

# Leadership Behavior towards a Scholastic Group Dynamics Interaction among Academic Heads of One Higher Education Institution (HEI) in the Philippines

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## Abstract

Leadership and the behavior of leaders have a profound influence on the success of any organization. This study aims to determine the manifestation of leadership behavior and scholastic group dynamics interaction of academic heads in one Higher Education Institution (HEI) concerning various attributes and their relationship. Additionally, the findings will be the basis of contributing to designing a leadership competency intervention model. The researchers utilized quantitative research, and the respondents were chosen purposefully, which included the academic heads. The data was gathered through a validated survey questionnaire and analyzed using Statistical Package for the Social Sciences (SPSS). The results revealed that the academic heads are perceived as highly acceptable and possess assertive leadership behavior (directed, supportive, achievement-oriented, and participative). Consequently, the manifestation of scholastic group dynamics interaction is also highly acceptable in relation to interpersonal relations, group decision-making, conflict management, and communication. Moreover, the results highlight how crucial leadership conduct affects group dynamics in HEI. Leaders with supportive and engaging behaviors are more strongly associated with positive group dynamics. These observations highlight leadership behavior's role in influencing how higher education institutions collaborate and communicate. Likewise, this study provides insightful guidance for designing a model to meet the particular needs of HEI. These discoveries can enable HEI to create influential academic leaders who not only have the required leadership qualities but also apply them in ways that benefit group dynamics.

**Keywords:** leadership behavior, group dynamics interaction, higher education institution, leadership competency intervention model

## 1. Introduction

Leadership behavior in HEIs refers to how these institutions' leaders behave and interact with their employees, students, and the public (Hendrickson et al., 2013). Leadership behavior should be positive, inspiring, and motivating. Leaders should strive to create a positive environment and foster a culture of collaboration, innovation, and growth (Balbuena et al., 2020). Leaders should be open to new ideas and foster open dialogue and diverse perspectives. Leaders demonstrate strong communication and interpersonal skills and can manage difficult conversations effectively (Boylan & Turner, 2017). Leaders have a clear vision of the institution's goals and objectives and can effectively communicate this vision to their team. Likewise, leaders could recognize and reward employees for their performance (NawoseIng'ollan & Roussel, 2017; Taneja et al., 2015).

In addition, the actions and decisions taken by the institution's leadership team steer it toward its goals. This includes setting the overall direction of the institution, creating and implementing policies and procedures, and setting a vision for the future (Bush, 2020). It also includes developing strategies to support the institution's mission and goals and creating an environment where collaboration and innovation can flourish (Aquino & Rivano, 2022; Hendrickson et al., 2013). Leadership behavior focuses on promoting excellence in teaching, research, and student success while providing resources and support to ensure that all community members can contribute to the institution's future. Effective leadership behavior also involves engaging with stakeholders, such as faculty, staff, students, alums, and other external partners, to ensure that the institution meets its constituents' needs (Gibb et al., 2013).

Moreover, scholastic group dynamics interaction in HEIs is how school leaders interact with each other in working scenarios (Forsyth, 2018). Scholastic group dynamics of academic heads involve how academic heads interact and collaborate to create an effective learning environment (O'Neill et al., 2018). Academic heads are responsible for developing courses, research initiatives, faculty and staff, and student affairs. They must work together to ensure these areas function correctly and effectively (Lindsey et al., 2018). Group dynamics often involve creating a cohesive and collaborative environment where academic heads can work together to foster a positive student learning experience. This includes encouraging healthy communication and collaboration and creating a safe space for group members to express their ideas and opinions (Wiek et al., 2014). Additionally, academic heads need to be aware of potential conflicts and work towards resolving them promptly and effectively (Ignace, 2014). With solid group dynamics, academic heads can create a productive learning environment to help students succeed.

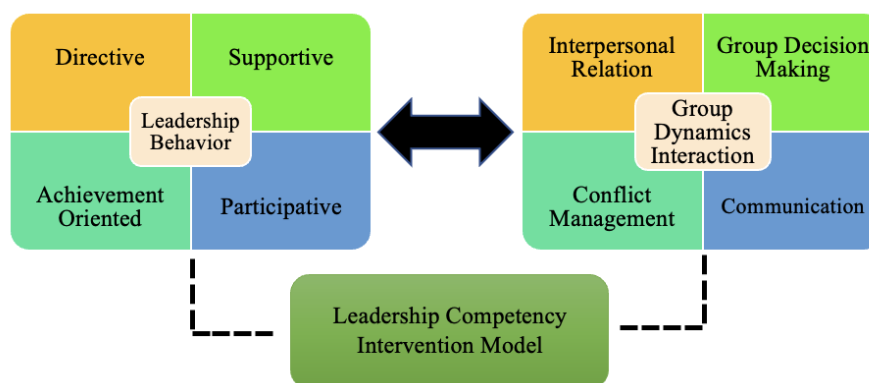
Furthermore, academic heads (such as deans, associate deans, program coordinators, and program heads) are vital in every academic organization (Gopinath, 2020). Each day, they face a large amount of work assignment/s that has something to do with keeping abreast of the institution's vision, mission, goals, and objective/s (among his or her faculty, staff, and students), enhancement of curriculum, supervising the department facilities for students, performing administrative functions and absorbing tons of issues and problems of students

and teachers concerns. Being the leader of a particular unit or department is not an easy task. The designation can obtain a certain level of prestige and recognition, but it covers a big responsibility and accountability (Hendrickson et al., 2013).

There are times that circumstances will come across in one day regarding faculty loading, student schedule/s, student committed offenses, budget planning for department's activities, and faculty and staff meetings with resistance or conflict regarding ideas. Sometimes, this mentioned conflict results from unhealthy interpersonal relationships between academic heads and their faculty members. Failing to manage such situations effectively will result in a department crisis. This means that it will not only impact a particular area of concern in the department but also reflect the whole college's image. HEIs need a competent academic head who manifests desired leader behavior and has those skills in managing group dynamics situations. They need to nourish and nurture positive and healthy interactions regarding group dynamics in their unit (Tschannen-Moran & Gareis, 2015).

