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Leadership Styles of Middle Managers in a Higher Education Institution in Laguna, Philippines

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Abstract

This study aimed to explore and assess the leadership styles of middle managers in Higher Education Institutions (HEIs) in Laguna. A descriptive research design was utilized, employing the Multifactor Leadership Questionnaire (MLQ5) to collect data from 75 faculty members. The MLQ5 survey, consisting of 45 questions, assessed transformational, transactional, and laissez-faire leadership styles using a Likert scale. Quantitative data were analyzed using descriptive statistics to identify the prevalence of different leadership styles and understand faculty perceptions, with results categorized according to the three leadership styles. Findings indicate a predominantly middle-aged, highly educated workforce, with a gender distribution favoring females. Most respondents are employed full-time, suggesting a stable employment structure. Transformational leadership is the predominant style perceived by faculty, with idealized behaviors (3.87, fairly often) and inspirational motivation (3.21, fairly often) rated highly, suggesting leaders as role models who inspire enthusiasm and vision. Other transformational components like idealized attributes (2.79, sometimes), intellectual stimulation (2.22, sometimes), and individual consideration (2.97, sometimes)

scored lower, indicating areas for improvement. Transactional leadership, particularly contingent reward (3.13, fairly often), also plays a significant role, while management-by-exception: active (2.06, sometimes) is less frequently observed. Passive-avoidant behaviors such as management-by-exception: passive (1.46, once in a while) and laissez-faire (1.21, once in a while) are infrequent, reflecting effective leadership practices. Leadership outcomes reveal that faculty perceive extra effort (2.43, sometimes) and effectiveness (3.14, fairly often) moderately, with overall satisfaction (3.18, fairly often) indicating general effectiveness but highlighting opportunities for enhancement. Recommendations include prioritizing transformational leadership skills enhancement, integrating transactional leadership into development programs, seeking feedback from faculty and conducting regular assessments of leadership effectiveness. In conclusion, the study highlights the importance of transformational and transactional leadership in HEIs, recommending strategies to enhance leadership effectiveness and institutional success.

Keywords: Higher Education Institutions, Leadership Styles, Transformational Leadership, Transactional Leadership, Laissez Faire

Introduction

Higher Education Institutions (HEIs) are the “brain of the nation” as they are mandated to provide high-quality education to the citizens, which in return will serve the nation. Being said so, HEIs are tasked with providing high-quality education that equips citizens with the knowledge, skills, and critical thinking abilities necessary to drive innovation, economic development, and social progress. The effectiveness of HEIs in fulfilling this mandate is closely linked to the leadership styles of those who helm these institutions. Effective leadership within HEIs is crucial in developing an environment that supports academic excellence, research, and community engagement.

Leadership is a critical determinant of the effectiveness and success of higher education institutions (HEIs). In the complex and evolving landscape of academe, the leadership styles of key figures such as provosts significantly influence organizational outcomes, faculty satisfaction, and overall institutional performance. Effective leadership can drive academic excellence, innovation, and a positive institutional culture, while poor leadership can lead to disengagement, inefficiency, and a lack of direction (Bass & Riggio, 2006) ^[7]. Their leadership styles can impact decision-making processes, faculty morale, student

outcomes, and the institution's overall reputation (Northouse, 2018) ^[30]. Understanding these leadership styles and their effects is essential for fostering an environment conducive to academic success and institutional growth.

The leadership styles of academic administrators can be broadly categorized into three types: transformational, transactional, and laissez-faire (Bass & Avolio, 1994) ^[6]. Transformational leaders inspire and motivate their followers to achieve higher levels of performance by fostering an environment of trust, innovation, and collaboration. They focus on long-term goals and the development of their followers, often leading to enhanced faculty satisfaction and organizational commitment (Burns, 1978). Transactional leaders, on the other hand, emphasize short-term goals and rely on a system of rewards and penalties to manage performance. This style can be effective in maintaining order and achieving specific outcomes but may not foster the same level of engagement and innovation as transformational leadership (Avolio & Bass, 2004) ^[4]. Laissez-faire leaders take a hands-off approach, providing little guidance or support to their followers. This style is often associated with lower levels of productivity and satisfaction among faculty members (Bass, 1990).

Despite the extensive research on leadership styles in various organizational settings, there is a notable gap in the literature specifically focusing on the leadership styles of provosts, deans, and directors within higher education institutions in Laguna. Most studies have been conducted in Western contexts, with limited exploration of leadership behaviors in Southeast Asian academic institutions (Nguyen *et al.*, 2017; Tran, 2016). Furthermore, while the Multifactor Leadership Questionnaire (MLQ5) have been widely used to assess leadership styles, there is a scarcity of research applying these tools in the context of higher education in Laguna. This study addresses this gap by providing empirical data on the leadership styles of academic administrators in this specific geographical and cultural setting. Thus, this study wants to investigate further.

Statement of the Problem

1. What are the socio-demographic characteristics of the respondents?
2. How do faculty members evaluate the leadership styles of middle managers as perceived by faculty?
3. What leadership development programs can be recommended at higher education?

