

## PERCEIVED LEADERSHIP & ADAPTABILITY STYLES OF COLLEGE DEANS AND PROGRAM CHAIRPERSONS

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**Abstract:** This research was carried out to determine the leadership styles of college deans & chairpersons in a university in the Philippines as imperative to leadership are characteristics, attributes, and adaptability styles in running a college or a department. With the use of descriptive cross-sectional research design and quantitative statistical technique particularly the chi-square test, the study's respondents involved seven (7) college deans and fifteen (15) departmental chairpersons. The Situational Leadership Model & Leadership Effectiveness and Adaptability Description Self Instrument were guiding frameworks and instruments used.

**Keywords:** *adaptability styles, college deans, program chairpersons, situational leadership*

### INTRODUCTION

Running a college and a department are anchored to the two most important administrative positions in an academic institution, the college deans and the program chairpersons. The leadership and adaptability styles may be considered as the fuel that puts motions for some colleges and universities to achieve their established mission. According to Barden & Jannel (2013), in order to guide institutions in today's higher institution, every teacher must possess the intellectual capacity to understand and embrace the elements set forth by modern leadership. But is there one best leadership and adaptability style? The call for modern leadership will be supplied by determining one's leadership style. Successes and opportunities in the application of knowing leadership style will result to a legacy to future leaders. In Galford & Maruca (2011), the way leaders in the academic institution think, behave, approach work and life, has something to do with the leadership style and not with the responsibility or title they earned. International studies continued the focus on the leadership styles notwithstanding the numerous academic researchers from around the world.

The general objective of this research is to determine the leadership style of college deans and program chairpersons for an identified university in the Philippines and the corresponding teaching strategy for the identified learning style. One of the specific objectives of the study is to identify the units of the study, and initially classify the respondents according to the gender, discipline, and number of years in the administrative position they are holding. In addition, by conducting a cross-sectional

descriptive research design on leadership styles among selected respondents, the particular leadership style based on the situational leadership model developed by Hersey and Blanchard (1982) using the Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument, will be identified. Another focus of the study is determining whether there is significant difference in the dean's and chairperson's perceptions of their leadership styles and how their disciplines and number of experiences influences these differences. These will be achieved by applying a chi-square test, a quantitative approach of statistical analysis.

The very purpose, therefore, of this study is to identify the learning styles college deans and chairperson for an identified university in the Philippines and provide recommendations to further use the strengths and to counter the weaknesses that are associated with the identified leadership style.

Specifically, it will attempt to answer the following questions:

- 1) How may the respondents be described in terms of the following factors?
  - o Age
  - o Gender
  - o Discipline
  - o Number of Years in the Administrative Position
  - o Level of Education
- 2) How should the situational leadership model developed by Hersey and Blanchard using the Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument be used as an assessment tool in determining the leadership styles of college deans and chairpersons?
- 3) How may the different leadership styles have based on the situational leadership model used as a guiding framework for practical situations?
- 4) What leadership style best describes the college deans and chairpersons the university?
- 5) Are there significant differences among the deans and program chairpersons leadership styles according to age, gender, disciplines and years of administrative experience?
- 6) What are the implications of these leadership styles among college deans and chairpersons to the university?

## **Review of Related Literature**

In Jago (1982), good leaders are not born, but are made. Through experience, self-study, education, training and experience processes, one can develop to become a good leader. Another definition of leadership is how a person is able to influence another person, in order to accomplish a common goal (Northouse, 2007). Leadership comes with the combination of knowledge, skills and traits (Jago, 1982). The first two is what leaders carry out through the process application, which is also known as process

leadership. While traits such as beliefs, values and ethics affect leadership actions, the knowledge and skills can be affected by the former.

In US Army (1983), there are four primary factors in leadership; these are the leader, followers, communication and the situation. In leadership, an individual must have a strong self-concept, meaning one must have an honest understanding of oneself and ones capabilities. To become a great leader is to be able to convince the followers that one is worthy to be followed. It is the followers that determine if the leadership is successful; that is why understanding the emotions, needs and motivation of followers is as important as being able to identify the leadership styles. Communication bridges the leader and the follower and it could either build or destroy relationships. According to Mischel (1968), traits, in spite of its stability over time, have a little reliability across situations, which means the application of knowledge and skills in a given situation will require not only to use of best judgment, but also the best leadership style. Thus, the thought of process leadership is much supported by many scholars.

A related study is Al-Omari's (2007) leadership and adaptability style study of deans and chairpersons at three public universities in Jordan. The results of the study showed that, selling is the primary leadership while participating as the secondary leadership style for both deans and chairs. Another related study depicted by Al-Omari (2005), which focused in the Extensive Northwest Region of United States particularly at three Public Doctoral Research Universities. The results of the research revealed that both deans and chairs used selling as their primary leadership style and a significant difference exists between program and chairpersons that use leadership style.