Leadership and the behavior of leaders have a profound influence on the success of any organization. Academic heads are expected to exhibit exemplary leadership behaviors conducive to a scholastic, group dynamics interaction among the faculty and students. This research proposal aims to investigate the leadership behavior of academic heads and its impact on the interaction between faculty and students in scholastic group dynamics. This research will guide academic heads, future academic heads, and top management in designing a Leadership Competency Intervention Model to enhance and unleash leadership potential and build a sustainable, harmonious relationship in group dynamics.

*1.1 Conceptual Framework*



**Figure 1.** Paradigm of the Research

This study was anchored in the House's Path-Goal Theory, which was developed by Robert House and was founded on the idea that a leader's behavior has a significant impact on the insight of expectations between performance and effort towards the effectiveness of leadership (Alanazi et al., 2013). In group dynamics, the researchers will look at decision-making, interpersonal relations, conflict management, and communication (Arnold

& Boggs, 2019).

It shows the interrelationship of the following indicators for each variable. It also reflects the focus of the study that will be a basis and guide upon describing and further discussing the group dynamics revealed from each variable and how they contribute to designing a Human Resource Development Model in terms of Leadership Competencies on Group Dynamics Interaction for academic heads in Higher Education Institutions.

Moreover, Robert House is a renowned academic and leadership theorist in higher education institutions. He is mainly known for his work on transformational leadership, which seeks to motivate, inspire, and empower individuals to achieve collective goals. House argues that leaders must provide clear direction, communicate effectively, and create a supportive environment for their followers. He also emphasizes the need for leaders to be flexible and adapt to changing conditions to remain effective (Polston-Murdoch, 2013). In addition, House emphasizes the importance of developing relationships and trust between the leader and followers. He believes that a leader should be accessible, approachable, and willing to listen to their followers in order to ensure the best possible outcomes. House also advocates using positive reinforcement and rewards to encourage and motivate followers. Ultimately, House believes that the most influential leaders can develop strong relationships with their followers, provide clear direction, and create a positive environment.

### *1.2 Research Problems*

The study sought to answer the following questions by the researchers:

- What is the level of manifestation of leadership behavior of academic heads in one HEI in terms of:

- 1) Directive

- 2) Supportive

- 3) Achievement Oriented

- 4) Participative

- What is the level of manifestation of scholastic group dynamics interaction of academic heads in one HEI related to:

- 1) Interpersonal Relation

- 2) Group Decision Making

- 3) Conflict Management

- 4) Communication

- Is there a significant relationship between leadership behavior and group dynamic interactions among academic heads in HEI?

- How could the findings contribute to designing the Leadership Competency Intervention Model for academic heads in HEI?

## 2. Method

### 2.1 Research Design

The researchers utilized quantitative research, which is a type of research that involves gathering and analyzing numerical data. Quantitative research aims to identify patterns and trends in the data to draw conclusions that can be generalized to a larger population (Nardi, 2018). The descriptive method of quantitative research involves collecting data and then describing it in a meaningful way. This method is used to describe the characteristics of a population, such as the population's size, shape, and distribution (Bloomfield & Fisher, 2019). It can also measure the frequency of certain behaviors or attitudes within the population.

### 2.2 Respondents of the Study

The researchers employed purposive sampling, which intentionally select specific participants based on certain characteristics relevant to the research topic (Etikan et al., 2016). This method allows researchers to gain a deeper understanding of a particular issue or phenomenon by focusing on people who have specific knowledge or experience related to the topic. This study will cover one HEI that focuses on academic heads (such as deans, associate deans, program coordinators, or program heads) belonging to the administrative officials.

**Table 1.** Profile of the Respondents

Profiles		Frequency	Percentage
Sex Assigned at Birth	Male	31	48%
	Female	34	52%
Civil Status	Single	17	26%
	Married	45	69%
	Widow	2	3%
	Deceased	1	2%
Years in Service	1-5 Years	7	10%
	6-10 Years	17	26%
	11-15 Years	20	31%
	16-20 Years	5	8%
	21 and above	16	25%
Total		65	100%

There are 31 men (48%) and 34 women (52%), who participated in this survey as responders. Furthermore, the majority of responders, or 69%, are married, with a frequency of 45. 17 out of 26 responders were single; two were widows and one had passed away. Of the responders, 20 of them or 31%, the majority of academic heads were between the ages of 11 and 15. 16 respondents (25%) had worked for more than 21 years, whereas 17 respondents (26%) had worked for six to ten years. Similarly, there are seven (10%) respondents after one to five years of service, and five (8%), after sixteen to twenty years of service.

**Table 2.** Educational Attainment of the Respondents

Educational Attainment	Frequency	Percentage
College Graduate	4	6%
MA Graduate	25	38%
MA with Units	4	6%
Doctoral Graduate	26	40%
Doctoral with Units	6	10%
Total	65	100%

Table 2 presents the educational attainment of the academic heads in one higher institution. The largest group, or 26 respondents (40%), fit into doctoral graduate. These people have completed a Ph.D., an EdD, and others, which is the pinnacle of graduate-level academic performance. The second-largest group of respondents, which represents 38%, consists of 25 people. These people have earned their Master of Arts (MA) degrees successfully. Next is the group of doctoral students with units that include six people, or 10% of the total. These people have doctorates and other academic credits, which may show a dedication to continuing education or specialized training. Meanwhile, the MA with units and college graduates contains four people or 6% of the respondents. These individuals have earned a Master of Arts (MA) program, which may indicate further specialty or coursework above the requirements for a regular degree. They have finished their undergraduate studies and often hold bachelor's degrees.