Objectives

This study aimed to explore and assess the leadership styles of middle managers in higher education institution in Laguna.

Specifically, it aimed to:

1. **Identify** the socio-demographic characteristics of the respondents in the study.
2. **Evaluate** the leadership styles demonstrated by middle managers in higher education institutions as perceived by faculty.
3. **Recommend** leadership development programs for higher education middle managers based on the findings.

Review of Literature

Leadership in Higher Education

Leadership within higher education institutions shapes the

academic and organizational environment. Provosts, as chief academic officers, are key to influencing faculty performance, satisfaction, and overall institutional effectiveness. Good leadership in higher education is linked to positive outcomes, including better faculty morale, improved student results, and greater institutional flexibility (Bryman, 2007).

Various studies highlight different aspects of leadership in higher education. For instance, Fitzgerald (2018) ^[17] discusses the role of women leaders in Australian universities, focusing on the importance of negotiation and femininity in leadership. Webb *et al.* (2020) ^[41] stress the ethical considerations leaders must have, particularly in promoting academic and social growth among students. Branson *et al.* (2015) ^[8] explore strategic leadership approaches in diverse university settings, emphasizing the need for transformative educational practices.

Additionally, Spendlove (2007) ^[35] examines middle leadership roles in higher education, detailing the specific responsibilities within this level and highlighting the importance of academic credibility and experience. Burns and Mooney (2018) ^[10] introduce the idea of transcollegial leadership, which focuses on collaboration and improving institutions. Salihu *et al.* (2020) ^[28] offers a conceptual approach to sustainable leadership in higher education, aiming to make leadership more effective in learning environments.

Almerez and Duping (2022) ^[2] discuss the challenges faced by higher education institutions and the strategies leaders use to ensure academic resilience. Roncesvalles and Gaerlan (2020) emphasize the impact of authentic leadership on teacher morale and organizational citizenship in higher education. These studies collectively show how important leadership is for creating a positive academic and organizational environment, illustrating the various strategies and approaches needed to tackle the unique challenges in higher education.

Transformational Leadership

Transformational leadership, characterized by vision, inspiration, and personal attention, has been extensively studied in various organizational contexts, including higher education. Burns (1978) first introduced the concept, describing it as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation. Bass (1985) ^[5] further developed the theory, identifying key components such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In higher education, transformational leadership has been linked to positive outcomes, such as increased faculty satisfaction and engagement (Eagly *et al.*, 2003) ^[15]. Studies have shown that transformational leaders in academia can foster a collaborative and innovative environment, which is essential for academic success and faculty development (Kezar & Eckel, 2002).

This well-researched leadership style significantly impacts various aspects of employee performance and organizational outcomes. Studies have shown that transformational leadership can directly influence job satisfaction (Prabowo *et al.*, 2018) ^[38] and enhance affective organizational commitment and job performance (Wang *et al.*, 2022) ^[40]. Additionally, it has been associated with improving employee engagement, reducing burnout, and increasing

work engagement, which can lead to better organizational performance (Katou *et al.*, 2021) ^[24].

The impact of transformational leadership on employee behavior and performance is influenced by factors such as job satisfaction, organizational commitment, and employee engagement (Putri & Meria, 2022) ^[29]. Transformational leaders inspire their followers by fostering positive behaviors, attitudes, and self-efficacy towards work, leading to increased job satisfaction and performance (Park *et al.*, 2021) ^[31]. Moreover, transformational leadership has been linked to promoting creativity among employees by influencing their perceptions of job characteristics, work-related goals, and work meaning (Tse *et al.*, 2017).

The effectiveness of transformational leadership may vary depending on different factors. For example, research suggests that the type of transformational leadership (team-focus vs. individual-focus) can have different effects on employees' willingness to take charge, with team-focus transformational leadership showing a positive impact (Zhang, 2023) ^[44]. Additionally, when combined with factors like innovative consciousness and a sense of ownership, transformational leadership can help reduce turnover intention among knowledgeable employees (Xiong *et al.*, 2023) ^[43].

Transactional Leadership

Transactional leadership, which focuses on exchanges between leaders and followers, involves contingent rewards and management by exception. Bass (1985) ^[5] identified this style as one that emphasizes clear structures, tasks, and performance expectations. While often seen as less dynamic than transformational leadership, transactional leadership is effective in maintaining organizational stability and achieving short-term goals.

In the context of higher education, transactional leadership can ensure that faculty members meet institutional standards and objectives through a system of rewards and corrective actions (Avolio & Bass, 2004) ^[4]. However, over-reliance on transactional methods can stifle creativity and reduce long-term motivation among faculty (Kirkbride, 2006).

According to Tuckman (1965), transactional leadership places emphasis on teamwork. Leaders highly promote good collaboration and prioritize the bond of strong teams and corporate cultures. By communicating and interacting among team members, it creates trust and fosters great collaboration, which improves the organization's performance. Moreover, while collaboration is necessary, too much dependence on it may inhibit self-sufficient thought and decision-making. Therefore, a balance must be established between collaboration and individual autonomy.