In the study conducted by File & Shibeshi (2012), with the use of descriptive and quantitative approach, the study was conducted among fifty one (51) departmental heads in the University of Addis Ababa in Ethiopia, which highlighted that selling as the predominant while participating as the secondary leadership styles. The results also presented that the demographic variables that distinguish the chairpersons according to years of administrative experience, educational level and discipline did not vary across. As a recommendation, program chairs are encouraged to enter into relevant, continuing and professional training to make their leadership tailored fit for situations.

Another related study is in Kimencu (2011) at West Virginia University in the United States, which provided a study on leadership orientations and conflict styles management among academic deans, that tackled the use of Bolman and Deal four-frame leadership theory: which are structural, human resources, political and symbolical frames and using Rahim Conflict Inventory (ROCI-II) that explored the five dimensions of conflict management theory. The study involved 93 academic as leaders of Business and Education colleges in Public Masters Colleges and Universities Larger Programs. As a result, the researcher found a significant relationship between dean's leadership frames, styles, and conflict management styles. There is a positive relationship between the integrating conflict management style and the four frames, whereas the conflict management style is inversely related to the human resource frame.

Leadership styles of college deans and chairs can affect the job satisfaction of their subordinates – the faculty members. According to the study conducted by Leary (2000) among West Virginia deans & department chairs that aimed to determine whether leadership styles of chairs and deans has a relationship with job satisfaction of faculty members. With the use of the Leadership Behavior Description Questionnaire, the findings showed that there is relationship between leadership styles and job satisfaction. The significant co-relationship between leadership style and the job satisfaction delves only on the number of years rendered by the dean or chair for the administrative position, and not on the variables such as gender and discipline.

As stated by Dull (1981), the model that considers the greatest role in the developmental levels of a leader's subordinates; plays an important part in identifying which leadership style is the most appropriate level to use, is the Situational Leadership Theory based on Hersey & Blanchard. Leadership can be described as a vibrant process which requires a leader to be able to understand what leadership style to be used. The combination of the amount of direction, socio-emotional support and the level of the follower's maturity meaning the individuals take in directing their behavior also describe the theory. The Institute of Internal Auditors [IIA] (2008), described the situational theories that the leadership style is usually based on the situation and that no single leadership style can be used. The theory consists of four dimensions, selling, telling, participating and delegating. A selling leader provides opportunity to explain every decision he or she makes; also simply described as high task and high relationship. A telling leader is more of a micromanaged leader that provides specific instructions for performance; this is marked by a high task and a low relationship leader. The leader that pushes brainstorming of ideas and serves as a facilitator in decision making is participating leader. The delegating leaders usually transfer decision and implementation responsibilities to subordinates.

The leadership grid as proposed by Robert Blake and Jane Mouton puts emphasis on the concern for production on the x-axis (horizontal axis) and concern for people on the y-axis (vertical axis). The grid is composed of nine areas: these are the impoverished management which means little concern for production or people; country club management which has primary concern for people while little concern for production; authority-compliance management which has great concern for production and little concern for people; middle of the road management that has moderate concern both for production and people; and finally the team management grid having great concern for production and people, teamwork, trust and commitment; which is also considered as best style to be used for operations, financial health and conflict management (Institute of Internal Auditors [IIA], 2008).

Another situational theory model is based on the one developed by Fielder popularly known as the contingency theory. The theory focuses on the interaction between the leaders and the given situation (IIA, 2008). This model has three dimensions namely position power, task structure and leader member relations. The first of the dimensions

enables the leader to examine, reward, discipline or promote subordinates. The second dimension lays down how clearly and carefully the member's responsibilities are defined. The third dimension is the extent to which the group members willingness and trust to follow the leader. A leader's situation under the task motivated style could either be favorable or unfavorable. Very favorable when leader's position of power is high, the tasks are well-defined and there is a good leader-member relation; and unfavorable when the leader needs little participation to address issues on relationships but to be much more focused at work. The relationship motivated style is at the middle ground where it is more effective under both favorable and unfavorable, less extreme situations.

## Hypothesis

Ho1: There is no significant difference between the leadership styles of college deans and department chairpersons.

Ha1: There is a significant difference between the leadership styles of college deans and department chairpersons.

Ho2: There is no significant difference between the leadership styles of college deans if grouped according to age.

Ha2: There is a significant difference between the leadership styles of college deans if grouped according to age.

Ho3: There is no significant difference between the leadership styles of college deans if grouped according to gender.

Ha3: There is a significant difference between the leadership styles of college deans if grouped according to gender.

Ho4: There is no significant difference between the leadership styles of college deans if grouped according to number of years in position.

Ha4: There is a significant difference between the leadership styles of college deans if grouped according to number of years in position.

