

TRANSFORMATIONAL LEADERSHIP PRACTICES AND LEADERSHIP CHARACTERISTICS AS PREDICTORS OF INSTITUTIONAL PRODUCTIVITY IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

This study aimed to identify how the transformational leadership behaviors are being practiced by the faculty respondents and examined if the respondents possessed the ten (10) Transformational Leadership characteristics as predictors of the institutional productivity of the College/Program during the last academic year 2019-2020, in terms of program level of accreditation or State Universities and Colleges (SUCs) Leveling. The results showed that majority of the colleges/programs have claimed the Level III accreditation. It means that these colleges are very good in undertaking the functions of a state university/college but fall short of the qualities of a Level IV SUC which is the main implication of this study. A descriptive correlational methodology was employed in this study. Specifically, an online survey was used to facilitate the data collection process from 74 respondents representing different campuses of Bulacan State University. Theoretically, this study conceptualized and empirically assessed the transformational leadership practices, such as idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration--separately; as well as the leadership characteristics of the school administrators and faculty members of Bulacan State University. Specifically, it empirically assessed how these factors impact the institutional productivity in terms of program level of accreditation in the higher educational institutions. Practically, this research confirms that transformational leadership practices and leadership characteristics have significant relationships and deemed predictors of institutional productivity in higher educational institutions in terms of various parameters incorporated in the program accreditation instrument. It includes the effectiveness of the program's curriculum and instruction, such as the licensure performance of graduates, employability, feedback from employers and many more indicators, so as to claim the higher level of accreditation. This study also proposed an enhanced educational leadership program for institutional productivity in higher educational institutions. The findings of this study can make different valuable contributions to higher educational institutions.

Keywords: Transformational Leadership, Leadership Practices, Leadership Characteristics, Predictors, Institutional Productivity, Higher Educational Institutions.

Introduction

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Burns also described transformational leaders as those who can move followers up on Maslow's hierarchy, but also move them to go beyond their own interests. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership was mutually exclusive styles. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

Apparently, more researches have been conducted in relation to transformational leadership, but there is no clear integrated picture of this transformational leadership exists as yet. Are these leadership practices and leadership characteristics will serve as predictors of institutional productivity in Higher Educational Institutions (HEIs) in terms of program accreditation or SUCs levelling?

Thus, based on the trends, issues, objectives, and contributions (TIOC) of Transformational Leadership, the purpose of this study is to make an attempt to examine whether transformational leadership practices and leadership characteristics be determined as predictors of institutional

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productivity in terms of program accreditation in higher educational institutions setting at this specific time and under any circumstances. This study can be used as reference to claim for a level IV program accreditation or higher SUCs leveling in the succeeding program accreditation. And what sustainable initiative can be proposed for institutional productivity in higher educational institutions?

Literature Review

Business Balls (2020) stated the modern idea of Transformational Leadership is based around 4 elements described by Bernard A. Bass in 1985: **Idealized Influence, Intellectual Stimulation, Individualized Consideration and Inspirational Motivation.**

Baran, S. (2019) pointed out in his article the criticisms and arguments against transformational leadership and the outweighing advantages and importance of the transformational leadership. According to Bass (1990) the transformational leaders achieve these results by being charismatic to their followers and inspiring them, meeting the emotional needs of each follower, stimulating followers intellectually. Finally, Bass and Avolio (1994) introduced full range of leadership model with transformational leadership and its 4I components: individualized consideration (IC), intellectual stimulation (IS), inspirational motivation (IM) and idealized influence (II).

Idealized influence is one of the most criticized components of transformational leadership because some of transformational leaders with high charisma may misuse their power and privilege and they may start to neglect supporting their followers. According to Yukl (2013, p.319) there may be some negative consequences of charismatic leaders like reduction in good suggestions and criticisms by followers, increase in excessive confidence and optimism by leader, step down in development of competent successors, denial of problems and failures by leader, decrease in capacity to foresee possible dangers and future expectations. Mahatma Ghandi, Nelson Mandela, and Martin Luther King who were very charismatic and moral that can be given as examples of real transformational leaders. Transformational leaders can be seen as destructive leaders who have charisma and personalized power and with a narcissist character but also who had negative life experience resulted in ideology of hate. But also susceptible followers and conducive environment are needed to transform a leader to destructive leader. But dark sides of transformational leadership can be prevented by proper leader selection and development, follower strengthening and empowerment and organizational improvement. (Padilla et al., 2007)

Towler, A. (2019) cited that over the last ten years, researchers have focused on transformational leadership as a being an effective leadership strategy to implement within public and private sector organizations (Hassan & Hatmaker, 2014). Transformational leaders work with their employees to implement change. Transformational leaders create a vision for their followers and guide the change through inspiration and motivation. They are excellent role models and their followers emulate many of their actions. They also inspire through activating follower self-efficacy so that followers believe that they can go beyond expectations (Barth-Farkas & Vera, 2014). The main dimensions of transformational leadership and explain those qualities that distinguish transformational leaders from managers who use a transactional leadership style.