Laissez-Faire Leadership

Laissez-faire leadership, characterized by a lack of direct supervision and hands-off approach, is often considered the absence of leadership. Leaders adopting this style provide minimal guidance and allow faculty members to make decisions independently (Bass & Avolio, 1990). While this can sometimes lead to innovation and autonomy, it often results in ambiguity and lack of direction, potentially decreasing faculty performance and satisfaction (Skogstad *et al.*, 2007).

Leadership Styles of Middle Management in Higher Education

Middle management in higher education, including deans,

department chairs and program coordinators, often exhibit laissez-faire leadership styles. Laissez-faire leadership is characterized by a hands-off approach, granting significant autonomy to followers and minimizing direct supervision (Bass & Avolio, 1990). This style can be effective in academic settings where faculty members are highly skilled and self-motivated. Laissez-faire leadership aligns well with the culture of academic freedom prevalent in higher education. Faculty members, who are experts in their respective fields, often prefer minimal interference in their work. Eagly, Johannesen-Schmidt, and Van Engen (2003) ^[15] suggest that laissez-faire leadership can lead to higher job satisfaction among professionals who value autonomy and independence.

Faculty Perceptions of Leadership

Faculty perceptions of leadership are critical in higher education, as they directly impact faculty morale, job satisfaction, and overall institutional effectiveness. Faculty members are more likely to respond positively to leaders who demonstrate transformational behaviors, such as providing vision and support, compared to those who rely solely on transactional or laissez-faire approaches (Brown & Moshavi, 2002) ^[9].

The Multifactor Leadership Questionnaire (MLQ5x)

The MLQ5x is a widely used instrument to measure transformational, transactional, and laissez-faire leadership behaviors (Bass & Avolio, 1995). It assesses various leadership dimensions and provides a comprehensive understanding of how leaders are perceived by their followers. In higher education, the MLQ5x has been used to evaluate the leadership styles of academic leaders, including provosts, and their impact on faculty perceptions and outcomes (Bass & Riggio, 2006) ^[7].

Application of MLQ5x in Higher Education Studies

Numerous studies have employed the MLQ5x to assess leadership in higher education. For instance, Leithwood and Jantzi (2005) used the MLQ5x to evaluate the leadership styles of school principals and their impact on teacher efficacy and student achievement. Their findings highlighted the importance of transformational leadership in fostering positive educational outcomes.

In another study, Pounder (2001) examined the leadership styles of academic department chairs using the MLQ5x and found that transformational leadership behaviors were positively correlated with faculty satisfaction and departmental effectiveness. This suggests that higher education institutions benefit from leaders who can inspire and motivate their faculty through transformational practices.

Theoretical Foundations

The Full Range Leadership Model (FRLM) builds on earlier work by Burns (1978) and Bass (1985) ^[5], who distinguished between transformational and transactional leadership. Transformational leadership involves inspiring and motivating followers to achieve higher levels of performance by aligning their goals with those of the leader and the organization. Transactional leadership, on the other hand, is based on exchanges between the leader and followers, where rewards and punishments are used to achieve compliance and performance.

Avolio and Bass (1991) extended these concepts to include laissez-faire leadership, which represents the absence of active leadership. The FRLM thus provides a continuum of leadership behaviors:

1. **Transformational Leadership:** Comprising idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
2. **Transactional Leadership:** Including contingent reward and management-by-exception (active and passive).
3. **Laissez-Faire Leadership:** Characterized by a lack of leadership involvement.

Key Components of FRLM

1. Transformational Leadership

- **Idealized Influence:** Leaders act as role models, earning the trust and respect of their followers.
- **Inspirational Motivation:** Leaders articulate a compelling vision that inspires and motivates followers.
- **Intellectual Stimulation:** Leaders encourage creativity and innovation by challenging assumptions and fostering critical thinking.
- **Individualized Consideration:** Leaders provide personalized support and mentorship to followers, addressing their individual needs and development.

2. Transactional Leadership

- **Contingent Reward:** Leaders provide rewards for meeting agreed-upon performance standards.
- **Management-by-Exception (Active):** Leaders actively monitor followers' performance and take corrective action when necessary.
- **Management-by-Exception (Passive):** Leaders intervene only when problems become severe or performance falls below standard.

3. Laissez-Faire Leadership

- This style is characterized by a lack of decision-making and avoidance of responsibility, leading to minimal leadership guidance and support.

Socio-Demographic Factors and Leadership Perceptions

Research has also explored how socio-demographic factors influence perceptions of leadership. Age, gender, academic rank, and years of experience can shape how faculty members perceive and respond to different leadership styles (Eagly & Carli, 2003). For example, younger faculty members or those at lower academic ranks may have different expectations and responses to leadership behaviors compared to their more experienced counterparts.

Leadership Development Programs

Given the critical role of leadership in higher education, developing effective leadership programs for provosts is essential. Leadership development programs aim to enhance the skills and behaviors associated with effective leadership, particularly transformational practices (Amey, 2006) [3]. These programs often include training in vision articulation, communication, emotional intelligence, and strategies for fostering a collaborative academic environment.