Ho5: There is no significant difference between the leadership styles of college deans if grouped according to discipline.

Ha5: There is a significant difference between the leadership styles of college deans if grouped according to discipline.

Ho6: There is no significant difference between the leadership styles of college deans if grouped according to level of education.

Ha6: There is a significant difference between the leadership styles of college deans if grouped according to level of education.

Ho7: There is no significant difference between the leadership styles of department chairs if grouped according to age.

Ha7: There is a significant difference between the leadership styles of department chairs if grouped according to age.

Ho8: There is no significant difference between the leadership styles of department chairs if grouped according to gender.

Ha8: There is a significant difference between the leadership styles of department chairs if grouped according to gender.

Ho9: There is no significant difference between the leadership styles of department

chairs if grouped according to number of years in position.

Ha9: There is a significant difference between the leadership styles of department chairs if grouped according to number of years in position.

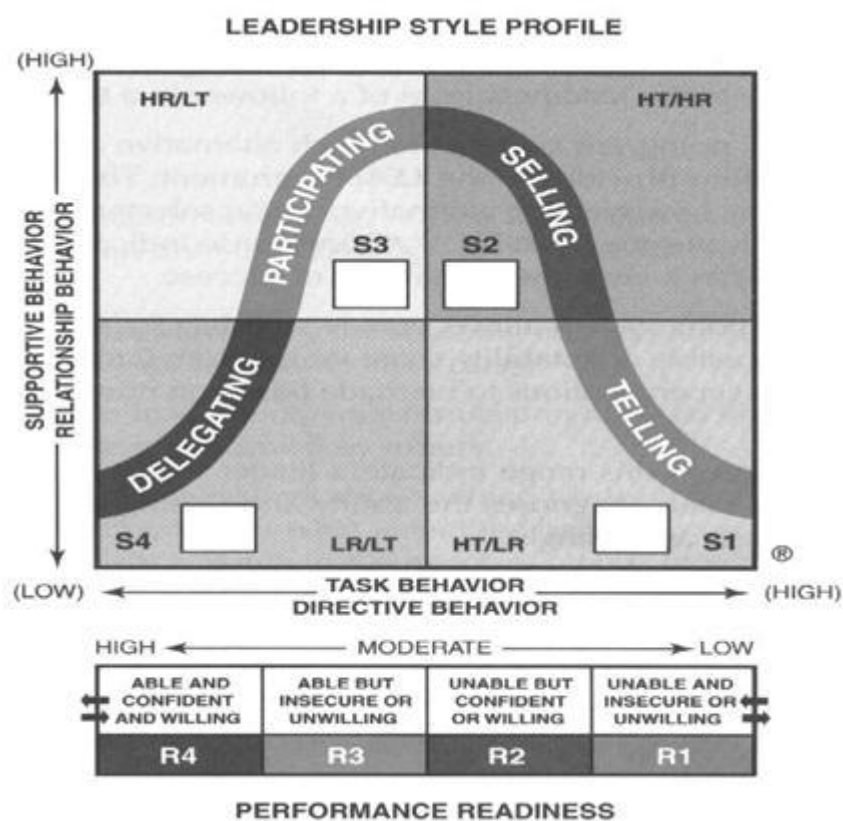
Ho10: There is no significant difference between the leadership styles of department chairs if grouped according to discipline.

Ha10: There is a significant difference between the leadership styles of department chairs if grouped according to discipline.

Ho11: There is no significant difference between the leadership styles of department chairs if grouped according to level of education.

Ha11: There is a significant difference between the leadership styles of department chairs if grouped according to level of education.

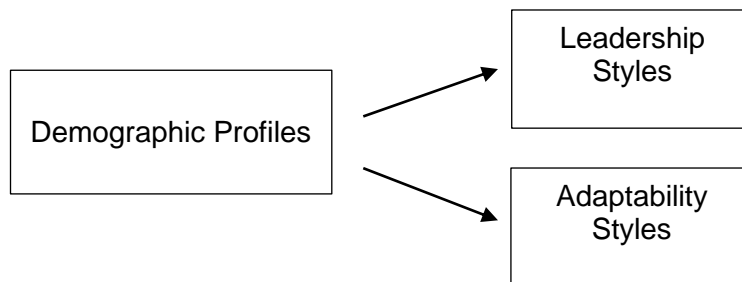
## Theoretical Framework



**Figure 1.0** is The Situational Leadership Model developed by Hersey and Blanchard (1982) using the Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument was the guiding framework and instrument used.

The study revolved around this theoretical framework and where the results were drawn upon.

