LEADERSHIP STYLES AND ORGANIZATIONAL CULTURE IN A STATE UNIVERSITY: NEXUS FOR INSTITUTIONAL DEVELOPMENT

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Abstract: In a competitive environment that we have, management and leadership need to define success and ensure that performance is geared to achieving it. The State Universities are not exempted to these realities. Recognizing that numerous researches has been done most especially in other countries, but is rather scarce in the country prompted the researcher to conduct a study that determines if the attainment of positive organizational culture is related to leadership styles. Further, this study aims to determine the most appropriate leadership style for a state university. The study involved 22 deans of the different colleges and 416 full-time faculty of the two subject state universities. A descriptive quantitative research-method design was employed. Results were analyzed based on the participants' responses in the following instruments, namely; MLQ-5X instrument, and Organizational Culture Survey. Findings revealed that the deans are using a combination of transformational and transactional leadership styles. In both institutions, there was no statistically significant relationship that was found among the leadership styles of the deans and organizational culture at .01 and .05 level of significance. Still, since it was found out that there is a high degree of organizational culture, it can be implied that it is for the reason that the leaders are practicing transformational and transactional leaders from which according to many studies have influences to quality work culture in an organization.

Keywords: leadership styles, organizational culture, transformational leadership, transactional leadership, state university.

I.   INTRODUCTION

In a competitive environment that we have, management and leadership need to define success and ensure that performance is geared to achieving it. Scholars and practitioners together with academicians believed that employee effectiveness in an organization, as well as its success is largely dependent on the quality of its leadership (Ristow et al in Nwoke, 2010). However, although literatures are suggesting different types and styles of leadership that many are saying has been effective in different organizations and institutions, Middlehurst (2012) declared, that there are still no clear definitions and answers about what counts as effective and successful leadership and the field remains diverse and contested. Still, school administrators are expected to possess effective leadership skills (Rezaei Abgoli and Sabeti, 2013) that can cope up with the present demands of globalization where constant changes are happening.

When changes are at stake, it is an advantage to learn about the culture of an organization since it describes the way the members of an organization interact with each other, weigh decisions and take actions which means it affects almost every aspect of management, leadership and the organization. Organizational culture and leadership are thought to be highly relevant because they have reciprocal influences on each other (Sharma and Sharma,2010; Blake & Mouton in Ali et al, 2015). Authors and researchers recognized these concepts of leadership and the culture of an organization as factors that are interweaved (Ali et al, 2015; Mihneva, 2013; Kargas and Varoutas, 2015).

One of the recent focus of different researches is transformational leadership which became very popular more specifically in western countries. Studies have shown strong empirical support for transformational leadership and have established transformational leadership as a legitimate theory of leadership (Lippstreu, 2010). It became the subject of many studies and caught the interest of many because of its premise of a superior leadership performance (Woodsmall et al, 2014), has proven to be an effective leadership style (Balyer, 2012); has been found to relate to a large number of organizational change (Saxe, 2011) and even relate to important follower and organizational outcomes (Tipu et al, 2012; Breevaart et al, 2014); and in a variety of international settings (Balyer, 2012). Transformational leadership in a school setting is leading students, faculty and staff through a creation of values and long-term goals in order to create a positive and successful school organization (Muijs et al. on McCarley et al, 2016).

Likewise, the concept of organizational culture has recently been receiving an increase in popularity and much attention not only from practitioners, research scholars, but even in the academe since many believe that they have a significant effect on each other. Every leader is characterized by their own style, which is influenced by organizational culture and is likely to produce a management style that prevails and represents a standard of conduct for leaders who are expected to adopt (Shurbagi and Zahari, 2012).