### *2.3 Research Instrument*

The researchers created a Likert scale survey questionnaire, a psychometric scale typically used to measure attitudes, opinions, and other psychological variables (Nemoto & Belgar, 2014). They are constructed using a scale of predetermined responses that range from one extreme to the other on a given topic. Likewise, it undergoes content validation from three field experts, a process used to evaluate the accuracy and appropriateness of a questionnaire. This is reviewing the questionnaire to ensure that it accurately reflects the topic it is intended to measure. The experts also review the response options and make sure they are appropriate for the question and the audience (Taherdoost, 2016). Conversely, it also undergoes pilot testing, which is the process of testing a survey-type questionnaire with a small group of people. This allows the researcher to evaluate and adjust the questionnaire before collecting data from a larger population. The pilot test should include a diverse sample of people to ensure the questionnaire is valid for all participants. Validation of a survey-type questionnaire using content validation and pilot testing is an essential step in ensuring the accuracy and reliability of survey results.

### *2.4 Data Gathering and Analysis*

A 5-point Likert scale was utilized to standardize the data set. Using a 5-point Likert scale to standardize the data set allows researchers to quickly compare the data across different respondents. This helps to ensure that the data collected is accurate and reliable. Additionally,

the scale can be used to measure the intensity of a person's opinion, which can help researchers to better understand the overall opinion of the data set. Furthermore, the data collected from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, such as means and standard deviations, are used to summarize the data. Correlation and regression analyses were used to identify the relationships between the leadership behaviors of the academic heads and the scholastic group dynamics interaction.

### 3. Results

**Table 3.** Level of Manifestation of Leadership Behavior of Academic Heads in HEI in terms of Directive

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I demonstrate a clear direction and sets high standards of performance.	3.77	0.42	Strongly Agree
I effectively communicate the strategic objectives of the Institution.	3.72	0.45	Strongly Agree
I effectively set measurable and achievable targets for the Institution.	3.74	0.44	Strongly Agree
I effectively monitor the progress of the Institution towards achieving its goals.	3.74	0.44	Strongly Agree
I make decisions that are acceptable to institutional goals and colleagues at work.	3.77	0.49	Strongly Agree
I effectively delegate tasks and responsibilities to staff and students.	3.77	0.42	Strongly Agree
Overall Mean	3.75		Highly Acceptable

Table 3 shows data concerning Directive Leadership. According to the study of Li et al. (2018), two essential behavioral patterns leaders use for managing teams are directive and participative leadership. The overall mean of 3.75 indicates that respondents generally find academic heads' demonstration of directed leadership characteristics highly acceptable. The academic heads are perceived to be very competent in providing explicit instruction and setting high-performance standards, making decisions aligned with institutional goals and acceptable to colleagues, and delegating tasks and responsibilities to staff and students with a mean of 3.77 and standard deviation range from 0.42 to 0.49 which demonstrate broad unanimity among respondents that academic heads thrive in this aspect. Likewise, Academic heads are seen as proficient in setting measurable and achievable targets for their institutions and efficient in monitoring institutional progress towards goals, with a mean of 3.74 and a standard deviation of 0.44, showing a consistent perception among respondents. On the other



hand, the lowest mean of 3.72 among all the statements and a standard deviation of 0.45 reveal that academic heads are also perceived as highly effective in communicating the strategic objectives of their institutions. The low standard deviations in most statements show that respondents' perceptions of these leadership behaviors are generally consistent.

Making decisions is a tool for managing and leading a team. As a result, the organization will see consistently improved results based on directive leadership abilities. Because there is discretion, every organization member has an excellent plan for this, as to the study by Post et al., (2022), a vital tool for managing and leading an organization in decision-making. It was also supported in the study of Martin et al., (2013) in promoting transformational leadership; directive leadership is one of the influential roles of a leader and manager.

Consequently, this shows that academic heads are considered capable leaders in higher education institutions who succeed at setting direction, establishing standards, communicating goals, and efficiently managing duties and decision-making processes. According to the study by Lonati (2020), leadership styles significantly impact how well principals can activate everyone's potential in the classroom. Delegating the tasks and responsibilities should be of hand as the leaders' roles and responsibilities. As Mukherjee and Mulla (2021) state, leaders and emergency management specialists must provide helpful advice on the best practices for maximizing decision timeliness and precision. Moreover, Banjarnahor et al. (2018) state that working together and weighing different viewpoints are essential to decision-making in institutions. Good communication and dedication to the organization's performance are often required to achieve the ideal equilibrium in organizational performance. Additionally, it demonstrates how the organization's acceptance of leaders' behavior in demonstrating goals and planning encourages decision-making members to contribute more and highlight their worth as team members.

Directive leadership promotes and seeks engagement and agreement in the organization. As every member contributes to the organization, leaders must behave appropriately in leading and managing an organization. Identifying the level of manifestation, behaviors, and acceptance of every member would greatly help attain the addressed goals in the competencies in higher education institutions.

Table 4 gives information on the degree to which academic leaders in HEI manifest supportive leadership behavior. All statements strongly agreed as perceived by the respondents. However, one statement stood out: academic leaders are viewed as being very receptive to fresh perspectives and novel approaches, which increases confidence, which got the highest mean of 3.89 and a standard deviation of 0.31. Additionally, the results show that academic heads are regarded as being very proactive in resolving team issues. A mean of 3.86 and a standard deviation of 0.35 indicate that respondents strongly agreed on this leadership style. Leading others in an organization means assisting fellow members in achieving their own and collective goals. In the organization, having a supporting leader is also helpful since it provides direction and light.