## Conceptual Framework



**Figure 2.0** The study's only involved respondents will only involve seven (7) college deans and fifteen (15) program chairs

## Methods

### Research Design

The researcher used a cross-sectional descriptive research, which according to Mendoza (2012, page 114), serve two primary purposes: "(1) to portray accurately the characteristics of a particular phenomenon, and (2) to determine the frequency with which the phenomenon occurs or associated with something else." The units of analysis are individuals, and the point of focus of the research design is the characteristics. Characteristics study the state of being for individuals, thereby as units of analysis (Mendoza, 2012). The research is considered as an analytical, since statistics was used to explain or give substance to a theory and -non-experimental, since the instrument to be used is a survey.

### Sampling and Participants

Sampling was not required considering the number of the participants where one hundred percent of the respondents were the target respondents. These would include seven (7) college deans and fifteen (15) program chairs of the university for the second semester of the academic year 2014-2015.

### Research Instruments

The questionnaire has two parts. The first part contains profile categories such as age, gender, discipline, number of years in teaching and teaching discipline. The second part is the survey, where the researcher adapted the survey called Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument. These questionnaires were distributed among targeted respondents for a short period of time which was only for second semester of academic 2014-2015. The Leadership & Adaptability Style Inventory (LASI), which is an instrument developed at the Center of Leadership Studies, at Ohio University. Each dean and chairperson was given twelve (12) situations where each was required to choose only one response among the so called alternative actions.

By encircling the letter of his or her choice the corresponding leadership style, range of the style and the adaptability style was identified.

### **Data Collection Procedures**

This section describes in detail the data-collection procedures. The primary sources of information were original documents which include records of the official deans and chairpersons of the university. Through an informed consent, survey questionnaires from recruited participants, were provided in order to accomplish a survey questionnaire. The self-administered survey already provides the results because each respondent had the option to self-tally the answers.

Secondary sources of information quotes from learning styles publications, such sources include comments on, interpretations of, or discussions about the original research conducted abroad where permission was acquired thru email correspondence. Academic research works were also used as a related study.

The analysis primary and secondary sources plus the review of survey results would determine which leadership style is being used.

### **Data Analysis**

Frequency distribution and chi-square were used to measure the frequency of identified responses of the target respondents. Frequency distribution, as stated by Manikandan (2011), was used to summarize into an organized tabulation or graphical representation of the number of individuals responses per scale of measurement. Chi-square, which is a statistical tool used for testing hypothesis was applied to test the significant differences among college deans and chairpersons as grouped by age, gender, teaching discipline and number of years of administrative experience . This helped the researcher conclude whether the observations based on the population are clearly identified or confined in just one area or are distributed throughout the entire observation.

### **Results**

The College Deans and Department Chairs were surveyed in this research to determine which leadership style best described the administrative personnel. The situational leadership model developed by Hersey and Blanchard (1982) & Leadership Effectiveness and Adaptability Description (LEAD)-Self Instrument served as the guiding framework.

Generally, consistent results for Quadrant II – High Task, High Relationship or Selling Style are also shown for the rest of the groupings: these according to gender, teaching discipline, number of years in the administrative position and level of education both for college deans and college chairpersons. Insignificant differences, meaning differences are immaterial, though, on gender and level of education groupings for college deans are computed. While for chairpersons, same results are shown both for leadership and adaptability styles with insignificant difference among responses. Quadrant IV – Low Task, Low Relationship or Delegating Style is the most seldom being used by the



college deans and chairpersons across all groupings and is considered to be the least effective to be used as an adaptability style.

In Locke, Cummings & Fisher (2011) in reference to the study on academic interdisciplinary differences by Biglan in 1973, there are four types of academic teaching disciplines and maybe classified under hard-pure, hard-applied, soft-pure & soft-applied.

**Table 1**  
 Leadership Style According to Administrative Position

POSITION	N	Q1	Q2	Q3	Q4
Deans	7	23	41	18	2

**Table 2**  
 Adaptability Style according to Administrative Position

POSITION	N	Q1A	Q2A	Q3A	Q4A
Deans	7	-1	3.00	2	0.57
Chairpersons	15	-0.33	2.33	2.2	0.13
Total	22	-0.55	2.55	2.14	0.27
Chairpersons	15	28	98	50	5
Total	22	51	139	68	7

**Table 3**  
 Chi-Square Test for Significant Difference of Leadership Styles According to Administrative Position

**Chi-Square Calculator**

Success! The contingency table below provides the following information: the observed cell totals, (the expected cell totals) and [the chi-square statistic for each cell].

The Chi-square statistic, P value and statement of significance appear beneath the table. Blue means you're dealing with dependent variables; red, independent.

	Results				
	QUADRANT I	QUADRANT II	QUADRANT III	QUADRANT IV	Row Totals
DEAN	23 (16.17) [2.89]	41 (44.06) [0.21]	18 (21.55) [0.59]	2 (2.22) [0.02]	84
CHAIRPERSON	28 (34.83) [1.34]	98 (94.94) [0.10]	50 (46.45) [0.27]	5 (4.78) [0.01]	181
Column Totals	51	139	68	7	265 (Grand Total)

The chi-square statistic is 5.4308. The P-Value is 0.142836. The result is *not* significant at  $p < 0.05$ .