Despite of a lot of literatures that could be found about the relationship between leadership and organizational culture, the systematic research conducted in order to define the extent and the depth of this relationship is still limited and the interconnection between these constructs lacks sufficient empirical findings (Kargas and Varoutas, 2015). Every school has a culture, whether it is being attended to or not. If a school does nothing to develop a culture, it will create itself, Lunenberg (2011). Moreover, there is also a need to answer the question on what are the different aspect and characteristics of an organization that would permit a healthy and positive culture more specifically with higher institutions that are trying to meet standards of accreditations and global needs, and be recognized as producers of graduates with excellence. These and other factors shed light to make this study of deemed importance, recognizing the need of examining whether there is a connection between leadership styles and the management of a positive school culture for organizational and academic improvement in higher education context.

Statement of the Problem:

The conduct of the study stemmed from knowing that numerous researches have been done most especially in other countries, but very few were significantly done in determining if the attainment of positive organizational/school culture is related to leadership style specifically transformational leadership and what is the most appropriate leadership style for state universities. The major questions of the study are briefly stated as follows.

1. Is there a significant difference between the deans' perceptions of their leadership styles and as perceived by the faculty?

2. Is there a relationship between profile and leadership styles of the deans of the two institutions?

3. What is the degree of organizational culture of the college/university as perceived by the deans and the faculty?

4. Is there a relationship between leadership styles and organizational culture?

II. RESEARCH METHODOLOGY

A. Theoretical Framework

The theoretical framework of this study is based upon Avolio and Bass' (2004) Full Range Leadership Theory (FLRT) which was developed later on by Avolio (2010) into The Full Range Leadership Model and the Organizational Culture Survey of Glaser, Zamanou and Hacker (1987).

The Full Range Leadership theory suggests that the leaders who are charismatic and motivate employees by inspiring them, consider them individually, and stimulate their intellectual needs are transformational leaders. The second category is transactional who specify tasks and monitor performance to achieve the tasks through a reward system. A third category in this model is the laissez-faire style of leadership which usually avoids involvement.

Organizational culture is frequently described in terms of shared meanings-patterns of beliefs, symbols, rituals, and myths that evolve and function over time as the glue that holds the organization together; have adopted a normative definition of culture by emphasizing an organization's shared expectations for consensually approved behaviour. Culture research focuses variously on the symbolic aspects of organizational life; on myths, stories, legends; and on socialization and rites of passage (Glaser on Hacker, 2014).

B. Participants

The subjects of the study are the two state-funded higher education institutions in the province of Bulacan, Philippines, namely; Bulacan State University (BulSU) and the Bulacan Agricultural State College (BASC). The respondents were the academic forces of the two institutions that comprised the 18 deans of the different colleges of BulSU and the 368 faculty, as well as the 4 deans of the 4 colleges of BASC and the 48 faculty.

Among the deans, the majority are males with 59% (n=13), while the female with 40.9% (n=9), with ages ranging from 30-34 up to 60-64. On the basis of their educational attainment, 18.18% (n=4) are having masteral units, 22.73% (n=5) with doctorate units, and PhD/EdD with 59% (n=13). Meanwhile, the faculty participants are being dominated by females with 55.8% (n=222), while the males represented the 44.2% (n=176). The number of years in teaching revealed that the highest percentage, 48.5% (n=193), were teaching for 5-10 years, followed by 14.1% (n=56) for 11-15 years, a 12.1% (n=48) of those from 1-4 years.

C. Instrumentation and Design

The study utilized a descriptive correlational research methodology, since the study attempted to scrutinize and establish the relationship between the leadership styles and organizational culture. Survey design was considered that utilized the leader and rater form of MLQ-5X questionnaires by Bass and Avolio and the Organizational Culture Survey by Glaser et. al. The MLQ-5X manual and survey forms were secured from its publisher and copyright holder, the Mind Garden, Inc. Likewise, permission was granted by Sage Publications for the use of the Organizational Culture Survey.

