The Leadership Styles of the College Deans

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Abstract: Leadership styles are essential in the academe world wherein people are more volatile and competitive in the workplace, where leaders should be more flexible to respond to the rapid changes in the working environment, and how to adopt different leadership styles to manage their organizations well. This study focuses on the different leadership styles of college deans in the state universities through the use of a descriptive research method with a total of 260 respondents. Based on the findings of the study, the leadership styles were rated as moderate extent. However, among the six leadership styles of Goleman et.al. (2002), the commanding leadership style got the lowest weighted mean. Hence, there is a need for the improvement on the commanding leadership styles of the college deans in order to have a greater influence to motivate the faculty to perform their work effectively and efficiently.

Keywords: college deans, commanding leadership style, leadership styles, faculty

INTRODUCTION
Successful leaders have a greater influence to motivate people to be more effective and improve performance with the use of different leadership styles to achieve performance in the workplace. However, the organizational effectiveness and performance may vary depending on the different leadership sytyles which will be used by the leaders in achieving organizational success. It has a major influence on the organizational health and strategy (Fatokun et al., 2010). Most importantly the organizational effectiveness and performance may vary depending on the different leadership styles which will be used by the leaders in achieving organizational success.

MATERIALS AND METHODS
The method used to obtain results, associated with the problem, is descriptive research method is deemed appropriate in this study. The study also includes the focus group discussion in order to investigate the present leadership styles of the college deans.

The respondents of this study were the permanent faculty members of Surigao del Sur State University in the Province of Surigao del Sur which composed of six campuses with a total of two hundred sixty (260) faculty members. The researcher used the universal population. But beforehand, the researcher conducted a dry-run with at least 10 respondents in other school in order to test the reliability of the questionnaire and resulted to 0.695 or 70% reliability.

RESULTS AND DISCUSSION
The following tables show the results of the respondents' assessment on the leadership styles as manifested by the college deans.

Pace-setting Leadership Style
The table below reflects the data on the pace-setting leadership style as manifested by the faculty.

Table 1: The Pace-setting Leadership Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Holds and exemplifies high standards of performance.	3.06	Moderate Extent
2. Asks others to do things to a high standard, and do them faster or better.	3.01	Moderate Extent
3. Rescue the situation if others don't perform, by assuming responsibility for the task or giving detailed instruction on "how to do it".	2.90	Moderate Extent
4. Seeks coordination with others only if it has an	3.02	Moderate Extent

	Weighted Mean	Interpretation
impact on an immediate task.		
5. Seeks development of others as "showing them how to do it".	3.03	Moderate Extent
Factor Average	3.04	Moderate Extent

Table 1 shows the pace-setting leadership style of the college deans. The first statement, "Hold and exemplifies high standards of performance" got a rating of moderate extent with 3.06 highest weighted mean. While the second statement, "Asks others to do things to a high standard, and do them faster or better" got a rating of moderate extent with 3.01 weighted mean. On the other hand, the third statement, "Rescue the situation if others don't perform, by assuming responsibility for the task or giving detailed instruction on "how to do it" got the rating of moderate extent with 2.90 lowest weighted mean. The fourth statement, "Seeks coordination with others only if It has an impact on an immediate task' got the rating of moderate extent with 3.02 weighted mean followed by the fifth statement, "Seeks development of others as showing them how to do it" with a weighted mean of 3.03.

As to the pace – setting leadership styles of the college deans, the overall rating was moderate extent and have a factor average of 3.04, which means that most of the college deans were good enough when it comes to pace-setting style, and the respondents of the study were experienced most of the time of what was expressed in the statements. Thus, the findings were connected to the statement of Wrench (2013) he stated that pace – setting leaders should set high standards and performance to be able to attain optimum organizational success.

Commanding Leadership Style
The table below shows the data on the commanding leadership style as manifested by the faculty

Table 2: The Commanding Leadership Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Give lots of directives by telling people what to do.	2.95	Moderate Extent
2. Rarely seek any input from the individual.	2.76	Moderate Extent
3. Control tightly through constant monitoring.	2.87	Moderate Extent
4. Provide feedback and corrective measures.	2.91	Moderate Extent
5. Motivate others by emphasizing the consequences of getting it wrong.	2.92	Moderate Extent
Factor Average	2.88	Moderate Extent

Table 2 shows the commanding leadership styles of college deans. The first statement, "Give lots of directives by telling people what to do" got a rating of moderate extent with 2.95 highest weighted mean. However the second statement, "Rarely seeks any input from the individual' got a rating of moderate extent with 2.76 lowest weighted mean. The third statement, "Control tightly through constant monitoring" got a rating of moderate extent with 2.87 weighted mean. The fourth statement, "Provide feedback and corrective measures" got a rating of moderate extent with 2.91 weighted mean. And the fifth statement, "Motivate others by emphasizing the consequence of getting it wrong" got a rating of moderate extent with 2.92 weighted mean.