Gupta, S. (2020) further explained the Pros and Cons of Transformational Leadership. Transformational leadership may seem like the ideal form of leadership, however, there are also some drawbacks to it. Accordingly, Transformational leaders can **struggle with detail** as they focus too much on the bigger picture. They need to maintain connections with detail-oriented executives to help them overcome their lack of transactional focus. Often, transformational leaders can set **unrealistic expectations** for their employees which can cause **employee burnout**. There can be increased pressure to maintain high productivity at all times worsened by unreasonable deadlines and exhaustion. Transformational leadership can have negative consequences. Influential leaders leave a great impression on humanity... virtuous or wicked like Hitler who personified transformational leadership and is the most extreme example of a negative transformational leader. He had a vision that appealed to his followers that drove them away from humanity and moral sense.

Jovanovica, D. & Ciric, M. (2016), cited the benefits of transformational leadership in the context of education which claims that "Transformational leadership style is the most suitable for guiding the students within the school conditions. This type of claim has its stronghold in these three points: 1) the ethical dimension of transformational leadership, that is, the moral basis; 2) the validity of previous researches supported by evidence, and 3) evidences of the leaders' practice in the field of education.

Wang, S. (2019) published his study on School heads' transformational leadership and students' modernity: the multiple mediating effects of school climates. Based on this article, the school climates, including affiliation climate, innovation climate, and justice climate, were significantly affected by school heads' transformational leadership. All these three school climates had positive effects on students'

modernity, and partially mediated the relationship between school heads' transformational leadership and students' modernity.

Sergiovanni, T. (2019) emphasized in his study the need to strive for more than simply adequate education. He identified five leadership forces exhibited by transformational educators. Those forces are technical, human, educational, symbolic, and cultural. The technical aspect of transformational leadership in education is good management practices, including planning and organization. Without effective, evidence-based school administration, change in education becomes more challenging.

Mukiur, R.M., et. al. (2017) explored a study on effective leadership styles in higher education. Based on this study, the transformational style is predominant in higher education sector. Academics and administrators are adopting and adapting their leadership styles that respond to the new organizational, social and cultural challenges and realities of today's society. These results fulfill the assumptions of the importance of a transformational leadership style in the context of the higher education sector. Transformational and transactional leadership styles are confirmed as predictors of variables related to satisfaction, effectiveness, effort, team performance and organizational development. The transformational leadership style tends to improve the degree of satisfaction with the leader, the effort, the perceived work performance, the organizational commitment and the effort in the task.

Nicdao, R.C. (2019) further cited that transformational leadership has an evident positive impact on universities. The study distinctly illustrated how university presidents utilized transformational leadership practices to engage the hearts, minds and skills of officials, faculty and personnel to excellently achieve the goals of their respective universities, particularly the ultimate objective of holistically developing students. Educational leaders must therefore make use of the best practices in transformational leadership which emerged in this study in order to excellently effect developmental change and optimally attain the objectives of their institutions.

DBM-CHED (2016) pointed out that, in higher education, productivity improvement is seen as the most promising strategy for containing costs in the continuing effort to keep college education as affordable as possible. Without technology-driven and other production process improvements in the delivery of service, either the price of a college degree will be beyond the reach of a growing proportion of potential students or the quality of

education will erode under pressures to reduce costs."

Department of Budget Management and Commission on Higher Education (DBM-CHED) (2016) Joint Circular No. 1, FY 2016, Leveling Instrument for SUCs and Guidelines for the Implementation Thereof - in coordination with the Philippine Association of State Colleges and Universities (PASUC). It seeks to allow the categorization of the different types of institutions from Level I to Level V with the latter is the highest in terms of institutional performance indexed to the four (4) key result areas: quality and relevance of instruction; research capability and output; services to the community, and management of resources. Several reform agenda and programs have been initiated to set directions for SUCs for them to catch up with top universities and colleges in other ASEAN countries. Among these are the Philippine Development Plan 2011-2016; Public Higher Education Reform Agenda issued in 2012; the criteria in evaluating the performance of SUC under Executive Order (EO) No. 80, s. 2012; and CHED Memorandum Order (CMO) No. 46, s. 2012 on typology and outcomes-based quality assurance. The results of these initiatives should now be quantifiable in terms of the performance of SUCs in the areas of quality and relevance of instruction; research capability and output; services to the community, and management of resources.

Level of accreditation refers to accreditation level awarded by non-government accrediting bodies recognized by CHED to a particular program or institution, indicating that a program or institution has attained a certain standard of quality over and above the minimum requirements prescribed by CHED. Level V - The college is comparable to the best universities or colleges in Asia; Level IV - The college is excellent in undertaking the full range of functions of a state university/college, namely: instruction, research and extension manifested through teaching effectiveness, research competence, active community service, and efficient management of resources. Level III - The College is very good in undertaking the functions of a state university/college but fall short of the qualities of a Level IV SUC. Level II - This level is good in undertaking the functions of state university/college and meets the minimum points in each KRA (Key Result Areas). Level I - This level includes SUCs that are still in the early stage of development. Preliminary Survey Visit - the evaluation of the program for the first time by external accreditors as the 1st (Formal) Survey Visit- the evaluation of the program which has attained Candidate status, and if it has attained a higher level of quality, is awarded a Level I Accredited status, good for three (3) years. Accreditation is a review process to determine if educational programs meet defined standards of

quality. The process of academic accreditation typically culminates in an external quality review by a team of professional experts from academe or industry. Most define accreditation as a status which shows the public that a school has met and is maintaining a high level of standards set by an accrediting agency.