**Table 4.** Level of Manifestation of Leadership Behavior of Academic Heads in HEI in Terms of Supportive

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I am proactive in addressing team problems.	3.86	0.35	Strongly Agree
I offer constructive feedback to my colleagues	3.77	0.42	Strongly Agree
I motivate them to reach the university's goals.	3.85	0.36	Strongly Agree
I am open to new ideas and innovative ways to improve the Institution and boost their confidence.	3.89	0.31	Strongly Agree
I provide resources to support the success of the institution.	3.69	0.47	Strongly Agree
I make programs and strategies that schools employ to raise students' academic achievement.	3.63	0.52	Strongly Agree
I encourage and motivate teaching staffs and personnel to perform at their best.	3.74	0.51	Strongly Agree
Overall Mean	3.78		Highly Acceptable

According to the study of Kim et al., (2021), the way supportive leadership operates and how it affects the relationships between managers and employees significantly impacts how well organizations work. With a mean of 3.85 and a standard deviation of 0.36, respondents strongly concur that academic heads effectively push their colleagues toward accomplishing the university's goals. Academic leaders are also considered to give constructive criticism to peers, with a mean of 3.77 and a standard deviation of 0.42. As explained in the study of Schmid et al., (2016) under supportive leadership, members of the organization are given constructive criticism and feedback, which helps them grow as individuals and as a team. This is especially important in today's world of learning and teaching, where learners collaborate and mentor one another.

In order to be effective in every aspect of the organization, leaders must have supportive skills. Academic heads must be skilled at handling differing viewpoints, resources, and mistakes in order to avoid disputes. Moreover, academic heads are thought to be effective at inspiring and motivating teaching staff and personnel to perform at their best, pegged at a mean of 3.74 and a standard deviation of 0.51, which are consistent among the respondents. Jansen et al., (2015) complex situations are part of the role of the leader. The goal of leadership is to inspire everyone to perform and value the organization's fundamental values. Because every individual has a purpose and a contribution to make for the benefit of the group, leaders must also encourage and inspire every member to carry out their duties and responsibilities. Thus, Ghadi et al., (2013) supportive leadership, members of the

organization are given constructive criticism and feedback, which helps them grow as individuals and as a team. This is especially important in today's world of learning and teaching, where learners collaborate and mentor one another. To be effective in every aspect of the organization, leaders must have supportive skills. Academic heads must be skilled at handling differing viewpoints, resources, and mistakes to avoid disputes. Honie and Zhang (2014) social transformational leader is one who is willing to adapt and support the empowerment of every individual inside the organization. Consequently, the inherent characteristics of academic heads can be enhanced, retaught, and upskilled through transformational leadership.

Academic Heads are also seen as providing resources to assist institutional achievement, which got a mean of 3.69. Although a somewhat more extensive range of answers is shown by the slightly more significant standard deviation of 0.47, this leadership trait is still strongly supported. Meanwhile, Academic heads are perceived as active in establishing programs and techniques to increase students' academic progress, with a mean of 3.63. Even though there is a more substantial level of agreement on this behavior, the higher standard deviation of 0.52 indicates considerable heterogeneity in responses. According to Sharma and Pearsall (2016) study, leaders must possess supportive skills in all areas of the organization. To prevent conflicts, academic heads need to be adept at managing a variety of opinions in addition to resources and mistakes.

Moreover, the average score of 3.78 suggests that most respondents think it is highly appropriate for academic heads to exhibit supportive leadership traits. This demonstrates that they are often seen as stern but supportive role models who take the initiative to resolve problems, motivate staff members, and provide constructive feedback—all of which positively affect the institution's performance. Most comments' consistently low standard deviations indicate that respondents firmly concur with these leadership behaviors. Leadership entails several tasks and responsibilities related to managing resources and the organization. Academic leaders, in addition to possessing sufficient knowledge, must also be able to manage the unique emotions and perspectives of each person inside the company.

Table 5 provides information on the degree to which academic leaders in HEI exhibit leadership behavior, emphasizing achievement-oriented leadership. With a mean of 3.85 and a standard deviation of 0.36, the statistics show that academic leaders are regarded as effective in providing their teams with a clear vision and direction. This indicates that respondents have a strong understanding of this leadership behavior. Alhadabi and Karpinski (2019) state that academic leaders need to be resilient learners who are committed to their own personal and professional development. Respondents also overwhelmingly think that academic heads effectively motivate and encourage team members to realize their highest potential with a mean of 3.83 and a standard deviation of 0.38. As Jiang et al. (2020) notions, being a creative strategist and strategic thinker in the development of performance in the institution is how resilience and achievement orientation are displayed. The academic heads find it imperative that they take the initiative and keep developing themselves in order to become thriving, capable leaders. Additionally, academic heads are also seen as encouraging team members to take the initiative and chances and also perceived as pushing team members

to create and attain challenging goals with a mean of 3.80 and a standard deviation of 0.40.

**Table 5.** Level of Manifestation of Leadership Behavior of Academic Heads in HEI in Terms of Achievement Oriented

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I set a clear vision and direction of where the team should be heading.	3.85	0.36	Strongly Agree
I recognize and rewards team members for their accomplishments.	3.66	0.54	Strongly Agree
I inspire and encourages team members to reach their greatest potential.	3.83	0.38	Strongly Agree
I motivate team members to take initiative and take risks.	3.80	0.40	Strongly Agree
I encourage team members to set and achieve challenging goals.	3.80	0.40	Strongly Agree
I motivate team members to take initiative and take risks.	3.75	0.43	Strongly Agree
I communicate and supports team members in their efforts to reach their objectives.	3.78	0.33	Strongly Agree
Overall Mean	3.78		Highly Acceptable

This was supported by McGroin et al. (2017), achievement-driven is portrayed by achievement orientation. Every leader has the motivation and perseverance to advance the organization's activities because they know its overarching objective. The overall mean of 3.78 shows that respondents generally find academic heads' displays of achievement-oriented leadership behaviors highly acceptable. This shows that academic leaders are viewed as great role models who thrive at creating clear visions, motivating teams, and inspiring individuals to take initiative and accomplish complex tasks.