The MLQ-5X is a self-reporting questionnaire containing forty-five questions that address how often the participant's superior or leader displayed a spectrum of leadership behavior. Five subscales consisting of four items each assessed characteristics of transformational leadership, including idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, and individual consideration. Three subscales of four items each measured the transactional leadership components of contingent rewards, active management by exception, and passive management by exception. The MLQ-5X also measured laissez-faire leadership with four items. Subordinates rated how frequently their leaders engage in specific behaviors measured by the MLQ-5X by using a five-point Likert scale (0=*Not at all* to 4=*frequently, if not always*).

The Full Range Leadership Model describes a framework that depicts a whole range of leadership styles from non-leadership to the more of being transformational. This means that from laissez-faire moving to the highest degree, which is the Idealized Influence. After the means were computed in all of the items that belongs to each category, it has to reveal that transformational leadership style got the highest mean score, and the laissez-faire has to obtain the lowest mean score.

The Organizational Culture Scale (OCS) was developed to measure a cultural shift in a government agency. The cultural dimensions or the subscales of the OCS included teamwork and conflict (six items); climate and morale (five items); information flow (four items); involvement (four items); supervision (seven items) and meetings (five items). The means of the responses in each category were interpreted on a five-point Likert type scale (1=*To a very little extent* to 5 = *To a very great extent*).

A letter was sent to the president of Bulacan State University asking permission to conduct the study and distribute the questionnaires to the 14 colleges in the main campus and in the four satellite campuses. Just the same, an email was sent to the president of the Bulacan Agricultural State College requesting permission to distribute and float questionnaires in their four institutes.

Upon securing permission, an appointment to each deans and directors of the subject institutions was asked to discuss the purpose of the study and to be able to solicit their cooperation and permission to conduct the survey to them and to their faculty. At the same time, the process for collecting the survey forms was discussed and the schedules for retrieval were also set.

The preliminary analysis utilized descriptive research method with the inclusion of Pearson r correlation in analyzing the leadership styles of the deans/directors and the organizational culture as perceived by them and by the faculty. In order, to clarify if there was a variation between demographic data and the perceived dimensions of leadership styles, the researcher also used independent sample T-testing and analysis of variance in finding the difference between the responses of the deans and their faculty.

III. RESULTS AND DISCUSSION

A. The Leadership Styles of the Deans

In BulSU, the deans' perceived that they are exhibiting the behaviors of transformational style having obtained the highest mean of 3.11 with an interpretation of fairly often, followed by transactional style with a mean of 2.88 having the same interpretation of fairly often. Laissez-faire style got the lowest mean of 1.53 interpreted as sometimes.

Further analysis reveals that in the case of transformational as the emerging leadership style in BulSU, statement (*I talk optimistically about the future),* obtained the highest mean of 3.56 from the deans and a not so far rating of 3.17 from the faculty which can be interpreted as fairly often. This statement describes a transformational leader of being more of an inspirational motivator which found confirmation when the faculty have also given the highest rating on this behavior.

Meanwhile, another statement (*I instill pride in others for being associated with me*), obtained the lowest mean of 2.28 from the deans and just the same, the lowest among the responses of the faculty from a mean of 2.67 with an interpretation of sometimes. This statement is describing transformational leaders as being a role model and leaders who are able to build trust in their followers. The deans themselves as well as the faculty perceived it to be the lowest among the attributes of deans as transformational leaders. Based on these results, it seems that the deans knew that they are lacking in this aspect and it is reflected on the faculty being the followers.

In BASC, although there is a bit difference with the values of the mean, the same findings were revealed: fairly often transformational, fairly often transactional and sometimes are being laissez-faire. The interpretation came out from the deans' rating of 3.00 for transformational, 3.10 for transactional and 1.69 for laissez-faire and means of 2.77, 2.60 and 1.98 from the faculty with the same interpretations.