Theoretical/Conceptual Framework of the Study

The study is theoretically anchored on the Transformational leadership, a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group; it is an integral part of the Full Range Leadership Model. Specifically, the independent variables include the four factors to transformational leadership behaviors, (also known as the “four I’s”): idealized influence, inspirational motivation, intellectual

stimulation, and individual consideration. Idealized Influence or Charisma is the primary strength of leaders that motivate colleagues to carry out their tasks. Inspirational Motivation is the behavior of an inspirational leader is able to raise the enthusiasm of his staff to accomplish group tasks. He is able to say things that can foster his staff’s confidence that they are able to complete their task and achieve group goals. Intellectual Stimulation leads to the efforts of resolving problems using new perspectives. Individualized Consideration is the attention or consideration of individual is created by maintaining direct interactions, and face to face and open communication with staff.

Other independent variables which include the transformational leadership characteristics - 10 Transformational Leadership Characteristics by Y Scouts, an executive search firm that helps nonprofits and social enterprises find exceptional leaders.

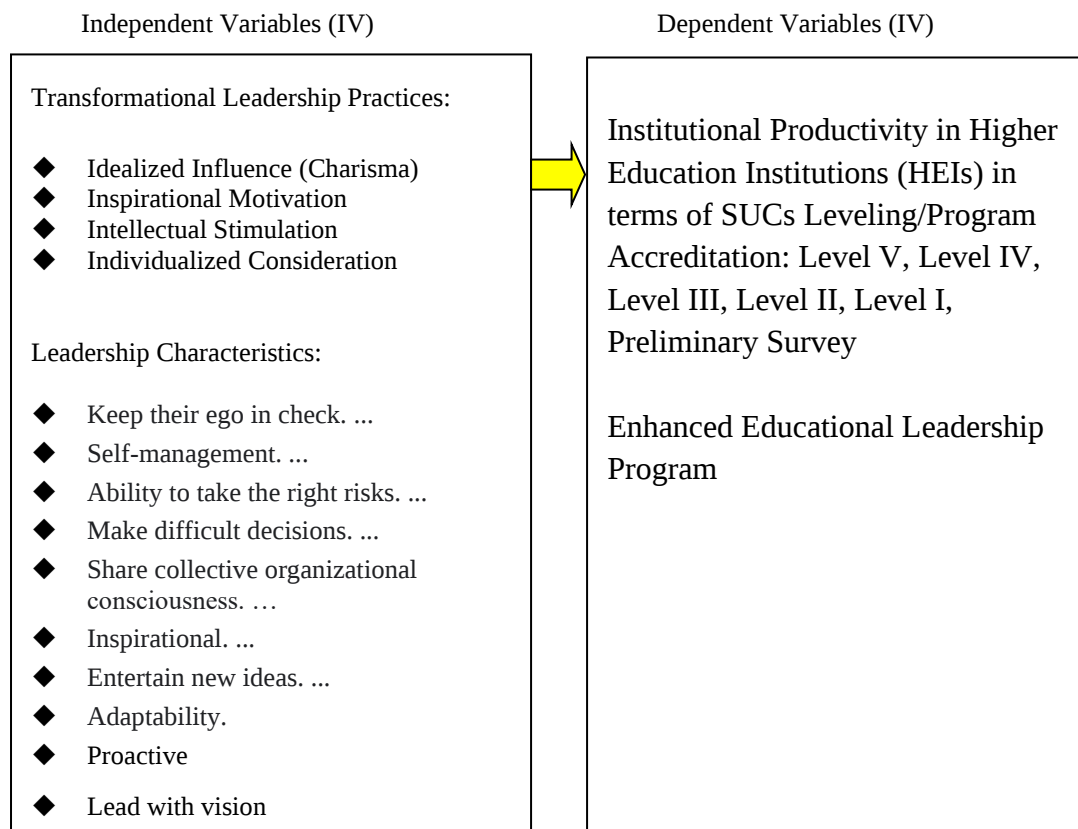


Figure 1
Transformational Leadership Practices and Leadership Characteristics as Predictors of Institutional Productivity in Higher Educational Institutions

Figure 1 presents the Independent Variables (IV) which consist of Transformational Leadership Practices: Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, and the Ten (10) Transformational Leadership characteristics, such as

keep their ego in check, self-management, ability to take the right risks, make difficult decisions, share collective organizational consciousness, inspirational, entertain new ideas, adaptability, proactive, and lead with vision. The Dependent Variables (DV) which consist of Institutional

Productivity quantifiers in Higher Education Institutions (HEIs) in terms SUCs Leveling: Level V, Level IV, Level III, Level II, Level 1, and Preliminary Survey; and Enhanced Educational Leadership Program that can be proposed in this study.