It was found out that Quadrant II or Style II– High Task, High Relationship or Selling had the most frequent response both for the College Deans & Department Chairs for both leadership and adaptability styles. This is a result of the identified leadership quadrants

for each situation as described in the survey. Table 1 illustrates the overall results of leadership style for both administrative positions; while Table 2 presents the adaptability style, measured in terms of effectiveness for the administrative positions. Table 3 calculates the level of significant difference between administrative positions. The results show no significant difference between the styles being used college deans and college departmental chairpersons.

**Table 4**  
 Leadership Style of Deans according to Age

DEANS	N	Q1	Q2	Q3	Q4
Late 20's					
Mid 30's					
Late 30's					
Early 40's	2	10	9	5	0
Mid 40's	2	6	9	4	5
Late 40's					
Early 50's	2	9	11	4	0
Mid 50's	1	7	2	3	0
Total	7	32	31	16	5

**Table 5**  
 Adaptability Style of Deans according to Age

DEANS	N	Q1A MEAN	Q2A MEAN	Q3A MEAN	Q4A MEAN
Late 20's					
Mid 30's					
Late 30's					
Early 40's	2	-4	3.50	1.5	0
Mid 40's	2	-2	2.00	1	-2.5
Late 40's					
Early 50's	2	0.5	1.50	2	0
Mid 50's	1	-3	1.00	6	0
Total	7	-2	2.14	2.14	-0.7

**Table 6**  
 Chi-Square Test for Significant Difference of Leadership Styles among Deans Grouped According to Age

**Chi-Square Calculator**

Success! The contingency table below provides the following information: the observed cell totals, (the expected cell totals) and [the chi-square statistic for each cell].

The Chi-square statistic, P value and statement of significance appear beneath the table. Blue means you're dealing with dependent variables; red, independent.

	Results				
	QUADRANT I	QUADRANT II	QUADRANT III	QUADRANT IV	Row Totals
Early 40's	10 (9.14) [0.08]	9 (8.86) [0.00]	5 (4.57) [0.04]	0 (1.43) [1.43]	24
Mid 40's	6 (9.14) [1.08]	9 (8.86) [0.00]	4 (4.57) [0.07]	5 (1.43) [8.93]	24
Early 50's	9 (9.14) [0.00]	11 (8.86) [0.52]	4 (4.57) [0.07]	0 (1.43) [1.43]	24
Mid 50's	7 (4.57) [1.29]	2 (4.43) [1.33]	3 (2.29) [0.22]	0 (0.71) [0.71]	12
Column Totals	32	31	16	5	84 (Grand Total)

The chi-square statistic is 17.2142. The P-Value is 0.045465. The result is significant at  $p < 0.05$ .

**Table 7**  
 Leadership Style of Chairs according to Age

CHAIRS	N	Q1	Q2	Q3	Q4
Late 20's	1	3	8	1	0
Mid 30's	3	3	6	3	0
Late 30's	1	8	21	5	2
Early 40's	5	6	30	23	1
Mid 40's	4	4	27	16	1
Late 40's					
Early 50's	1	4	6	2	0
Mid 50's					

There were only few deviations that are found from the what supposed to be commonly used Quadrant IV – High Task, High Relationship or Selling Style. Deans in their early 40's tend to use the style under Quadrant I – High Task, Low Relationship or Telling Leaders compared to other age groups as shown on Table 4. Deans in the mid 50's would also use the same style with the early 40's deans, but will find using Quadrant III – Low Task, High Relationship or Participating as the most adaptable or effective when referring to Table 5. Chairs in their early 50's would normally follow Quadrant II – High Task, High Relationship or Selling Style, but may consider using Quadrant I – High Task, Low Relationship, Telling because it is the most adaptable among the given situations. If grouped according to age, Quadrant I or Style I – High Task, Low Relationship or Telling had the most frequent response among Deans if grouped according to age as shown on Table 4. Meanwhile on Table 5, Quadrants II – High Task, High Relationship or Selling & Quadrants III – Low Task and High Relationship or Participating, are the ones being used effectively as perceived by the Deans. Table 6 also explained the significant difference among the Deans.