Theoretical Framework

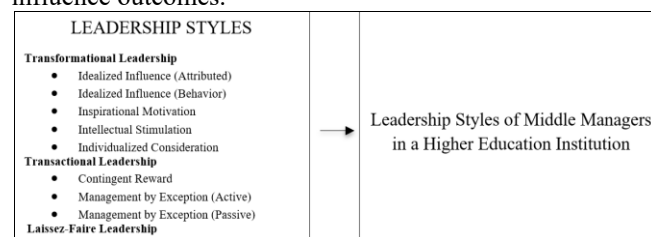
Bass and Avolio (1994) [6] Leadership style theory provides a comprehensive framework for understanding leadership behaviors in various organizational contexts, including

higher education. It encompasses three leadership styles mentioned above—transformational, transactional, and laissez-faire—and assesses them using the Multifactor Leadership Questionnaire (MLQ5). The MLQ5 is a widely used instrument that measures specific leadership behaviors and their impact on organizational outcomes (Avolio & Bass, 2004) [4].

Transformational leadership, as measured by the MLQ5, includes behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These behaviors collectively contribute to the leader's ability to inspire and motivate followers to exceed their own expectations and achieve higher levels of performance (Bass & Riggio, 2006) [7]. Transactional leadership behaviors include contingent reward and management-by-exception, which focus on clarifying roles and expectations and monitoring performance to ensure compliance with established standards. Laissez-faire leadership is characterized by a lack of active leadership and decision-making, often resulting in ambiguity and inefficiency within the organization (Bass, 1990).

Conceptual Framework

In this study, which evaluates the leadership styles of higher education middle managers as perceived by different management levels using the Multifactor Leadership Questionnaire (MLQ5x), figure below provides a clear structure for understanding how various factors interact to influence outcomes.



Operational Definition of Terms

Leadership Style- The characteristic approach and methods a leader uses to guide and influence others. In this study, it includes transformational, transactional, and laissez-faire leadership styles.

Middle Managers- these are deans in this study who hold administrative roles with direct authority over academic programs, curriculum development, faculty recruitment and evaluation, budget management, and other aspects related to the operation and functioning of their departments or units within the institution. These individuals typically hold intermediate positions in the organizational hierarchy, reporting to higher-level administrators such as vice presidents, while also supervising and providing guidance to faculty members within their respective departments.

Multifactor Leadership Questionnaire (MLQ5x)- A standardized instrument used to measure and evaluate different leadership styles, including transformational, transactional, and laissez-faire behaviors. The MLQ uses a Likert scale, generally ranging from 0 to 4, where respondents indicate the frequency with which they observe specific leadership behaviors.

Rating Scale:

- 0 = Not at all
1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

Transformational Leadership- A leadership style that involves inspiring and motivating followers to achieve higher levels of performance through vision, charisma, and individualized consideration. Assessed using the MLQ5 items related to Idealized Influence (Attributed and Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Scores are averaged to create an overall transformational leadership score. High scores in transformational leadership dimensions suggest that the leader is perceived as inspirational, innovative, and supportive.

Transactional Leadership- A leadership style based on exchanges between the leader and followers, where rewards and punishments are used to achieve compliance and performance. Assessed using the MLQ5 items related to Contingent Reward and Management by Exception (Active and Passive). Scores are averaged to create an overall transactional leadership score. High scores in transactional leadership dimensions indicate a focus on performance and rewards.

Laissez-Faire Leadership- A leadership style characterized by a lack of direct supervision and minimal intervention, allowing followers to make decisions independently. Assessed using the MLQ5 items related to Laissez-Faire behaviors. Scores are averaged to create an overall laissez-faire leadership score. High scores in laissez-faire dimensions suggest a lack of proactive leadership.

Idealized Influence (Attributed)- A component of transformational leadership where the leader is admired, respected, and trusted, serving as a role model for followers. Items 10,18,21,15 measure the leader's ability to be a role model, their ethical standards, and behaviors that instill pride and respect.

Idealized Influence (Behavior)- A component of transformational leadership where the leader demonstrates high ethical standards, instills pride, and gains respect through actions. Items 6,14,23,34 assess the leader's ability to inspire and motivate followers with a compelling vision.

Inspirational Motivation- A component of transformational leadership where the leader communicates high expectations, uses symbols to focus efforts, and expresses important purposes in simple ways. Items 9, 13, 26, 36 evaluate the leader's encouragement of innovation and creativity.

Intellectual Stimulation- A component of transformational leadership where the leader encourages creativity, innovation, and critical thinking by challenging assumptions and encouraging new ideas. Items 2,8,30,32 evaluate the leader's encouragement of innovation and creativity.

Individualized Consideration- A component of transformational leadership where the leader provides personalized attention, mentoring, and support to followers. Items 15,19,29,31 measure the leader's attention to individual followers' needs and personal development.