Objectives of the Study

This study was conducted to make an attempt to examine whether transformational leadership practices and leadership characteristics be determined as predictors of institutional productivity in terms of program accreditation in higher educational institutions setting at this specific time and under any circumstances.

The results of this study can be used as reference to claim for a level IV program accreditation or higher

SUCs leveling in the succeeding program accreditation. A sustainable initiative can be proposed for institutional productivity in higher educational institutions.

Methods and Techniques of the Study

Subject

The study involved the 74 participants from different campuses and colleges/programs of Bulacan State University (BulSU). It involves the campus administrators and faculty members which may differ in important ways. It allows the proponent to draw more precise conclusions by ensuring that all campuses are properly represented by their participants.

Table 1: Frequency and Percentage Distribution of the Respondents' Profile

Profile of the Respondents in terms of Campus/College/Programs			
BulSU CAMPUS	COLLEGE/PROGRAM	FREQUENCY	PERCENT
Bustos	CBA	10	13.5
	COEd-BSEd	10	13.5
	CIT	7	9.5
	CITE	8	10.8
Hagonoy	COEd	7	9.5
Meneses	COEd	3	4.1
Sarmiento	COEd	12	16.2
	GATE	3	4.1
	CSSP	1	1.4
Main	CBA	4	5.4
	COEd	3	4.1
	CIT	3	4.1
	CAL	2	2.7
	CSER	1	1.4

CBA - College of Business Administration

COEd - College of Education

CIT - College of Industrial Technology

CITE - College of Information Technology and Engineering

GATE - General Academics and Teacher Education

CSSP - College of Social Science and Philosophy

CAL - College of Arts and Letters

CSER - College of Sports Exercise and Recreation

Table 1 shows that Bustos Campus has the highest frequency of 35 respondents and the least is Meneses Campus with 3 respondents. There were no face-to-face interaction during the conduct of the study, the survey questionnaire was conducted via Google form online, and the returns were monitored from time to time and checked if all questions were answered religiously by the faculty respondents.

Instruments

The major instrument of this study is the Survey Questionnaire consists of two (2) parts: For Part I, the Respondent's Profile in terms of Campus/College and the Level of Accreditation. It was adapted from the DBM-CHED, April 23, 2016, Joint Circular No. 1, SUCs Leveling: Level V, Level IV, Level III, Level II, and Level I accreditation

levels of the College/Programs, including the Preliminary survey as readiness for Level I.

For Part 2, the first question in the instrument, it was cited from American Psychological Association (APA) and was adapted from the Multifactor Leadership Questionnaire by Bass & Avolio. The

Multifactor Leadership Questionnaire (MLQ) and has been used extensively in field and laboratory research to study transformational, transactional, and passive/avoidant leadership styles. Certification is not required to use this assessment as any researcher can use this Psychological Assessment Tool for Research Professionals.

Table 2: Reliability Statistics

Cronbach's Alpha	No. of Items
.921	23

Alpha Cronbach Value	Interpretation
0.91-1.00	Excellent
0.81-0.90	Good
0.71-0.80	Good and Acceptable
0.61-0.70	Acceptable
0.01-0.60	Non acceptable

Table 2 presents the measure of scale Reliability based on all variables in the procedure with a total of 74 cases in summary. Cronbach's Alpha is a measure of internal consistency. The Cronbach's Alpha result of .921 with 23 items is interpreted as "excellent." This means that the set of items were closely related as a group.

Data Collection Procedures

The survey questionnaires were conducted for one-week and retrieved via online after being answered for 15-20 minutes. The mode of data gathering was the survey questionnaire method via Google form online. In gathering the pertinent data for this study, the researcher carried out the following procedures:

1. A letter was sent to the Central Human Resource Management Office requesting the population and different campuses/colleges in Bulacan State University.
2. A letter was sent to the chancellors, both for the main campus and external campuses, asking permission to conduct the study.
3. With the approval of the chancellors, the researcher sent a message to all campuses and college deans, asking their support to send the survey link to their faculty members.
4. The researcher collected the 74 responses from the respondents. The researcher checked if all the items are answered religiously for the conduct of the study.

To observe health and safety protocols, there were no face-to-face interaction during the conduct of the study; the survey questionnaire was conducted via Google form online.

a. Data Analysis

The data gathered in this study were tabulated and computed using Statistical Packages for Social Sciences (SPSS) version 23. Data collected were treated statistically using several tools. Statistical treatments were essential to verify the natural tendencies of responses. The researchers employed the following statistical tools: Mean and Standard Deviation was used to understand what the average 4-point system is for each question in the survey questionnaire, and how widely other numbers when the group is spread out. Mean helps to determine the average and it helps to make analysis of set of values. A Pearson Product-moment Correlation was run to determine the relationship between Transformational Leadership Practices and Leadership Characteristics of the faculty members, and the Program Level of Accreditation.