Table 6 presents information on the degree to which academic leaders exhibit leadership behavior in HEI, focusing on participatory leadership. As Wang et al., (2022) reiterates that participative leadership involves methods of cooperation and exchange. The results reveal that academic heads are seen as actively listening to the concerns of colleagues and have an approach to problem-solving with an open mind that respondents strongly concur, with a mean of 3.88 and 0.33 as standard deviation. They are also seen as highly collaborative and receptive to recommendations for shared aims, with a mean of 3.86 and a standard deviation of 0.35. With the study of Lam et al., (2015), the interactive impact of sharing and participatory leadership on empirical work performance is mediated by the effectiveness of

leadership.

**Table 6.** Level of Manifestation of Leadership Behavior of Academic Heads in HEI in Terms of Participative

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I collaborate ideas to my colleagues and open for suggestions for the common goals.	3.86	0.35	Strongly Agree
I am willing to take risks and try new ways of doing things with my colleagues.	3.85	0.36	Strongly Agree
I involve my teachers and other stakeholders in decision making that benefit the institution as a whole.	3.83	0.38	Strongly Agree
I listen to all concerns of my colleagues.	3.88	0.33	Strongly Agree
I am creating an environment of collaboration and cooperation.	3.83	0.38	Strongly Agree
I am having an open-minded approach to problem-solving.	3.88	0.33	Strongly Agree
I am building an environment of trust and openness.	3.85	0.36	Strongly Agree
Overall Mean	3.85		Highly Acceptable

Additionally, respondents strongly concur that academic heads are willing to take chances and experiment with new ideas with colleagues and are seen as creating a climate of trust and transparency, with 3.85 as the weighted mean and 0.36 as the standard deviation. Meanwhile, with a mean of 3.83, academic heads are perceived as involving instructors and stakeholders in decision-making for the institution's benefit and fostering a collaborative and cooperative environment. It demonstrates that learning is a continuous, important endeavor that the organization values and can use to improve and help it achieve its objectives.

Furthermore, the overall mean of 3.85 shows that respondents generally find academic heads' displays of participative leadership characteristics highly acceptable. This shows that academic heads are often regarded as role models who actively encourage cooperation, open communication for ideas, and participation in decision-making, thus cultivating trust and cooperation inside the institution. Most statements' low standard deviations show that respondents strongly agree with these leadership behaviors.

Participative leadership aims to build a strong team that collaborates to achieve the organization's objectives rather than focusing only on one person. This was strengthened in the study of Akpovororo et al., (2018) participation to foster a positive work environment and

increase overall productivity. Working together is essential for advancement since it allows everyone to gain knowledge from various perspectives, which will help to improve practices. It shows that learning is an ongoing, significant activity that the company appreciates and can use to advance and support achieving its goals.

**Table 7.** Level of Manifestation of Scholastic Group Dynamics Interaction of Academic Heads in HEI Related to Interpersonal Relation

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I have a positive working relationship with one another.	3.85	0.40	Strongly Agree
I have built a successful collaboration in creating a healthy and productive learning environment	3.78	0.45	Strongly Agree
I am able to communicate in an open and honest manner.	3.88	0.33	Strongly Agree
I am willing to listen to each other's ideas and perspectives.	3.92	0.27	Strongly Agree
I strive to maintain a professional attitude.	3.89	0.31	Strongly Agree
I am willing to work together to resolve any disputes or disagreements.	3.92	0.27	Strongly Agree
Overall Mean	3.87		Highly Acceptable

Table 7 provides information on the degree of interaction amongst academic heads in higher education institutions in terms of scholastic group dynamics, focusing on interpersonal relations. The overall mean of 3.87 reveals that respondents generally find academic heads' expressions of scholastic group dynamics interaction concerning interpersonal relations highly acceptable. Two statements stood out among all, with a mean of 3.92, which reveals that the respondents firmly believe that academic heads are open to hearing each other's opinions and are prepared to collaborate to overcome conflicts or disagreements. There appears to be substantial agreement on this behavior, as indicated by the standard deviation of 0.27. The study of Lis et al. (2015) asserts that to have harmonious relationships and cope with people from varied backgrounds and perspectives, an organization needs interpersonal relationships. Moreover, respondents were also seen as trying to maintain a professional attitude, with a mean of 3.89 and a standard deviation of 0.31.

Meanwhile, a mean of 3.88 and a standard deviation of 0.33 indicate that academic heads are

seen as able to communicate openly and honestly. They are also seen as having good working relationships with one another, with a mean of 3.85. Academic heads should possess the interpersonal relationship skills of a leader in order to better oversee and manage a diverse and well-organized workplace. This is also one of the reasons that every member performs effectively as, despite their differences, they are all appreciated and work together to achieve the organization's objectives (Jeong, 2020). Although the standard deviation of 0.40 reveals considerable variation in the answers, there is still a solid consensus. However, respondents overwhelmingly agree that academic heads have developed successful relationships in fostering a positive and productive learning environment, with a mean of 3.78. Even if the standard deviation is slightly more significant at 0.45, there is still considerable agreement on this behavior.

Thus, Adil and Awais (2016) leader-member exchange should explicitly be prioritized in an organization where each member is valued and given importance. This shows that they are often seen as role models that promote wholesome interactions, transparent communication, and a professional demeanor while being prepared to work together and settle conflicts amicably. Most statements' low standard deviations show that respondents strongly agree with these interpersonal practices.