Total	15	28	98	50	4
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**Table 8**  
 Adaptability Style of Chairs according to Age

CHAIRS	N	Q1A MEAN	Q2A MEAN	Q3A MEAN	Q4A MEAN
Late 20's	1	-6	3.00	-1	0
Mid 30's	3	0.67	0.33	0.67	0
Late 30's	1	-5	8.00	3	0
Early 40's	5	0	2.00	2.8	0
Mid 40's	4	0	3.50	3	0.5
Early 50's	1	4	-1.00	3	0
Mid 50's					
Total	15	-0.3	2.13	2.27	0.13

**Table 9**  
 Chi-Square Test for Significant Difference of Leadership Styles among Deans Grouped According to Age

	Gp 1	Gp 2	Gp 3	Gp 4	Gp 5	Gp 6	Gp 7	Gp 8	Gp 9	Gp 10	
Cond. 1:	3	3	8	6	4	4					28
Cond. 2:	8	6	21	30	27	6					98
Cond. 3:	1	3	5	23	16	2					50
Cond. 4:	0	0	2	1	1	0					4
Cond. 5:											0
Cond. 6:											0
Cond. 7:											0
Cond. 8:											0
Cond. 9:											0
Cond. 10:											0
	12	12	36	60	48	12	0	0	0	0	180

Output:  
   
 Chi-square: 18.733  
 degrees of freedom: 15  
 p-value: 0.2260899  
 Yates' chi-square: 11.942  
 Yates' p-value: 0.68341382  
 Status: At least one expected frequency is less than 1 !!

The chi-square statistic is 18.733 and p value is 0.226089. The result is not significant at  $p < .05$

For Chairpersons, Quadrant II showed the most frequent leadership and adaptability styles having no significant difference shown on Tables 7, 8 & 9.

**Table 10**  
 Leadership Style of Deans according to Gender

DEANS	N	Q1	Q2	Q3	Q4
Male	1	5	5	2	0
Female	6	18	36	16	2
Total	7	23	41	18	2

**Table 11**  
 Adaptability Style of Deans according to Gender

DEANS	N	Q1A MEAN	Q2A MEAN	Q3A MEAN	Q4A MEAN
Male	1	-2	3.00	3	0
Female	6	-0.8	3.00	1.83	0.67
Total	7	-1	3.00	2	0.57

**Table 12**  
 Chi-Square Test for Significant Difference of Leadership Styles among Deans Grouped According to Gender

**Chi-Square Calculator**

Success! The contingency table below provides the following information: the observed cell totals, (the expected cell totals) and [the chi-square statistic for each cell].

The Chi-square statistic, P value and statement of significance appear beneath the table. Blue means you're dealing with dependent variables; red, independent.

Results					
	QUADRANT I	QUADRANT II	QUADRANT III	QUADRANT IV	Row Totals
Male	5 (3.29) [0.89]	5 (5.86) [0.13]	2 (2.57) [0.13]	0 (0.29) [0.29]	12
Female	18 (19.71) [0.15]	36 (35.14) [0.02]	16 (15.43) [0.02]	2 (1.71) [0.05]	72
Column Totals	23	41	18	2	84 (Grand Total)

The chi-square statistic is 1.6713. The P-Value is 0.643333. The result is not significant at  $p < 0.05$ .

**Table 13**  
 Leadership Style of Chairs according to Gender

CHAIRS	N	Q1	Q2	Q3	Q4
Male	7	14	45	23	2
Female	8	14	53	27	3
Total	15	28	98	50	5

**Table 14**  
 Adaptability Style of Chairs according to Gender

CHAIRS	N	Q1A MEAN	Q2A MEAN	Q3A MEAN	Q4A MEAN
Male	7	-0.7	1.71	2.14	0
Female	8	0	2.88	2.25	0.25
Total	15	-0.3	2.33	2.2	0.13

College deans and chairpersons are following Quadrant II – High Task, High Relationship or

Selling Style in terms of the leadership regardless of gender; but will find Quadrant III – Low Task, High Relationship or Participating Style as effective for male chairpersons based on Table 14.

**Table 15**  
 Chi-Square Test for Significant Difference of Leadership Styles among Chairs Grouped According to Gender

**Chi-Square Calculator**

Success! The contingency table below provides the following information: the observed cell totals, (the expected cell totals) and [the chi-square statistic for each cell].

The Chi-square statistic, P value and statement of significance appear beneath the table. Blue means you're dealing with dependent variables; red, independent.

	Results					
	QUADRANT I	QUADRANT II	QUADRANT III	QUADRANT IV		Row Totals
Male	14 (12.99) [0.08]	45 (45.48) [0.01]	23 (23.20) [0.00]	2 (2.32) [0.04]		84
Female	14 (15.01) [0.07]	53 (52.52) [0.00]	27 (26.80) [0.00]	3 (2.68) [0.04]		97
Column Totals	28	98	50	5		181 (Grand Total)

The chi-square statistic is 0.2406. The P-Value is 0.970783. The result is *not* significant at  $p < 0.05$ .