Correlations and Coefficients, Regression (ANOVA^a) were utilized to determine the significance of variables: Transformational Leadership Practices, Transformational Leadership Characteristics, and Program Level of Accreditation

b. Ethical Consideration

In adherence and observance of ethical standards set for research undertaking involving the request form for the initial data needed from the Central Human Resource Office (CHRMO) of Bulacan State University using the prescribed request form. The permission letters from the chancellors, both from the main campuses and external campuses were approved to conduct an online survey via Google form among school administrators and faculty members of Bulacan State University.

The instrument for Multifactor Leadership Questionnaire (MLQ) certification is not required to use this assessment as any researcher can use this Psychological Assessment Tool for Research Professionals. Moreover, following the ethics of research, participants' responses were voluntarily, treated confidentially, and they may withdraw their responses anytime should they preferred confidentiality of their data. Participants of this study were given access to the google form link to answer the online survey questionnaire. They may edit and resubmit should there be any doubts or other answers to the questions therein. Hence, the

confidentiality of the information supplied by the participants was respected and the proponent will do everything in her power to protect the anonymity of the participants. Further, personal identity of the participants will not be published without their consent.

Results and Discussions

1. How may the institutional productivity in Bulacan State University be quantified during the last academic year 2019-2020 in terms of State Universities and Colleges (SUCs) Leveling?

Table 3: Frequency and Percentage Distribution of the Program Level of Accreditation

Program Level of Accreditation			
Program	Level of Accreditation	Frequency	Percent
Main/CBA	Level I	4	5.4
Bustos/COE-BEEd	Level II	11	14.9
Hagonoy/COEd			
Main/CITE			
Main/CAL			
Bustos/COEd-BSEd	Level III	33	44.6
Bustos/CITE			
Meneses/COEd			
Sarmiento/COEd			
Main/CSSP			
Main/CIT	Level IV	15	20.3
Bustos/CIT			
Sarmiento/Gate			
Main/COEd	Preliminary Survey	10	13.5
Bustos/CBA			
Main/CSER	Not Applicable	1	1.4
Total		74	100.0

Table 3, in terms of Program Level of Accreditation, with Level III has the highest Mean of 33, with a percentage of 44.6. Majority of the campuses/colleges have also passed the Level III accreditation.

According to Conchada & Tiongco, 2015, accreditation is a way of fostering academic freedom and motivating some institutions to compete, this could result in complacency in others. Policy implications include reshaping the institution in terms of keeping an accreditation mechanism built

into the system such as a quality assurance framework. This implies that the current situation in the higher education institutions like the Bulacan State University is initiated and voluntary which adheres to the nature of the academe.

2. How may transformational leadership behavior of the faculty members be described in terms of:
 - 2.1. Idealized Influence (Charisma);
 - 2.2. Inspirational Motivation;
 - 2.3. Intellectual Stimulation; and
 - 2.4. Individualized Consideration

Table 4: Frequency and Mean Distribution of the Transformational Leadership Behavior of the Faculty Members in Terms of Idealized Influence Charisma

Transformational Leadership Practices							
IDEALIZED CHARISMA	INFLUENCE	FREQUENCY				Mean	Interpretation
		4	3	2	1		
4.1. I make students and colleagues feel good to be around me.		61	10	3	0	3.78	Frequently or Always

4.2. Others have complete faith in me, they trust and rely upon me.	33	40	1	0	3.43	Frequently Always	or
4.3. Others listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality.	33	36	5	0	3.38	Frequently Always	or
OVERALL MEAN					3.53	Frequently Always	or
3.26 – 4.0 – Frequently or Always				1.76 – 2.5 – Once in a While			
2.51 – 3.25 – Sometimes				1- 1.75 – Never			

Table 4, in terms of idealized influence or charisma, that 4.1. I make my students and colleagues feel good to be around me has the highest Mean of 3.78 which is interpreted as Frequently or Always.

According to Thompson, 2019, Idealized influence, or the degree to which the leader provides a role model for ethical behavior. Followers do as the leaders asks because he instills pride, gains respect and earns their trust. Further, while others feel inspired by a transformational

leader, there are some will feel their presence as a constant pressure. Transformational leaders put a lot of emphasis on authenticity – living and breathing the company culture and values. This constant push to achieve the grand vision and to continually take pride in the company's achievements can lead to demotivation and burnout in some employees. It sends the message that much more is required than simply turning up, doing a great job, and then going home.