With these results in BASC, it seems that the deans are more about being transactional, since this leadership style obtained the highest mean of 3.10 as compared to 3.00 of transformational. This finding found support in the study of Sudha et al. (2016) wherein transactional style emerged as the most important style and this implies that for leaders and followers, the context is important in deciding which style would be best suited. Being transactional, the deans and their faculty gave the highest ratings on two statements, ("I provide others with assistance in exchange for their efforts" and "I discuss in specific terms who is responsible for achieving performance"), both having obtained a mean of 3.50. Both these statements, describe the attribute of transactional leaders, which is more about contingent reward and identifies leaders who are able to reward achievement and they result in bringing followers and groups to perform up to standard. Avolio (2010) noted that leaders scoring high on this behaviour tend to discuss in clear term responsibilities for specific tasks and projects, state performance objectives, clarify rewards and punishments and express satisfaction when they get the work done correctly. In addition, Rose (2014) noted that leaders may use any of the styles of the Full Range Leadership Model to accomplish organizational goals with transactional leadership to be used to address the material needs of followers, and transformational leadership can be used also in order to help followers to transcend extrinsic needs and generating a heightened desire to achieve goals through extraordinary effort and performance as outcomes.

B. Difference in Leadership Styles

Since the MLQ-5X includes two survey forms; the leader and rater forms, a one-way analysis of variance was conducted to examine possible differences in the mean scores of transformational, transactional and laissez-faire leaderships across the two groups. As being shown in table 1, in BASC, findings suggest that there is no significant difference between the deans and the faculty's evaluation on any of the three leadership styles at p=.05 level of significance. The results strongly indicate that the faculty are amenable to the kind of leadership that the deans are practicing.

Table 1: Difference in Leadership Styles

Leadership Dimensions	BASC						BulSU				
	F	Sig	t	Df	Mean	Mean Difference	F	Sig	t	Mean	Mean Difference
Transformational Leadership											
Deans	.935	.338	.946	48	3.00	.23	.637	.425	.707	3.11	.12
Faculty					2.77					2.99	
Transactional Leadership											
Deans	2.85	.098	1.748	48	3.10	.49	.339	.561	.255	2.88	.05
Faculty					2.61					2.83	
Laissez-Faire Leadership											
Deans	1.19	.279	-.732	48	1.76	-.30	.000	.992	-1.702	1.64	-.25
Faculty					2.06					1.89	

Likewise, there is no significant difference that was recorded between the perceived leadership styles of the deans at BulSU and the perceptions of the faculty of the leadership styles they are manifesting. It can be implied from the results that just the same, the faculty of BulSU are in agreement with the deans' perceptions of the leadership styles that they are manifesting and using which is a similar case with the study of Day (as cited by Garity, 2011).

With all of these, it can be summed up that in both institutions, the obtained results of non-significance accept the first null hypothesis stating that there is no significant difference between the perceived leadership style of the leaders and as perceived by the faculty.

C. Profile and Leadership Styles

From the paired-comparison t-test that was done, the results revealed that in both institutions, there is no significant relationship found between personal profile and the three leadership styles which also accepts the second null hypothesis. No correlation was found in any of the personal profiles of the deans (age, gender, years in service and educational qualifications) to their leadership styles (transformational, transactional and laissez-faires leaders). It only implies that the profile of the deans does not have an effect on how the deans are doing their tasks and how they are managing their offices and constituents as transformational and transactional leaders.

With the two institutions, as a whole, the results imply that it is not the deans' age, gender, years in service, nor educational qualifications that made them to be transformational, transactional, or laissez-faire leaders.

These findings found support in different studies (Brinia & Papantoniou, 2016; Tipu et.al., 2012; Belias & Koustelios, 2014) that being a transformational leader in the educational context is not due to the personal characteristics of the deans (e.g. age, sex, educational qualifications) as Flanigan (2012) concluded that the style of leadership demonstrated is more important to success than those demographic factors.