**Table 8.** Level of Manifestation of Scholastic Group Dynamics Interaction of Academic Heads in HEI Related to Group Decision Making

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I clearly articulate the problem that needs to be addressed.	3.86	0.35	Strongly Agree
I insist the brainstorm solutions to my colleagues that can address the issue.	3.68	0.50	Strongly Agree
I discuss each solution and assess its potential effectiveness to everyone.	3.80	0.44	Strongly Agree
We vote on and select the best solution.	3.77	0.46	Strongly Agree
We create a plan to implement the solution and evaluate its success.	3.78	0.45	Strongly Agree
Overall Mean	3.78		Highly Acceptable

Table 8 shows how group decision-making interactions among academic leaders in HEI reveal themselves at various levels. As reiterated by Hermann (2019) in, the decision units' paradigm, it represents an area that deals with strong leaders. Fostering understanding through collaboration, leaders should be skilled in problem-solving and connecting with others to effectively articulate problems that must be addressed. Academic leaders are thought to be very good at articulating issues that need to be resolved, with a mean of 3.86 and 0.35



as the standard deviation. With a mean of 3.80 and a standard deviation of 0.44, they discuss each option and evaluate its potential efficacy with everyone. As to Smith (2014), making decisions is essential to understanding an organization. Therefore, it is pertinent to each member's tasks and responsibilities to use their expertise and cognitive abilities to decide on what will be in the organization's best interests. Respondents were also seen as developing plans to implement solutions and assess their progress with a mean of 3.78. With the study by Wang (2020), when managing and leading an organization, decision-making can consider facts, assess the situation, and reach well-informed conclusions. Additionally, respondents strongly agree that academic heads vote for and choose the best answer, with a mean of 3.77 and 0.46 standard deviation. Meanwhile, a mean of 3.68 is the least among all the statements, which indicates that the respondents strongly agree that academic leaders insist on having colleagues explore solutions to problems.

Moreover, Ejimabo (2015) states that Leaders must be willing to allow their experience to participate in making choices primarily on decision quality and participative approach in the organization. The overall mean of 3.78 demonstrates that respondents generally find academic heads' displays of scholastic group dynamics interaction related to group decision-making highly acceptable. This shows that academic leaders are often regarded as role models who stimulate brainstorming, facilitate successful problem-solving procedures, and involve subordinates in evaluating, selecting, implementing, and evaluating solutions. Making wise choices for the most significant and most beneficial results is a necessary part of organizational leadership. This will enable the organization to address its losses and gaps that need to be filled more effectively. Academic heads are becoming more willing to explore new avenues in leading and managing due to their decision-making processes.

Table 9 discusses the degree to which academic heads interact in HEI concerning conflict management. The overall mean of 3.57 shows that respondents generally find academic heads' displays of scholastic group dynamics interaction connected to conflict management highly acceptable. As Madalina (2016) asserts that conflicts arise due to everyday living. Academic heads are seen as actively implementing a code of conduct to aid in the avoidance. They are considered competent in putting conflict management policies and procedures into practice, with a mean of 3.65 and 0.48 as the standard deviation. Respondents also strongly agree that they can identify and defuse rising tensions with a mean of 3.63 and 0.49 standard deviations. Respondents also use dispute resolution techniques well, with a mean of 3.58, which indicates that the respondents strongly agree. In a learning organization, encourage people to communicate with their real needs and interests and connect with others which may result from an understanding of the underlying issues.

As Spaho (2013) asserts that trust, negotiation, mediation, conflict resolution techniques, and performance were effective ways in managing issues and conflicts in an organization. Additionally, they are competent in determining the root reasons for problems and coming up with solutions, with a mean of 3.57 and a standard deviation of 0.56. They are seen as offering conflict resolution training and seminars with a weighted mean of 3.52. With a mean of 3.45, respondents firmly believe academic heads are educated about dispute resolution methods. Although the higher standard deviation of 0.61 indicates some response variability,



it still shows considerable agreement on this behavior. This was strengthened in the study of Saeed et al., (2014) the integrating and obliging method of conflict management was embraced by leaders who were deemed to possess more transformative leadership traits. This shows that academic heads are often regarded as role models who actively promote conflict resolution techniques, education, and awareness of laws and procedures, in addition to possessing the necessary de-escalation and conflict resolution skills. The general perception of the respondents was still solid, even though some claims had slightly more significant standard deviations.

**Table 9.** Level of Manifestation of Scholastic Group Dynamics Interaction of Academic Heads HEI in Related to Conflict Management

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
We are establishing a code of conduct that can help to provide a clear and concise framework for avoiding and managing conflicts.	3.65	0.48	Strongly Agree
We utilize conflict resolution strategies such as problem-solving, negotiation, and mediation that can be effective in managing conflicts among stakeholders.	3.58	0.56	Strongly Agree
We provide trainings and seminars on how to resolve conflicts that can be beneficial in helping the institution to identify, address, and manage conflicts.	3.52	0.59	Strongly Agree
I am knowledgeable in conflict resolution techniques such as negotiation, mediation, and arbitration.	3.45	0.61	Strongly Agree
I am aware of the university policies and procedures related to conflict management and be able to implement them in a timely manner.	3.65	0.48	Strongly Agree
I am able to recognize when a conflict is escalating and take appropriate steps to de-escalate the situation.	3.63	0.49	Strongly Agree
I am able to identify the underlying causes of a conflict and devise strategies to resolve it.	3.57	0.56	Strongly Agree
Overall Mean	3.57		Highly Acceptable

**Table 10.** Level of Manifestation of Scholastic Group Dynamics Interaction of Academic Heads HEI in Related to Communication

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I encourage open communication between to help the institution to identify and address any underlying issues that may be causing conflicts.	3.80	0.44	Strongly Agree
I possess strong communication skills to effectively lead the teams and manage stakeholders.	3.68	0.47	Strongly Agree
I am able to effectively communicate the expectations and ideas of my colleagues.	3.75	0.43	Strongly Agree
Through good communication skills, I am able to motivate my colleagues to achieve the desired outcomes of the institution.	3.82	0.39	Strongly Agree
I am able to communicate in a clear and concise manner to ensure that their messages are understood.	3.83	0.38	Strongly Agree
I use various channels of communication to effectively reach all stakeholders.	3.79	0.44	Strongly Agree
Overall Mean	3.77		Highly Acceptable