**Table 16**  
 Leadership Style of Deans according to Teaching discipline

DEANS	N	Q1	Q2	Q3	Q4
Pure Soft	1	0	5	5	2
Pure Hard	2	8	13	3	0
Applied Soft	2	7	13	4	0
Applied Hard	2	8	10	6	0
Total	7	23	41	18	2

**Table 17**  
 Adaptability Style of Deans according to Teaching discipline

DEANS	N	Q1A MEAN	Q2A MEAN	Q3A MEAN	Q4A MEAN
Pure Soft	1	0	4.00	5	4
Pure Hard	2	0	4.00	2.5	0
Applied Soft	2	-1	3.00	1	0
Applied Hard	2	-2.5	1.50	1	0
Total	7	-0.7	0.43	0.29	0

DEANS	MOST FREQUENT LEADERSHIP STYLE	LEAST FREQUENT LEADERSHIP STYLE	LEVEL OF DIFFERENCE	ADAPTABILITY
Age	Q1 / Telling	Q4 Delegating /	Significant	Moderately Effective
Gender	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective
Teaching	Q2 / Selling	Q4 /	Significant	Moderately Effective

**Table 18**

Summary of Leadership Styles and Level of Differences among Deans

discipline		Delegating		
No of Years in Position	Q2 / Selling	Q4 Delegating /	Significant	Moderately Effective
Level of Education	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective

**Table 19**

Summary of Leadership Styles and Level of Differences among Chairpersons

CHAIRPERSONS	MOST FREQUENT LEADERSHIP STYLE	LEAST FREQUENT LEADERSHIP STYLE	LEVEL OF DIFFERENCE	ADAPTABILITY
Age	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effectively Effective
Gender	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective
Teaching discipline	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective
No of Years in Position	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective
Level of Education	Q2 / Selling	Q4 Delegating /	Not Significant	Moderately Effective

## Discussion

The results of the research must be confined within the scope and limitations of the research. First, the chosen respondents are all college deans and program chairpersons of the identified university as of Second Semester School Year 2014-2015. The results presented only came from self-assessment or is based on the individual perceptions of the respondents themselves based on the given situations, which may not reflect the actual manifested behavior being measured in this study. Lastly, the interpretation of the results are in reference to the scoring guide from the Leadership & Adaptability Style Inventory (LASI), which is a validating instrument developed at the Center of Leadership Studies, at Ohio University, and no other else.

Although there is an obvious dominant style in the academe for both deans and chairpersons which is Quadrant II – High Task – High Relationship or Selling Style, there are some deviations and significant differences that were identified.

According to Anthony (2015), Quadrant II – High Task, High Relationship or Selling Style is a coaching leader that is involved in the day to day activities of the organization. Decisions for these type of leader would come from the inputs requested from the employees. Employees are also supervised in a coaching manner instead of controlling their activities. This style is the most effective to use for organizations with faster turnover rates, which have more inexperienced or starters in the field of the academe. This is congruent to the Leadership Style Profile as discussed in Figure 1.0 where the performance readiness of the subordinates fall under R1 & R2, which are unable and



insecure or unwilling and unable but confident or willing, respectively.

This is closely followed by Quadrant I – High Task, Low Relationship or Telling Style for college deans and Quadrant III - Low Task – High Relationship or Participating Style for program chairpersons.

Quadrant I is described as directing leader where most of the decisions are highly centralized and information about decisions are relayed to subordinates. Micromanagement is the best word that describes this type of leader who is directly involved and work in close supervision with the team. Doing what is exactly as told is the cardinal rule for this leader (Anthony, 2015).

Quadrant III is the supporting leader that assigns the responsibilities or decisions to employees or followers. The objective of the leaders is to increase the confidence and motivation for the subordinates to complete the tasks or make the decisions. This is applicable for subordinates that fall under R3 or subordinates that are confident, willing and capable but lack confidence (Anthony, 2015).

Quadrant IV is the most seldom style being used. This is applicable for subordinates that are already matured, capable and confident or the ones falling under R4 in terms of the developmental level shown in Figure 1.0. This style is most applicable to group with the least number of employees; but these employees are self-assured and are responsible for the tasks and directions that they are willing to take. This is close to assigning activities to experienced and matured subordinates with little interaction.

When it comes to the adaptability style may not effective as perceived by both college deans and chairpersons. Style adaptability according to Hershey & Blanchard (1982) is the extent to which a leadership style is appropriate to the demands of a given situation. A wide range of style might be ineffective over a short period of time where in the probability of the use of leadership style might fail. Since the range of leadership style of the academic institution's college deans and chairpersons is quite narrow, it can be inferred the identified leadership styles being used can be effective in situations when the leadership style is being required; however, the degree of moderate adaptability or flexibility of the leadership style would be moderately effective. For example, a dean has the tendency in using Quadrant II – High Task, High Relationship or Selling Style and may not adjust even if the situation demands Quadrant III - Low Task – High Relationship or Participating Style. In short, college deans and chairpersons stick to an identified leadership style and have slight effective flexibility in switching to other leadership styles or have little leadership style adaptability whenever faced with different situations.