D. The Degree of Organizational Culture

A closer look at table 2 reveals that there is one description that was given by the deans and their faculty on both institutions on how they perceived the organizational culture in their respective institutions and is averaging on the scale of four with five being the highest and is interpreted as *to a very great extent.*

Table 2: The Degree of Organizational Culture

Variables	BulSU				BASC			
	Deans		Faculty		Deans		Faculty	
Categories	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Teamwork and Conflict	3.99	To a great extent	3.62	To a great extent	4.00	To a great extent	3.65	To a great extent
Climate and Morale	4.32	To a great extent	3.79	To a great extent	4.00	To a great extent	3.67	To a great extent
Information Flow	4.13	To a great extent	3.59	To a great extent	3.75	To a great extent	3.61	To a great extent
Involvement	4.08	To a great extent	3.64	To a great extent	3.75	To a great extent	3.61	To a great extent
Supervision	3.93	To a great extent	3.79	To a great extent	3.82	To a great extent	3.67	To a great extent
Meetings	3.97	To a great extent	3.84	To a great extent	4.00	To a great extent	3.79	To a great extent

At BulSU, higher ratings were obtained as compared to BASC. With BASC, three categories obtained the highest ratings. Those are teamwork and conflict, climate and morale, and meetings, all of which are having a mean of 4.00 and the difference could only be found in the values of SD or the standard deviations which are .707, .673 and .712. The lowest ratings were given to information flow and involvement with a mean of 3.75 (SD=.612; .842).

A different trend can be seen at BulSU with climate and morale that obtained the highest mean of 4.32 (SD=.505) and the lowest is that of supervision with a mean of 3.93 (SD=.747) and the rest are very near to each other. These results were similar to the study of Rose (2014) where it was found that leadership manifests itself within team climate for innovation, leading to positive organizational outcomes.

In both institutions, climate and morale stand out as a positive culture among the responses of the deans. Climate and morale are reported feelings about work conditions, motivation, general atmosphere, and organizational character. This is an indication that the deans at both institutions are having that satisfaction in their workplace since a positive organizational culture and climate is closely associated with an affirming workplace and job satisfaction (Springer et al. (2011).

The same findings from the deans about the degree of organizational culture in their respective institutions hold true with the faculty as shown in table 2, when their responses obtained a single scale of "to a great extent." From the perceived responses of the faculty to the extent of organizational culture in their institutions, in BASC, it is Meetings that received the highest rating (M=3.79; SD= .096) and the lowest are obtained by Information Flow (M= 3.61; SD= .109) and Involvement (M=3.61; SD= .098). On the other side, at BulSU, just like at BASC, it is Meetings (M=3.84; SD= .041) got the highest ratings. Likewise, the lowest is obtained by Information Flow (M=3.59; SD= .043).

In this case, it seems that the faculty is one with their perceptions having gained standard deviations that are near to each other in values of the same categories and unlike with the deans that the responses show a wide range of variability.

As a category of organizational culture, according to the authors (Hacker, 2014), *Meetings* is about reported information on whether meetings occur and how productive they are while *Information Flow* are the links, channels, contacts, flow of communications to pertinent people or groups in the organization and sometimes it can be something about some reported feelings of isolation or being out of touch. It seems that the faculty do not have any problem on their involvement and productivity based on their responses on these categories.

E. Leadership Styles and Organizational Culture

In both institutions, gleaning on table 3, there was no statistical significance that was found among the leadership styles of the deans and organizational culture at .01 and .05 level of significance. In regard to correlational relationship, none of the variables showed a strong relationship and majority obtained negative values. There are two variables that recorded weak correlations. These are Information Flow with Transformational and Supervision with Laissez- faire.

These results negate the findings in many researches such as the study of Kargas and Varoutas (2015) where they indicate a strong positive relationship between leadership style and organizational culture. Even with Nikčević (2016), Martin (2010), Hsieh (2011), and Tipu et al. (2012) to mention a few. In the study of Martin (2010), the findings indicated that effective leadership is related to the transformational leadership style and school culture which has never been proven here. The different findings in this study found support with Klein and Wallis (2011) when they noted that many factors influence organizational culture, not just leadership. More so, the importance of variables in one situation, organization, or country may be significantly different from those of previous studies (John-Phillip, 2013; Napire, 2013).

