived that the leadership styles of the Department Heads are not significant in the exercise of the leaders' responsibilities. There are different situations that leaders encounter and experience and so they have to diversify their approaches; thus, the need for different leadership models to use. However, the application of these leadership models is somewhat balanced. No leadership style was superior over the other models.

There is no significant difference in the leadership styles of the Deans by sex. However, there is a significant difference in the authoritarian leadership style of the Deans as perceived by the Department Heads.

The Department Heads and College Secretaries, when grouped by their respective colleges, have the same perception about the leadership styles of their Deans; that there is no significant difference in the leadership styles of the Deans. They use different models depending on the circumstances they encounter in their leadership journey.

There is no significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the Deans by Department. They use the different leadership models considering the changing nature of the human environment with diversified values and perspectives.

The Department Heads and College Secretaries, when grouped by their academic rank or designation, have the same perception about the leadership styles of their Deans. There is no significant difference then in the leadership styles of the Deans by Academic Rank or Designation. This means that all leadership clusters are being implemented by the Deans to their subordinates regardless of their academic status in their Colleges.

There is no significant difference in the leadership styles of the Vice Presidents by sex. The different leadership styles were implemented by the Vice Presidents without being prejudiced with the other models. In other words, they used them interchangeably depending on the conditions they are encountering.

The deans, when grouped by their respective colleges, have the same perception about the leadership styles of their Vice Presidents. There is no significant difference in the leadership styles of the Vice Presidents.

There is no significant difference in the perceived authoritarian, democratic, charismatic, transformational and servant leadership styles of the respondents by Department. The Vice Presidents are applying the different leadership models over their subordinates based on their needs, values and other related circumstances.

## **Recommendations**

The following recommendations are based on the data, findings and conclusions of the study.

When another related study will be conducted and other colleges of the institution would expand in terms of programs which in effect would increase student and faculty population, it would be

expected that more respondents would be accessed from these colleges which are at the moment have limited population.

It is a reality that the RTU faculty population has numerous Instructors than professors and so they are incentivized by the Administration to earn their advance programs for a possible promotion. When that happens, more professors would be involved in data gathering when another research would be conducted.

Authoritarian style of leadership can be balanced by using other leadership models when circumstance requires. I think there's nothing wrong with an authoritarian style of leadership when situation needs it as long as it deliver what it needs to implement in accordance with the approved policies, rules and regulations of the University.

There is a need to sustain a charismatic leadership style with the materialization of the different programs and projects of the different Colleges and Institute of the University. Love and respect which are very evident among Colleges and Institute need to be sustained as well because they were always shown as observed by the respondents.

The Department Heads and the Deans may follow the example given by the Vice Presidents by always showing transformative leadership style to their subordinates although considering that the Department Heads and Deans are directly involved and exposed in the nitty-gritty of minute details of leadership and management in their offices unlike their Vice Presidents wherein their duties and functions are somewhat generic, they are frequently exercising then transformational leadership which I think is an adaptive one in their context. Again, blending is evident considering the quantity of rank and file under the offices of the Deans and Department Heads.

Servant leadership is in action here inasmuch as the Vice Presidents are always showing them to their subordinates. The Deans and the Department Heads can follow the role modeling exemplified by the Vice Presidents.

No leadership style is absolute. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to use.

Evidently, leadership styles can be synthesized by the Department Heads based on the circumstances in each College. No leadership style fits all situations. There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models for adoption.

There are different situations that leaders encounter and experience and so they have to diversify their approaches thus the need for different leadership models to use, however, the application of these leadership models is somewhat balance. No leadership style was superior over the other models.

Deans have diversified profile such as educational attainment, age, length of service and others and so these may affect how they use authoritarian style of leadership. Their

subordinates' situations may affect the degree of applying authoritarian style and so I suggest that when its application is within the rule of law, it has to be maintained just so to deliver results that would benefit the majority.

Leadership styles are being used by the school officials at vantage point regardless of their gender. They have to be respected by their followers considering that their generic foundation is for the common welfare.

Inasmuch as there is no significant difference in the leadership styles of the Vice Presidents, they have to sharpen then their leadership models. They have to explore further the effectiveness of such styles just so realize their sworn obligations.

Because the Vice Presidents are applying the different leadership models over their subordinates based on their needs, values and other related circumstances, they have to ensure that they are governed by the University Code, circulars, policies and other legal and moral considerations.

In their leadership journey, they can interchangeably use the different leadership models and every now and then, they have to evaluate of the departmental or college-based targets would be translated into the realization of the institutional vision and mission.

Future related studies can be conducted in order to validate further this paper considering that the variables used are somewhat limited. Considering that the study is just focused in the identification of the leadership styles of the Vice Presidents, Deans, and Department Heads of the Rizal Technological University, another study that would include the effects of such leadership styles in the implementation of the mandated duties and functions of the above mentioned officials is highly suggested. Furthermore, any error incurred is the researcher's accountability although it is assured that it is never intentional, thus he is willing to be advised on what possible measures that can be adopted for the improvement of the paper.

Furthermore, this specific problem, "How successful are the departments or offices in cultivating learning organization by the following dimensions as assessed by the administrators themselves, peers, and subordinates in terms of Promote Positive, Safe Thinking, Risk Taking, People as Resources, Learning Power, Map the Vision, Model the Vision, Systems Thinking and Get to Show the Road" may be included in the future when another related study may be conducted.

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