Table 5: Frequency and Mean Distribution of the Transformational Leadership Practices of the Faculty Members in Terms of Inspirational Motivation

Transformational Leadership Practices							
INSPIRATIONAL MOTIVATION	FREQUENCY				Mean	Interpretation	
	4	3	2	1			
5.1. I express with few simple words what we could do.	35	34	5	0	3.41	Frequently Always	or
5.2. I provide appealing images of what we can do.	31	42	1	0	3.41	Frequently Always	or
5.3. I help others to rethink ideas not questioned before.	34	38	2	0	3.43	Frequently Always	or
OVERALL MEAN					3.44	Frequently Always	or
3.26 – 4.0 – Frequently or Always				1.76 – 2.5 – Once in a While			
2.51 – 3.25 – Sometimes				1- 1.75 – Never			

Table 5, in terms of inspirational motivation, shows that 5.3. I help others to rethink ideas not questioned before has the highest Mean of 3.44 which is interpreted as Frequently or Always.

Thompson, 2019, Inspirational motivation, or the degree to which the leader articulates an inspiring vision that communicates optimism and

drives the company group forward. Followers are motivated to work harder because they're driven by the leader's vision of the future and believe in their own abilities. In contrast, a transformational leader's power is his influence. If someone disagrees with the leader's vision for the organization, then he loses the ability to influence them, and he loses all his power.

Table 6: Frequency and Mean Distribution of the Transformational Leadership Practices of the Faculty Members in Terms of Intellectual Stimulation

Transformational Leadership Practices							
INTELLECTUAL STIMULATION	FREQUENCY				Mean	Interpretation	
	4	3	2	1			
6.1. I help others to think about old problems in new ways.	32	38	3	1	3.36	Frequently Always	or

6.2. I provide others with the new ways to look at things.	39	32	3	0	3.49	Frequently or Always
6.3. I get others to rethink ideas not questioned before.	24	46	3	1	3.26	Frequently or Always
OVERALL MEAN					3.40	Frequently or Always
3.26 – 4.0 – Frequently or Always					1.76 – 2.5 – Once in a While	
2.51 – 3.25 – Sometimes					1- 1.75 – Never	

Table 6, in terms of intellectual stimulation, shows that 5.2. I provide others with the new ways to look at things has the highest Mean of 3.49 which is interpreted as Frequently or Always.

Thompson, 2019, Intellectual stimulation, describes a transformational leader's ability to encourage out-of-the-box thinking. She motivates subordinates to take risks by displaying genuine

interest in their efforts to develop creative breakthroughs. By creating an environment receptive to change, growth and new ways of thinking about business, transformational leaders foster entrepreneurship. The problem with change is that it becomes disruptive if it happens too frequently, and detrimental if the leader takes excessive or unnecessary risks.

Table 7: Frequency and Mean Distribution of the Transformational Leadership Practices of the Faculty Members in Terms of Individualized Consideration

Transformational Leadership Practices						
INDIVIDUALIZED CONSIDERATION	FREQUENCY				Mean	Interpretation
	4	3	2	1		
7.1. I help others develop themselves.	49	23	2	0	3.64	Frequently or Always
7.2. I let others know how I think they are doing.	37	35	2	0	3.47	Frequently or Always
7.3. I pay personal attention to others who seem dejected.	32	40	2	0	3.41	Frequently or Always
OVERALL MEAN					3.43	Frequently or Always
3.26 – 4.0 – Frequently or Always					1.76 – 2.5 – Once in a While	
2.51 – 3.25 – Sometimes					1- 1.75 – Never	

Table 7, in terms of individualized consideration, shows that 7.1. I help others develop themselves has the highest Mean of 3.64 which is interpreted as Frequently or Always.

Thompson, 2019, A transformational leader uses individualized consideration, when helping followers achieve their potential through coaching and mentoring. By performing this type of one-on-one leadership, he improves the organization's overall performance by helping staffers attain their individual goals. Transformational leaders

genuinely care for their subordinates and want them to be successful. They earn the respect of their charges through effective one-on-one communication. Contrary to the latter, one of the main weaknesses of transformational leadership is that it's too conceptual and is missing the task focus that some employees need to guide them as they go about their duties.

3. How may the transformational leadership characteristics of the faculty members be described in terms of:

Table 8: Frequency and Mean Distribution of the Leadership Characteristics

Transformational Leadership Characteristics						
STATEMENTS	FREQUENCY				Mean	Interpretation
	4	3	2	1		
8.1. Keep their ego in check. The transformational leader is able to put the organization before their own personal	44	28	1	1	3.55	Frequently or Always