Table 10 reveals the degree of interaction among academic leaders in HEIs connected to communication. The overall mean of 3.77 shows that respondents find academic heads' displays of scholastic group dynamics interaction related to communication highly acceptable. Coaching and leadership objectives should be integrated to enhance workplace performance (Flanagan, 2019). Academic heads are thought to be capable of communicating clearly and concisely to ensure message understanding, with a mean of 3.83 and a standard deviation of 0.38, indicating that respondents' opinions on this conduct are largely in agreement. Respondents also overwhelmingly think academic heads may inspire colleagues to attain targeted institutional results through effective communication abilities, with a mean of 3.82 and a standard deviation of 0.39. They are also seen as actively promoting open communication to recognize and address the root causes of problems, with a mean of 3.80. They are thought to effectively communicate with all stakeholders through a variety of channels, which pegged at a mean of 3.79 and 0.44 as standard deviation. This was reinforced by Marcone (2017), who claimed that managing and leading an organization requires excellent communication. When a holistic leadership style is used, every member will receive positive feedback and be motivated to strive for even greater performance targets. Effective communication techniques a leader uses to foster a supportive environment where players are

empowered to realize their full potential. Academic heads are thought to be capable of effectively conveying their colleagues' expectations and views, which got a mean of 3.75 and 0.43 as standard deviations. Meanwhile, with a weighted mean of 3.68, respondents strongly agree they possess great communication abilities to successfully lead teams and manage stakeholders.

Leading experience require effective communication. Trust-building, comprehending the needs of each member, goal setting, giving feedback, and creating a supportive environment for advancement all heavily depend on it. As Colbert et al., (2016) reiterates that effective and significant learning performance as well as responsible learning depend heavily on communication. Though it is typically limited to the notion that leaders should utilize communication as a tool to attain specific goals, the relationship between communication and leadership is prevalent. As Saputra, (2021) organizations are venues for exhibiting expertise. Since an organization needs leadership to function and achieve its goals, the leadership that oversees or manages the organization is the first indication of professionalism in that business. This shows that academic leaders are often regarded as role models who encourage open communication, have good communication skills, can clearly explain expectations and ideas, can inspire colleagues through communication, and can effectively engage stakeholders.

Table 11 provides information on the strong correlation between group dynamics and leadership conduct among academic leaders in HEIs. The table lists different leadership styles and how they relate to interpersonal relationships, group decision-making, conflict resolution, and communication dynamics in groups. Consequently, there are statistically significant moderate to weak relationships between the directive leadership style and many facets of group dynamics interactions. According to a study on leadership conducted by Eubanks et al. (2016), those who display directive leadership traits tend to have a moderate impact on group dynamics, especially when it comes to task-oriented tasks. Their findings are consistent with directive leaders effectively giving teams direction and structure. Culajara (2023) in order to achieve curriculum goals, professional development must support access, equality, and good governance through effective leadership and management. Similarly, there is a statistically significant moderate to strong correlation between many group dynamics interactions and the supportive leadership style, with the strongest correlation being observed in communication. Supportive leaders significantly improve group dynamics, including trust and cooperation, according to Gavira-Rivera and Lopez-Zapata (2019). Their study emphasizes how important it is to support leadership in order to build effective teams.

In addition, there is a statistically significant moderate to weak correlation between the achievement-oriented leadership style and group decision-making, as well as other aspects of group dynamics interactions. They found that leaders that place a strong emphasis on performance have a positive effect on group decision-making processes, especially when they establish high goals and promote a results-driven mentality (McNair et al., 2022). Group decision-making and communication demonstrate substantial correlations, while diverse group dynamics interactions and participatory leadership behavior display statistically significant moderate to strong links. Neill et al. (2020) talk about how open communication and team members' active involvement in decision-making are encouraged by participative

leaders. This is consistent with research showing a high correlation between positive group dynamics, especially in communication, and participative leadership.

**Table 11.** Significant Relationship between the Leadership Behavior and Group Dynamic Interactions among Academic Heads in HEI

Leadership Behavior	Scholastic Group Dynamics	r- value	Degree of Correlation	Analysis
Directive	Interpersonal Relation	0.528	Moderate	Significant
	Group Decision Making	0.475	Moderate	Significant
	Conflict Management	0.387	Weak	Significant
	Communication	0.535	Moderate	Significant
Supportive	Interpersonal Relation	0.527	Moderate	Significant
	Group Decision Making	0.595	Moderate	Significant
	Conflict Management	0.446	Moderate	Significant
	Communication	0.643	Strong	Significant
Achievement Oriented	Interpersonal Relation	0.481	Moderate	Significant
	Group Decision Making	0.619	Strong	Significant
	Conflict Management	0.318	Weak	Significant
	Communication	0.607	Moderate	Significant
Participative	Interpersonal Relation	0.580	Moderate	Significant
	Group Decision Making	0.621	Strong	Significant
	Conflict Management	0.384	Weak	Significant
	Communication	0.663	Strong	Significant
Range	Degree of Correlation			
± 0.81- ± 1.00	Very Strong			
± 0.61- ± 0.80	Strong			
± 0.41- ± 0.60	Moderate			
± 0.21 - ± 0.40	Weak			
± 0.00 - ± 0.20	Negligible			

This table also clarifies the relationships between different leadership philosophies and exchanges within academic leadership in higher education institutions. The significance of leadership conduct in influencing group dynamics in higher education institutions is highlighted by the statistical significance of all associations, even with little variations in their intensity. Positive group dynamics are more closely associated with leaders that exhibit encouraging and engaged behaviors, especially when it comes to group communication and decision-making. According to Hassan et al. (2018), academic institutions require specific leadership styles to address certain issues in the context of higher education. The significance

of leadership behaviors in shaping the culture and effectiveness of Higher Education Institutions is emphasized.