As to the commanding leadership styles of the college deans, the overall rating was moderate extent and have a factor average of 2.88, which means that the respondents were experienced most of the time of what was expressed in the statements. Data collected from the respondents indicated that the college deans are good in a commanding style specifically in giving directions to his/her people. Thus, this study was related to the statement of Robbins (2018) he stated that commanding leadership style was a leadership approach with an attitude of "doing as I say because I'm the boss," following the boss without questions. However, it was contradicted to the statement of Hughes (2013) she stated that true leadership is a win-win relationship were the subordinates provides a discretionary effort when they feel that they were valued and trusted by their leader.

Visionary Leadership Style
The table below reflects the data on the visionary leadership style as manifested by the faculty.

Table 3: The Visionary Leadership Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Take responsibility for facilitating the development and communication of a clear vision of how things can be done.	3.12	Moderate Extent

	Weighted Mean	Interpretation
2. Solicit individuals' perspectives on the vision without surrendering authority or undermining the integrity of the vision.	3.11	Moderate Extent
3. Influence others by explaining, exploring and describing the vision.	3.09	Moderate Extent
4. Ensure that all tasks are aligned towards the vision.	3.17	Moderate Extent
5. Use a range of methods (both positive and negative) to enhance other's motivation and performance	3.10	Moderate Extent
Factor Average	3.12	Moderate Extent

Table 3 illustrates the visionary leadership styles of college deans where the first statement, "Take responsibility for facilitating the development and communication of a clear vision of how things can be done" got a rating of moderate extent with 3.12 weighted mean. The second statement, "Solicit individuals' perspectives on the vision without surrendering authority or undermining the integrity of the vision" got a rating of moderate extent with 3.11 weighted mean. The third statement, "Influence others by explaining, exploring and describing the vision" got a rating of moderate extent with 3.09 lowest weighted mean. However, the fourth statement, "Ensure that all tasks are aligned towards the vision" got a rating of moderate extent with 3.17 highest weighted mean. And the fifth statement, "Use a range of methods (both positive or negative) to enhance other's motivation and performance" got a rating of moderate extent with 3.10 weighted mean.

As to the visionary leadership styles of the college deans, the overall rating was moderate extent and have a factor average of 3.12, which means that the respondents were experienced most of the time of what was expressed in the statements. In most cases, the college deans are good in ensuring the task of the faculty towards the achievement of the vision of the university. As manifested by McLaughlin (2001) that visionary leader influence its people through a clear goals and objectives to attain the vision of the organization.

Affiliative Leadership Style
The table below reflects the data on the affiliative leadership style as manifested by the faculty.

Table 4: The Affiliative Leadership Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Places more emphasis in the individuals than the task in hand.	2.96	Moderate Extent
2. Cares for the whole person.	2.98	Moderate Extent
3. Shares his or her emotional challenges with the team members in an appropriate manner.	3.04	Moderate Extent
4. Recognizes the personal characteristics and behaviors in accomplished tasks.	3.02	Moderate Extent
5. Seeks harmonious relationships between diverse and conflicting groups.	3.05	Moderate Extent
Factor Average	3.01	Moderate Extent

Table 4 demonstrates the affiliative leadership styles of the college deans. The first statement, "Places more emphases in the individuals than task in hand" got a rating of moderate extent with 2.96 lowest weighted mean. While the second statement, "cares for the whole person" got a rating of moderate extent with 2.98 weighted mean. The third statement, "shares his or her emotional challenges with the team members in an appropriate manner" got a rating of moderate extent with 3.04 weighted mean. The fourth statement, "Recognizes the personal characteristics and behaviors in accomplished task" got a rating of moderate extent with 3.02 weighted mean of 3.02. And the fifth statement, "Seeks harmonious relationships between diverse and conflicting groups" got a rating of moderate extent with 3.05 highest weighted mean.

As to the affiliative leadership styles of the college deans, the overall rating was moderate extent with a factor average was 3.01, which means that the respondents were amenable to the major part of what was expressed in the statements. The affiliative styles of the college deans were good which gives harmonious relationship among the faculty between diverse and conflicting groups.