gain and also elicit the best performance from others.								
8.2. Self-management. Transformational leaders typically don't need much direction from others, and are able to manage themselves well.	46	25	2	1	3.57	Frequently or Always	or	
8.3. Ability to take the right risks. The leader seeks inputs from the team to make risky decisions that facilitate growth.	46	26	2	0	3.59	Frequently or Always	or	
8.4. Make difficult decisions. They make their decisions with a clear focus on the values, vision, objectives, and goals of the organization.	49	24	1	0	3.64	Frequently or Always	or	
8.5. Share collective organizational consciousness. A transformational leader shares and understands the collective consciousness of the entire organization.	53	20	1	0	3.70	Frequently or Always	or	
8.6. Inspirational. Their style of inspiration is not just limited to formal acknowledgement of a job well done, rather they treat each employee as a valued individual and take the time to understand what motivates them.	51	21	2	0	3.66	Frequently or Always	or	
8.7. Entertain new ideas. A transformational leader makes deliberate efforts to solicit new ideas from team members, and also use their insights in making decisions.	55	18	1	0	3.73	Frequently or Always	or	
8.8. Adaptability. They are ever willing to adapt to new situations, and seek creative ways to respond to the dynamic business environment.	57	16	1	0	3.74	Frequently or Always	or	
8.9. Proactive. These leaders are proactive in their approach. These leaders take risks, and take an active role in growing the organization.	55	18	1	0	3.73	Frequently or Always	or	
8.10. Lead with vision. Transformational leaders set a realistic and achievable vision for the organization. They then communicate the vision effectively to their followers, and also inspire a sense of commitment and purpose.	61	12	1	0	3.81	Frequently or Always	or	
OVERALL MEAN					3.61	Frequently or Always	or	
3.26 – 4.0 – Frequently or Always								
2.51 – 3.25 – Sometimes								
					1.76 – 2.5 – Once in a While			
					1- 1.75 – Never			

Table 8 presents the frequency and mean distribution of transformational leadership characteristics. Wherein, 8.10. Lead with vision. Transformational leaders set a realistic and achievable vision for the organization. They then communicate the vision effectively to their followers, and also inspire a sense of commitment and purpose, has the highest Mean of 3.81 which is interpreted as Frequently or Always. While the least characteristic that has the lowest Mean of 3.55.

which is interpreted also as Frequently or Always is 8.1. Keep their ego in check. The transformational leader is able to put the organization before their own personal gain and also elicit the best performance from others.

4. Is there a significant relationship between the transformational leadership practices and leaderships characteristics of the faculty members in Bulacan State University?

Table 9: Relationship Between Transformational Leadership Practices and Leadership Characteristics

Correlations			Idealized Influence Charisma	Inspirational Motivation	Intellectual Stimulation	Intellectual Consideration	Transformational Leadership Characteristics
Idealized Influence Charisma	Pearson Correlation	1		.448**	.544**	.436**	.519**
	Sig. (2-tailed)			.000	.000	.000	.000
	N	74	74	74	74	74	74
Inspirational Motivation	Pearson Correlation	.448**	1		.589**	.363**	.415**
	Sig. (2-tailed)	.000			.000	.001	.000
	N	74	74	74	74	74	74
Intellectual Stimulation	Pearson Correlation	.544**	.589**	1		.613**	.592**
	Sig. (2-tailed)	.000	.000			.000	.000
	N	74	74	74	74	74	74
Individual Consideration	Pearson Correlation	.436**	.363**	.613**	1		.716**
	Sig. (2-tailed)	.000	.001	.000			.000
	N	74	74	74	74	74	74
Transformational Leadership Characteristics	Pearson Correlation	.519**	.415**	.592**	.716**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	74	74	74	74	74	74

****.** Correlation is significant at the 0.01 level (2-tailed).

A Pearson Product-moment Correlation was run to determine the relationship between Transformational Leadership Practices and Leadership Characteristics of the Faculty Members. Based on the Table 8, there is a moderately positive correlation between Intellectual Consideration and Transformational Leadership Characteristics of the Faculty Members, which was statistically significant ($r=0.716$, $N=74$, $p=0.000$).

And also shown on the Table 9, there is a weakly positive correlation between Intellectual Consideration and Inspirational Motivation of the Faculty Members, which was statistically significant ($r=0.363$, $N=74$, $p=0.000$). When the r value is closer to +1 or -1, it indicates that there is a stronger linear relationship between the two variables. A correlation of -0.97 is a strong negative correlation while a correlation of **0.10** would be a weak positive correlation.

Table 10: Regression (ANOVAa) of Transformational Leadership Practices and Transformational Leadership Characteristics

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.524	4	1.381	23.854	.000 ^b
	Residual	3.995	69	.058		
	Total	9.519	73			

a. Dependent Variable: **Transformational Leadership Characteristics**

b. Predictors: (Constant), **Transformational Leadership Practices (Idealized Influence Charisma, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration)**

Table 11: Coefficientsa of Transformational Leadership Practices and Leadership Characteristics

		Coefficients ^a				
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.934	.306		3.052	.003
	Idealized Influence Charisma	.174	.088	.190	1.987	.051
	Inspirational Motivation	.053	.082	.063	.643	.522
	Intellectual Consideration	.091	.087	.124	1.047	.299
	Intellectual Consideration	.450	.084	.534	5.344	.000

a. Dependent Variable: **Transformational Leadership Characteristics**

Tables 10 and 11, present that there is a relationship between Transformational Leadership Behaviors and Transformational Leadership Characteristics of the Faculty Members, because the p value is lower than 0.01

5. Do the transformational leadership practices and leadership characteristics have significant influence in the institutional productivity of higher educational institutions in terms of Level of Accreditation?