Contingent Reward- A component of transactional leadership where the leader sets expectations and rewards followers for meeting them. Items 1,11,16,35 assess the leader's use of rewards for performance.

Management by Exception (Active)- A component of transactional leadership where the leader actively monitors

followers' performance and takes corrective action when deviations occur. Items 4,22,24,27 measure the leader's proactive monitoring and corrective actions.

Management by Exception (Passive)- A component of transactional leadership where the leader intervenes only when problems become serious or standards are not met. Items 3, 12, 17, 20 evaluate the leader's reactive approach to problems.

Non-Transactional Leadership- Another term for laissez-faire leadership, indicating a lack of active leadership behaviors, including minimal supervision or guidance. Items 5,7,28,33 measure the extent of the leader's avoidance of decision-making and responsibility.

Extra Effort- Extra Effort refers to the degree to which leaders encourage and motivate their followers to exert extra effort beyond what is typically expected in their roles. Using the MLQ, Extra Effort is assessed by specific items 39,42,44 that measure the followers' willingness to go above and beyond their usual duties.

Effectiveness- Effectiveness refers to the extent to which leaders are perceived as being effective in meeting organizational goals, making informed decisions, and managing organizational resources. Effectiveness is measured by items 37,40,43,45 in the MLQ that evaluate the perceived effectiveness of the leader in various contexts.

Satisfaction with the Leadership- Satisfaction with the Leadership refers to the followers' overall satisfaction with the leader's methods, decisions, and leadership style. Satisfaction with the Leadership is assessed by items 38, 41 that gauge the overall satisfaction of the followers with their leader's performance and leadership approach.

Methodology

Research Design

This study employed a descriptive research design to explore and assess the leadership styles of middle managers in higher education institutions (HEIs) in Laguna. An adopted survey questionnaires based on the Multifactor Leadership Questionnaire (MLQ5) was used to gather comprehensive data on leadership styles (Avolio & Bass, 2004) ^[4]. Descriptive research aims to describe the characteristics of a phenomenon or population without influencing it in any way. It seeks to answer questions such as "what," "who," "where," and "how many" regarding the variables under investigation.

In the context of this study, the descriptive research design involved gathering data to describe the leadership styles of higher education middle managers and the perceptions of faculty regarding these leadership styles. The study focused on capturing information about the socio-demographic characteristics of the faculty respondents, their perceptions of the leadership behaviors demonstrated by deans, and their satisfaction with leadership.

Participants

The participants of this study included 75 regular faculty members purposely selected from various college departments of HEIs in Laguna who assessed the leadership styles of their respective deans.

Instruments

1. Multifactor Leadership Questionnaire (MLQ5) Survey

The MLQ5 survey (Avolio & Bass, 2004) ^[4], consisting of

45 questions, was adopted to measure leadership behaviors and styles. It assessed three primary leadership styles: transformational, transactional, and laissez-faire. The MLQ uses a Likert scale, generally ranging from 0 to 4, where respondents indicate the frequency with which they observe specific leadership behaviors.

Rating Scale:

- 0 = Not at all
- 1 = Once in a while
- 2 = Sometimes
- 3 = Fairly often
- 4 = Frequently, if not always

Faculty members completed the survey to provide their perceptions of their deans' and directors' leadership styles. The MLQ5 is a validated and reliable instrument widely used in leadership research (Avolio & Bass, 2004) [4].

Data Collection Procedure

The MLQ5 survey was distributed to 75 regular faculty members either electronically or in paper form, depending on feasibility and preference. Participants were given a specified period, typically two weeks, to complete and return the surveys.

Data Analysis

Survey Data Analysis

Quantitative data from the MLQ5 surveys were analyzed using descriptive statistics to identify the prevalence of different leadership styles among deans. The results were categorized according to the three leadership styles: transformational, transactional, and laissez-faire. Frequencies, means, and standard deviations were calculated to understand the general trends and perceptions among faculty members. To determine leadership styles of the respondents the (MLQ-5X) scoring sheet was adopted.

Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or IIA	10,16,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or IIB	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33

Characteristic	Scale Name	Scale Abbrev	Items
*Outcomes of Leadership	Extra Effort	EE	39,42,44
Outcomes of Leadership	Effectiveness	EFF	37,40,43,45
Outcomes of Leadership	Satisfaction	SAT	38,41

*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.

Transformational Leadership

- **High Scores**-Indicate leaders are frequently engaging in behaviors that inspire, motivate, and develop their followers.
- **Interpretation**- Leaders scoring high in transformational dimensions are likely to foster a positive and productive work environment.

Transactional Leadership

- **Moderate to High Scores**- Indicate leaders are effectively using rewards and monitoring performance.
- **Interpretation**- Effective for achieving specific short-term goals but may need to be balanced with transformational behaviors for long-term success.

Laissez-Faire Leadership

- **High Scores**- Indicate a lack of leadership and involvement.
- **Interpretation**-Generally associated with negative outcomes such as low motivation and dissatisfaction among followers.