### **Inputs in Designing Leadership Competency Intervention Model for Academic Heads in HEI**

Creating a leadership competence intervention model is an ongoing process for academic heads in HEIs that requires flexibility and adaptability. Higher education leadership may be developed to satisfy the evolving needs of the institution and its constituents in order to add to its overall greatness. The study's conclusions demonstrate the important connections between group dynamics and leadership behaviors, which can offer insightful information for creating a Leadership Competency Intervention Model for academic heads at HEI.

Higher Education Institutions (HEI) may adapt and contextualize training programs that focus on particular leadership traits in light of the findings. Programs could focus on improving supportive and participative leadership since these behaviors are more significantly correlated with positive group interactions, especially in group decision-making and communication. The HEI is also capable of identifying leadership competencies. The data shows which qualities of a leader are most closely associated with favorable group dynamics. These behaviors fall into the category of crucial qualities of an academic leader. When creating the model, enhancing these competencies can be given top attention.

Academic leaders who exhibit less strong connections, including those who exhibit directive leadership behaviors, may find it advantageous to get specialized coaching and mentorship. The model might include chances for one-on-one mentorship to help individuals develop more potent leadership strategies. Academic heads can make use of the behavioral evaluation and feedback mechanisms of the model to get insight into how they lead and impact group dynamics. Feedback can direct efforts to develop leaders. Given the strong correlation between positive group dynamics and participative leadership behavior, the technique can also facilitate the formation of peer learning communities among academic leaders. Together with encouraging a participative leadership style, these groups can foster cooperation and the sharing of knowledge.

As such, training in conflict resolution is essential within a company. Conflict resolution is a crucial component of leadership in HEI, even though the organization has fewer affiliations. One way to help academic heads develop these critical skills and strengthen their conflict management talents is to include training in conflict resolution in the model. Analyzing data indicates that improving communication skills is also crucial. Developing an effective communication strategy that leverages several media could be emphasized by this method.

Moreover, the Continual Assessment and Improvement of the model ought to be created rather than static. Regular reviews can determine how well leadership initiatives are working as demands and organizational objectives change. Hence, the model needs to include mechanisms for measuring its success. It can track changes in group dynamics, leadership style, and ultimately, performance and results for the institution. Thus, by integrating these results into the development of a Leadership Competency Intervention Model, Higher

Education Institutions (HEIs) can foster the development of significant academic leaders who not only have the requisite leadership competencies but also employ them in ways that improve group dynamics, ultimately enhancing the success and efficacy of HEIs.

#### 4. Discussion

Academic heads in Higher Education Institutions (HEI) are viewed as having excellent directive leadership traits. They are regarded as extremely skilled at giving precise instructions, establishing high-performance standards, making choices that align with institutional objectives, and effectively assigning jobs. They are viewed as strong leaders who can convey objectives, define direction, and oversee decision-making processes. They are also quite good at exhibiting supportive leadership traits. Most respondents concur that they are proactive in resolving team conflicts, open to new ideas, and excellent in inspiring subordinates to work toward institutional objectives. Academic heads are regarded as adept at inspiring their teams with a clear vision and direction and encouraging them to perform to the best of their abilities. They are seen as promoting initiative, taking chances, and pursuing difficult objectives. They are thought to successfully establish a vision, inspire teams, and encourage individuals to succeed. In addition, respondents strongly agree that successful collaboration, open-minded problem-solving, and active listening are characteristics of academic leaders. They promote a collaborative and cooperative environment, include stakeholders in decision-making, and are seen as risk-takers.

Academic heads maintain a professional demeanor, are willing to hear one another out and work well together to settle conflicts. Despite some variation, these favorable perceptions show that academic leaders actively attempt to establish a peaceful and effective learning environment within HEIs. They are seen as adept at outlining issues, exploring potential solutions, and implementing plans to assess development. There is widespread consensus that academic leaders participate in efficient collective decision-making procedures despite some diversity in replies. Additionally, most respondents concur that academic heads are skilled at putting conflict management procedures into practice, spotting and reducing tensions, utilizing dispute resolution methods, and addressing the underlying causes of conflicts. These results imply that academic heads are capable of handling institutional tensions. They are regarded as skilled communicators who use a variety of channels to engage stakeholders, encourage open dialogue to address issues and motivate colleagues. They are also regarded as having the ability to successfully communicate the expectations and opinions of coworkers. These opinions demonstrate that academic heads are excellent communicators, a crucial leadership quality.

Moreover, the results highlight how crucial leadership conduct affects group dynamics in HEIs. Leaders with supportive and engaging behaviors are more strongly associated with positive group dynamics. These observations highlight leadership behavior's role in influencing how higher education institutions collaborate and communicate. Consequently, a dynamic and ongoing effort goes into creating a leadership competency intervention model for academic leaders in HEI. This study offers insightful guidance for modifying such a



model to meet the particular requirements of HEIs. These discoveries can enable HEIs to create effective academic leaders who not only have the required leadership qualities but also apply them in ways that benefit group dynamics. In the end, this helps HEIs succeed and function well overall. It is recommended that HEIs keep developing capable academic heads who have the necessary leadership skills and use them to impact group dynamics. This, in turn, helps HEIs succeed and function more effectively overall.

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### **Authors contributions**

Mr. Aquino was responsible in developing the research by conceptualizing the ideas and revising the article based on the comments of the field experts. In addition, Mr. Aquino crafted the conclusion and recommendation and drafted the article for submission in the journal. On the other hand, Engineer Alvarez was responsible in collecting, treating, and analyzing the data. Consequently, both authors read and approved the final manuscript.

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### **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

### **Data sharing statement**

No additional data are available.

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