A Pearson Product-moment Correlation was run to determine the relationship between Transformational Leadership Behavior, Transformational Leadership Characteristics of the Faculty Members, and Program Level of Accreditation. Based on the result, there is a weakly positive correlation between Transformational Leadership Behavior and Program Level of Accreditation, which was statistically significant ($r=0.001$, $N=74$, $p=0.000$).

Further, there is a weakly positive correlation between Leadership Characteristics of the Faculty Members and Program Level of Accreditation, which was statistically significant ($r=0.045$, $N=74$, $p=0.700$).

Result also shows that there is a relationship between Transformational Leadership Behavior, Transformational Leadership Characteristics of the Faculty Members, and Program Level of Accreditation, because the p value is lower than 0.01.

Several implications have drawn from the findings of the study can help policy makers in the higher institutions to review the transformational behaviors and leadership characteristics as predictors of success in the higher educational institutions in terms of program level of accreditation or SUCs leveling. Hence, this research confirms that transformational leadership behaviors and leadership characteristics have significant relationships and deemed predictors of institutional productivity in higher educational institutions in terms of various parameters incorporated in the program accreditation instrument. It includes the effectiveness of the program's curriculum and instruction, such as the licensure performance of graduates, employability, feedback from employers and many more indicators, so as to claim for the higher level of accreditation.

Table 12: Relationship between Transformational Leadership Practices, Leadership Characteristics, and Program Level of Accreditation

Correlations			Program Level of Accreditation	Transformational Leadership Practices	Transformational Leadership Characteristics
Program Accreditation	Level of	Pearson Correlation	1	.001	.045
		Sig. (2-tailed)		.991	.700
		N	74	74	74
Transformational Leadership Practices		Pearson Correlation	.001	1	.683**
		Sig. (2-tailed)	.991		.000
		N	74	74	74
Transformational Leadership Characteristics		Pearson Correlation	.045	.683**	1
		Sig. (2-tailed)	.700	.000	
		N	74	74	74

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 13: Regression (ANOVAa) of Transformational Leadership Practices, Leadership Characteristics and Program Level of Accreditation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.506	2	.253	.133	.876 ^b
	Residual	135.331	71	1.906		
	Total	135.838	73			

a. Dependent Variable: Program Level of Accreditation

b. Predictors: (Constant), Transformational Leadership Behavior, Transformational Leadership Characteristics

Table 14: Coefficientsa of Transformational Leadership Practices, Leadership Characteristics and Program Level of Accreditation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.976	1.717		1.733	.087
	Transformational Leadership Behavior	-.208	.604	-.056	-.344	.732
	Transformational Leadership Characteristics	.316	.613	.084	.515	.608

Tables 13 and 14 show that there is a relationship between Transformational Leadership Practices, Transformational Leadership Characteristics of the Faculty Members, and Program Level of Accreditation, because the p value is lower than 0.01.

Conclusion

In light of the findings of the study, the following conclusions were drawn:

Majority of the campuses/colleges in Bulacan State University have passed the Level III accreditation. This means that most of the colleges/programs are very good in undertaking the functions of a state

university/college but fall short of the qualities of a Level IV SUC.

Transformational leadership practices must have the idealized influence or charisma, inspirational motivation, individualized consideration, and intellectual stimulation. Idealized influence or charisma has the highest overall mean, it indicates that most of the respondents go beyond their individual self-interest for the greater good of the group and make personal sacrifices for others' benefit.

Transformational leadership characteristics, Lead with vision, have the highest responses. It indicates that the respondents as transformational leaders set

a realistic and achievable vision for the organization. They then communicate the vision effectively to their followers, and also inspire a sense of commitment and purpose. While the least characteristic that has the lowest Mean is keep their ego in check. It indicates that the respondents as transformational leaders are able to put the organization before their own personal gain and also elicit the best performance from others.

There is a moderately positive correlation between Intellectual Consideration and Transformational Leadership Characteristics of the Faculty Members. It indicates that there is a relationship between Transformational Leadership Behavior, Transformational Leadership Characteristics of the Faculty Members, and Program Level of Accreditation.

Transformational leadership practices and leadership characteristics have a significant influence in the institutional productivity of higher educational institutions in terms of the level of accreditation. Wherein, various parameters for institutional productivity are incorporated in the instrument such as licensure passers, employability of graduates, and many more.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. That the campus administrators and faculty members continuously practice their transformational leadership behaviors and leadership characteristics so that the college/program can claim for level IV or higher level of accreditation.
2. That the respondents be provided with programs that will help them be aware of transformational leadership practices (4Is - idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and leadership characteristics that have significant relationship to the program level of accreditation which lead to standard of quality of education over and above the minimum requirements prescribed by CHED.
3. That the respondents be aided by educational leadership programs, encourage the delegation of tasks, career mentoring and coaching, and creation of new learning opportunities alongside a supportive climate for their faculty members aimed to help them develop their transformational leadership characteristics.
4. That future researchers involve a large number of respondents in a similar study.
5. That future researchers include other areas to develop institutional productivity.

6. That future researchers investigate other predictors of success in higher educational institutions.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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