Ethical Considerations

Informed consent was obtained from all participants, who were informed about the purpose of the study, their rights, and the confidentiality of their responses. The anonymity of the participants was maintained by assigning codes to survey responses and interview transcripts, with personal identifiers removed during data analysis. Participation in the study was voluntary, and participants had the right to withdraw at any time without any consequences.

Results and Discussion

The age distribution of the respondents indicates a diverse range of ages, with the majority falling within the 41-55 age bracket (41.3%), followed by those aged 29-40 (37.3%). This demographic profile suggests that the workforce is predominantly middle-aged, which may influence workplace dynamics and organizational culture. A smaller proportion of respondents are aged 18-28 (9.3%) and 56-65 (10.7%), with only 1.3% not disclosing their age. According to Ropes (2013), an age-diverse workforce can enhance organizational learning and adaptability, as different age groups bring varied perspectives and experiences.

Moving on to gender representation, the survey results show a higher representation of females (57.3%) compared to males (36.0%), with 6.7% not disclosing their gender. This gender distribution reflects trends observed in various sectors, where female participation is increasingly significant. The gender balance within an organization can impact collaborative practices and decision-making processes. As noted by Ely and Thomas (2001), diverse gender representation can foster more innovative and effective teamwork by combining different viewpoints and approaches.

Regarding educational attainment, the result reveals that a substantial portion of respondents holds advanced degrees, with 36.0% having doctoral degrees and 33.3% holding master's degrees. College graduates constitute 9.3%, while 21.3% did not disclose their educational background. This high level of educational attainment is indicative of a highly qualified workforce, which can be beneficial for organizational knowledge and expertise. Research by Tharenou, Saks, and Moore (2007) highlights that higher educational attainment correlates with increased organizational commitment and performance, emphasizing the value of a well-educated workforce.

In terms of employment status, most respondents (88.0%) are employed full-time, with a smaller percentage working part-time (9.3%) and a few not disclosing their employment status (2.7%). The dominance of full-time employees suggests a stable employment structure within the organization, potentially leading to more consistent productivity and engagement levels. According to Neumark (2000), full-time employment is often associated with greater job security and employee loyalty, which can enhance organizational stability.

When considering income distribution among respondents, the results shows that the majority earn between 20,000-35,000 (38.7%) and 35,000-50,000 (36.0%). A smaller group earns more than 50,000 (12.0%), while 5.3% earn below 20,000, and 8.0% did not disclose their income. This variation in income levels can influence lifestyle and job satisfaction among employees. As explored by Clark (2009), income levels are a critical determinant of job satisfaction, with higher income generally leading to higher satisfaction levels due to financial security and perceived value.

In terms of number of years in service, most respondents have been in service for 6-10 years (25.3%) and 11-15 years (24.0%). Fewer respondents have longer tenures, such as 31-35 years (4.0%) and 41-45 years (1.3%). This distribution suggests a relatively experienced workforce, with significant institutional knowledge and expertise. According to Hausknecht, Rodda, and Howard (2009), longer tenure is often associated with greater organizational loyalty and lower turnover rates, contributing to a stable and knowledgeable workforce.

Table 1: Demographic Profile of the Respondents

Variable	Frequency	Percentage
Age		
18-28	7	9.3
29-40	28	37.3
41-55	31	41.3
56-65	8	10.7
N/A	1	1.3
<i>Total</i>	75	100.0
Sex		
Male	27	36.0
Female	43	57.3
N/A	5	6.7
<i>Total</i>	75	100.0
Educational Attainment		
College Graduate	7	9.3
Master's	25	33.3
Doctoral	27	36.0
N/A	16	21.3
<i>Total</i>	75	100.0
Employment Status		
Full-time	66	88.0
Part-time	7	9.3
N/A	2	2.7
<i>Total</i>	75	100.0
Monthly Net Income		
Below 20,000	4	5.3
20,000-35,000	29	38.7
35,000-50,000	27	36.0
More than 50,000	9	12.0
N/A	6	8.0
<i>Total</i>	75	100.0
Number of Years in Service		
1-5 years	11	14.7
6-10 years	19	25.3
11-15 years	18	24.0
16-20 years	5	6.7
21-25 years	5	6.7
26-30 years	0	0
31-35 years	3	4.0
41-45 years	1	1.3
N/A	13	17.3
<i>Total</i>	75	100.0

Leadership Style of Middle Managers as Perceived by Faculty

The data suggest that the transformational leadership is the predominant style perceived by faculty in HEIs, with significant scores in idealized influence (Behaviors) and Inspirational Motivation. This is consistent with the literature, which highlights the importance of transformational leadership in educational settings. Transformational leaders inspire and motivate their followers, foster innovation, and address individual needs, contributing to a positive and productive academic environment (Bass & Avolio, 1994; Leithwood & Jantzi, 2000) [6, 26].

Idealized Influence (Behaviors) and Inspirational Motivation scored highly, indicating that faculty perceive their leaders as role models who articulate a clear vision and inspire enthusiasm. Bass and Avolio (1994) [6] emphasize that transformational leaders are effective in creating a shared, vision and fostering an environment of intellectual stimulation and personal development.