As explained by Springer (2016) that the affiliative leader influence his people through harmony and friendship. He believes that to satisfy emotional needs, people need motivation to perform well.

Democratic Leadership Style
The table below reflects the data on the democratic leadership style as manifested by the faculty.

Table 5: The Democratic Leadership Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Trusts that individuals can develop the appropriate direction for themselves and their team.	3.19	Moderate Extent
2. Invites individuals to make decisions affecting their work.	3.08	Moderate Extent
3. Influences decisions by consensus.	3.05	Moderate Extent
4. Holds many meetings and listens to other's concerns.	3.16	Moderate Extent
5. Rewards adequate performance and rarely gives negative feedback or punishes others.	3.02	Moderate Extent
Factor Average	3.10	Moderate Extent

Table 5 shows the democratic leadership styles of college deans. The first statement, "Trusts that individuals can develop the appropriate direction for themselves and their team" got a rating of moderate extent with 3.19 highest weighted mean. The second statement, "Invites individuals to make decisions affecting their work" got a rating of moderate extent with 3.08 weighted mean. The third statement, "Influences decisions by consensus" got a rating of moderate extent with 3.05 weighted mean. The fourth statement, "Holds many meetings and listens to other's concerns" got a rating of moderate extent with 3.16 weighted mean. However, the fifth statement, "Rewards adequate performance and rarely gives negative feedback or punishes others" got a rating of moderate extent with 3.02 lowest weighted mean.

As to the democratic leadership styles of the college deans, the overall rating was moderate extent with a factor average of 3.10, which means that the respondents were amenable to the major part of what was expressed in the statements. It was emphasized the trust of the college deans towards his/her people in capable of doing their tasks in appropriate directions for themselves and their team.

The findings were connected to the statement of Wrench (2013) when he stated that the democratic leader influences his people through the collaboration of ideas in the decision making. He stressed that employee participation is vital within the organization. Thus, they are both good listeners and collaborators. Also, according to Conley (2011), the result of the study of Tolero (2016) explains the impact trust of employees towards their work performance. He added, that leader trustworthiness is highly correlated to the five key intentions that drive employees' work passion, discretionary effort, organizational citizenship, and intent to perform, endorse, and remain them in the organization.

Coaching Leadership Style
The table below reflects the data on the coaching leadership style as manifested by the faculty.

Table 6: The Coaching Style of the College Deans

Criteria	Weighted Mean	Interpretation
1. Help individuals identify their strengths and weaknesses in the light of their aspirations.	3.06	Moderate Extent
2. Agreement on both the dean and faculty members' roles in the development process.	3.12	Moderate Extent
3. Provide on-going support, challenge and feedback.	3.11	Moderate Extent
4. Focus on longer - term development than short-term performance.	3.12	Moderate Extent
5. Assign challenging tasks.	3.18	Moderate Extent
Factor Average	3.12	Moderate Extent

Table 6 displays the coaching leadership styles of college deans. The first statement, "Help individuals identify their strengths and weaknesses in the light of their aspirations" got a rating of moderate extent with 3.06 lowest weighted mean. The second statement, "Agreement on both the dean and faculty members' roles in the development process" got a rating of moderate extent with 3.12 weighted mean same as the fourth statement, "Focuse on longer - term development than short-term performance" and two statements were rated as the moderate extent. While the third statement, "Provide on-going support, challenge and feedback" got a rating of moderate extent with 3.11 weighted mean. The fifth statement, "Assign challenging tasks" got a rating of moderate extent with 3.18 highest weighted mean.

As to the coaching leadership styles of the college deans, the overall rating was the moderate extent with a factor average of 3.12. Data retrieved from the survey indicated that the respondents experienced most of the time to of what was expressed. Thus, the findings of the study revealed that the college deans are good at coaching in assigning challenging tasks to his or her faculty members.

The article of Bragg (2002) describes that challenging job is a stronger motivator than compensation in the workplace because people believe that they can meet challenging task and receive the reward from their supervisor.

CONCLUSION AND RECOMMENDATION

The findings of the study were correlated to the anchored theories and concepts of the different leadership styles which are vital aspects in motivating the faculty to perform their tasks and improve academic performance. Therefore, there is a need for the improvement on the commanding leadership style of the college deans in order to have a greater influence to motivate the faculty to perform their work effectively and efficiently.

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