Comparing the results with that of the study of Omari, Qablan, Khasawneh, & Khasawneh (2008, pages 16-17) entitled Leadership and Adaptability styles of Deans at Public Jordanian Universities lead to the same results:

“With regard to leadership style, deans selected *selling* (high task/high relationship behavior) as their primary leadership style, and selected *participating* as their secondary style, that agrees with results of Al- Omari (2007) and Al-Omari (2005) studies. With *selling* as the main category of leadership style, deans appear to acquire the acceptance of their faculty and staff and carryout the behaviors most wanted or needed by them. According to the Center for Leadership Studies, Inc. (2002), the followers in this of style are confident and willing to take responsibility but are unable to do because of a lack of expertise.... it concluded that leadership styles of deans are not significantly affected by demographic profile categories. There was insufficient evidence to show that a significant difference exists for leadership styles of deans as perceived by them and their teaching discipline, their experience in current position... in spite of the fact that leadership adaptability is not easy, the results of this study suggest that deans’ style adaptability level were in the upper middle range that agrees with results of Al-Omari (2007) and Al-Omari (2005) studies. “

### **Conclusion & Recommendation**

Several implications can be drawn from this study. One is that the job of an academician, whether a dean or chairperson involves managing both tasks and relationships with subordinates. Being a selling leader or a coach will provide clear direction to faculty members most especially to the new teachers in the academe given their maturity level in terms of confidence and expertise. According to Leary, Sullivan & Mc Cartney-Simon (1999, page 6) based on the related study *The Relationship of Leadership Styles of Selected West Virginia Deans and Department Chairs To Job Satisfaction Of Departmental Faculty Members*, “ the greater the degree of perceived consideration behaviors in the dean or department chair, the higher the degree of extrinsic job satisfaction reported by faculty members.” The secondary style, which is the participating style, for most college and chairpersons will be applicable for low task and high relationship situations and for seasoned faculty members who might need more push and motivation in the teaching profession. Delegating is the most seldom used style and can be practical to regular faculty members who are considered performers and are aspiring or can be honed for a future position in the administration. Program coordinators or subject matter experts can be examples so as not only to develop their administrative and decision making skills, but their leadership styles as well.

Second implication, for chairpersons, demographic profile categories nor teaching discipline do not influence directly the differences in leadership and adaptability styles, which means leadership and adaptability styles are unique characteristics among individual chairs. For college deans: age, gender & teaching discipline are explanatory profile categories that will vary the leadership styles in different situations. One can infer that these three profile categories may add wisdom in managing and making decisions that will be considered as best for the college.

Third implication is the adaptability or flexibility style of deans and chairpersons in using leadership styles. Might be effective, deans and chairpersons must be advised to study

a given situation carefully before imposing orders or coming up with decisions. This is because of the slight flexibility or adjustment in switching to other styles, administrators must be made aware of other leadership styles that can be tried without compromising a good decision.

The last implication that can be drawn from the study is to caveat deans and chairs that no absolute leadership style is applicable in all circumstances and an effective adjustment should be put an attention to. Consideration also must be given to the level of maturity of subordinates so as to properly guide and nurture young and experienced academicians who put for their best efforts in teaching students.

A possible recommendation for this study is to allow professors & chairpersons to undergo trainings, seminars and fora for them to be made aware of these leadership styles so as to enhance the skills of college deans and chairpersons. Tasks and relationships management with subordinates' studies together with the incorporation of situational analysis among current administrative officers, maybe the focus of these trainings and seminars.

Another recommendation is to set retreat or team building activities to facilitate self-concept and self-criticism to fully understand the crucial roles in leading the academe. Performance management plan or program with expectations set on the leadership style using the situational model prior the start of the academic year is another recommendation. This may serve as a guide and help trigger application or implementation of expected leadership actions during the term of the dean or program chairperson based on an identified style. The performance management plan may serve as a gauge to check whether the set leadership style is working effectively in selected situations. With the results being communicated at the end of the academic year, the deans and chairpersons may take a look whether there might be areas for improvement. Another recommendation so as to set a direction to future researchers is to study relationship between the different areas of teaching discipline as to pure soft, pure hard, applied soft and applied hard disciplines and the leadership and adaptability styles in teaching college students to add depth to this study. Another recommendation is for future studies would include finding relationships between leadership and adaptability styles to important areas such as job satisfaction, organizational culture and emotional intelligence in the academe. This further open the doors for future learning and discussion.

A good leader is someone who uses a style or a combination of styles that will yield to good results for the organization. From the wise words of Lao Tzu a good leader is best when people don't even know of the leader's presence and when the work is finished, the credit goes to not to the leader, but to the organization.

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