Transactional leadership, particularly Contingent Reward, also plays a role in HEIs. The score of 3.13 (Fairly often) indicates that leaders effectively use rewards and recognition to motivate faculty. This supports Bass's (1985) [5] notion that transactional leadership, through contingent reward, helps maintain organizational stability and performance by clarifying expectations and rewarding accomplishments. Meanwhile, the mean score for Management-By-Exception: Active (MBE-A) in this study is 2.06. A mean score of 2.06 suggests that the faculty perceive the deans and directors as engaging in MBE-A behaviors only occasionally. MBE-A is a form of transactional leadership where leaders actively monitor the work of their subordinates and take corrective actions to prevent mistakes. This style of leadership involves close supervision and a focus on maintaining performance standards and compliance with rules and procedures (Bass & Avolio, 1994) [6].

On the other hand, passive-avoidant leadership behaviors, such as Management by Exception (Passive) and Laissez-Faire, scored low, reflecting infrequent occurrence. This is desirable as these styles are generally associated with ineffective leadership (Bass & Riggio, 2006) [7]. Leaders who exhibit passive-avoidant behaviors often decision-making and failed to provide necessary guidance, which can lead to poor organizational outcomes.

Extra effort, with a score of 2.43, indicates that while leaders are somewhat successful in eliciting additional effort from their faculty, there is room for improvement. Transformational leadership practices can be further enhanced to inspire even higher levels of effort and commitment (Leithwood & Jantzi, 2000) [26].

Effectiveness and Satisfaction with Leadership scored around 3.14 and 3.18, respectively, indicating that the faculty generally perceive their leaders as effective and satisfactory. This suggest that the combination of transformational and transactional leadership practices contributes to overall positive leadership outcomes in HEIs. Satisfaction with the leadership revealed that faculty members' satisfaction with leadership is moderate, with a mean score of 3.18 on a scale of 1 to 5, where 1 represents

"Rarely or never" and 5 represents "Frequently or always." This score suggests that faculty members perceive their leaders as satisfactory in their leadership roles, with instances of satisfaction occurring "Fairly often." The moderate level of satisfaction implies that while faculty members generally find their leaders effective, there may still be areas for improvement. It is noteworthy that satisfaction with leadership is not exceptionally high, indicating that there may be opportunities for leaders to enhance their effectiveness further.

Transformational Leadership

The Multifactor Leadership Questionnaire (MLQ) results for leaders in Higher Education Institutions (HEIs) indicate that transformational leadership is prominently perceived by the faculty. Table 1 presents the average scores for various components of transformational leadership.

Table 1: Average Scores for Transformational Leadership Components

Transformational Leadership Components	Scale Abbrev	Items	All Raters Average	Verbal Interpretation
Idealized Influence, Idealized Attributes	IA	10,18,21,15	2.79	Sometimes
Idealized Influence, Idealized Behaviors	IB	6,14,23,34	3.87	Fairly Often
Inspirational Motivation	IM	9,13,26,36	3.21	Fairly Often
Intellectual Stimulation	IS	2,8,30,32	2.22	Sometimes
Individual Consideration	IC	15,19,29,31	2.97	Sometimes

The Scores indicate that faculty perceive their leaders as frequently demonstrating behaviors associated with Idealized Influenced (Behavior) and Inspirational Motivation, average scores of 3.87 and 3.21, respectively. Idealized influence (Attributes), Intellectual Stimulation, and Individual Consideration scored lower, indicating that these behaviors are observed only sometimes.

Transactional Leadership

Transactional Leadership behaviors were also evaluated, with particular focus on Contingent Reward and Management by Exception (Active). Table 2 provides the average scores for these components.

Table 2: Average Scores for Transactional Leadership Components

Transactional Leadership Components	Scale Abbrev	Items	All Raters Average	Verbal Interpretation
Contingent Reward	CR:	1,11,16,35	3.13	Fairly Often
Management-By-Exception: Active	MBE-A:	4,22,24,27	2.06	Sometimes

The result show that the Contingent Reward is fairly often practiced by HEI leaders, with mean score of 3.13. Management by Exception (Active) is less frequently observed, with a mean score of 3.13. Management by Exception (Active) is less frequently observed, with score of 2.06, indicating it occurs sometimes.

Passive-Avoidant Leadership

Passive-Avoidant leadership behaviors, including Management by Exception (Passive) and Laissez-Faire, were infrequently perceived by the faculty, as shown in Table 3.

Table 3: Average Scores for Passive-Avoidant Leadership Components

Passive-Avoidant Leadership Components	Scale Abbrev	Items	All Raters Average	Verbal Interpretation
Management-By-Exception: Passive	MBE-P	3, 12, 17,20	1.46	Once in a while
Laissez-Faire	LF	5,7,28,33	1.21	Once in a while

The low scores for both components, 1.46 for Management by Exception (Passive) and 1.21 for Laissez-Faire, suggest these behaviors are rarely exhibited by leaders in HEIs.

Leadership Outcomes

Table 4 summarizes the perceived outcomes of leadership in HEIs, which include Extra Effort, Effectiveness, and Satisfaction with Leadership.

Table 4: Average scores for Leadership Outcome Components

Outcome Component	Scale Abbrev	Items	All Raters Average	Verbal Interpretation
Extra Effort	EE	39,42,44	2.43	Sometimes
Effectiveness	EFF:	37,40,43,45	3.14	Fairly often
Satisfaction With the Leadership	SAT	38,41	3.18	Fairly often

Faculty rated the effectiveness and satisfaction with leadership as occurring fairly often, with scores of 3.14 and 3.18, respectively. Extra Effort scored 2.43, indicating it is elicited sometimes. The result indicates that faculty members' satisfaction with leadership within higher education institutions (HEIs) in Laguna is moderate, with a mean score of 3.18 on a scale of 1 to 5, where 1 represents "Rarely or never" and 5 represents "Frequently or always." This score suggests that faculty members perceive their leaders as satisfactory in their leadership roles, with instances of satisfaction occurring "Fairly often." The moderate level of satisfaction implies that while faculty members generally find their leaders effective, there may still be areas for improvement. It is noteworthy that satisfaction with leadership is not exceptionally high, indicating that there may be opportunities for leaders to enhance their effectiveness further.

Summary of Findings

The study reveals a predominantly middle-aged faculty workforce in higher education institutions (HEIs) in Laguna, with 41.3% in the 41-55 age group and 37.3% in the 29-40 age group. Females represent a larger portion (57.3%) compared to males (36.0%). In terms of educational attainment, a significant number hold advanced degrees, with 36.0% having doctoral degrees and 33.3% holding master's degrees. Most respondents (88.0%) are employed full-time. Income distribution shows the majority earning between 20,000-35,000 (38.7%) and 35,000-50,000 (36.0%). Regarding tenure, most have been in service for 6-

10 years (25.3%) and 11-15 years (24.0%), indicating an experienced workforce with substantial institutional knowledge. Leadership style assessments reveal that transformational leadership is predominantly perceived, with high scores in idealized behaviors (3.87, fairly often) and inspirational motivation (3.21, fairly often). Other transformational components like idealized attributes (2.79, sometimes), intellectual stimulation (2.22, sometimes), and individual consideration (2.97, sometimes) indicate areas for improvement. Transactional leadership, particularly contingent reward (3.13, fairly often), also plays a significant role, while management-by-exception: active (2.06, sometimes) is less frequently observed. Passive-avoidant behaviors such as management-by-exception: passive (1.46, once in a while) and laissez-faire (1.21, once in a while) are infrequent, reflecting effective leadership practices. Leadership outcomes indicate moderate success in eliciting extra effort (2.43, sometimes) from faculty, with effectiveness (3.14, fairly often) and satisfaction (3.18, fairly often) suggesting overall effectiveness but highlighting opportunities for further enhancement.

Conclusion

The research highlights the critical role of transformational and transactional leadership in HEIs, with transformational leadership being particularly impactful. The findings of this study also reveal the predominant perception of transformational leadership among faculty in higher education institutions (HEIs) in Laguna. Transformational leadership, characterized by high scores in idealized influence (behaviors) and inspirational motivation, is identified as the most effective leadership style in fostering a positive and productive academic environment.

Transactional leadership, particularly through contingent reward, also plays a significant role in motivating faculty and maintaining organizational stability. The moderate scores in contingent reward suggest that leaders effectively use recognition and rewards to clarify expectations and reward accomplishments, supporting the notion that transactional leadership can complement transformational practices to achieve positive outcomes. Conversely, passive-avoidant leadership behaviors, such as management by exception (passive) and laissez-faire, scored low, indicating that these ineffective leadership styles are infrequently exhibited. The moderate level of satisfaction implies that while faculty members generally find their leaders effective, there may still be areas for improvement. It is noteworthy that satisfaction with leadership is not exceptionally high, indicating that there may be opportunities for leaders to enhance their effectiveness further.

Recommendations

Based on the findings of this study, it is recommended that higher education institutions (HEIs) in Laguna prioritize the enhancement of transformational leadership skills among deans. Given that transformational leadership is predominantly perceived by faculty and is associated with positive academic environments, training programs should focus on developing leaders' abilities in idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Additionally, while transformational practices should be emphasized, the effective use of transactional leadership, particularly contingent reward, should also be integrated into leadership

development programs to maintain organizational stability and performance. Actively seeking feedback from faculty through surveys and informal discussions will allow leaders to adjust their approaches to better meet faculty needs. Regular assessments of leadership effectiveness using tools like the Multifactor Leadership Questionnaire (MLQ5x) should be conducted to monitor progress and identify areas for improvement. Lastly, providing adequate resources and support infrastructure for leaders will enhance their ability to lead effectively. Implementing these recommendations can create a more supportive and effective leadership environment, ultimately leading to increased faculty motivation, satisfaction, and overall institutional success.

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