Table 3: Correlation Between Leadership Styles and Organizational Culture

Variables/ Organizational Culture	BASC			BulSU		
	Leadership Styles			Leadership Styles		
	Transformational	Transactional	Laissez-Faire	Transformational	Transactional	Laissez-Faire
Teamwork and Conflict	.928	-.758	.491	-.006	-.236	.100
Pearson -r	.072	.242	.509	.982	.347	.692
Climate and Morale	.649	-.574	.308	.022	-.142	-.233
Pearson -r	.351	.426	.692	.932	.573	.352
Information Flow	.350	-.333	.099	.323	-.132	-.319
Pearson -r	.650	.667	.901	.191	.601	.197
Involvement	.500	-.544	.327	-.034	.007	-.123
Pearson -r	.500	.456	.673	.895	.980	.626
Supervision	.386	-.814	.842	-.458	-.231	.227
Pearson -r	.614	.186	.158	.056	.355	.365
Meetings	.583	-.714	.539	-.251	-.122	.078
Pearson -r	.417	.286	.461	.315	.629	.759

F. Conclusions and Implications

Majority of the deans in the two subject institutions are males, ranging from the age bracket of 30-34 with the oldest of the 60-64 bracket. All have the needed educational qualifications from a masters' degree to a doctorate degree and are in the service from the range of 6-10 years to 26-30 years. Their perceived leadership styles are a combination of transformational leadership style and transactional and sometimes becoming laissez-faire style. According to Bass and Riggio in Davis (2011), the most effective leadership results are from the combined use of transformational and transactional leadership. Consequently, Martin (2010) affirmed that the same leader may display the behaviours of both a transactional and a transformational leader depending on the demands of the situation. For this reason, Jones (2014) recommended and shall be a recommendation also of this study, that for organizations, it would be profitable to provide leaders an assessment tool, such as the MLQ-5X or the Multifactor Leadership Questionnaire, to assess the leadership styles of individuals since researchers have confirmed the validity of the transactional-transformational leadership model (Bass in Davis, 2011). Davis (2011) emphasized that the positive relationship between transactional and transformational leadership and leadership success emphasizes the importance of identifying individual leadership styles as a basis for determining effective leadership. These styles add to a leader's organizational style, which could be used to change behaviour, morale, and an organization's climate and culture.

No significant relationship is found between profile and leadership styles, consequently, future research can be done taking into full consideration individual difference factors that could affect both perceived leadership behaviours and styles and organizational culture. Likewise, there is no significant difference found in the perceptions of the deans regarding their leadership styles and on the responses of the faculty. These results indicate a positive implication that faculty and the deans are not just in agreement with each other, but also are working hand in hand, which consequently might be the reasons for having a high degree of positive organizational culture from which it was revealed that in the two universities is both "to a great extent."

Lastly, no significant relationship is found between leadership styles and organizational culture in the two institutions which is a similar case with the study of John-Philip (2013) but showed a big difference from other studies wherein a significant relationship existed (John-Philip, 2013; Weihrich et al., 2010; Szczepańska-Woszczyna, 2015; Tipu et al., 2012; and McCarley et al., 2014). In all of these, it can be implied, as the objective of the study, that the importance of variables in one situation, institution, organization, or country may be significantly different from those of previous studies.

In like manners, since it was found out that there is a high degree of organizational culture, even if no relationship with leadership style was found, it can be implied that it is for the reason that the leaders are practicing transformational and transactional leaders from which according to many studies have influences to quality work culture in an organization and the possibility of positive outcomes, from which were proven in the study based on the answers of the faculty. These two leadership styles, transformational and transactional, from the words of Ali et al. (2015), play an important role in designing work culture in the organization and different leaders have different styles in designing quality work culture at the workplace.

Indeed, the question of transformational leadership in education, is a question of great importance (Jovanovica and Ciric, 2016). It is but imperative for leaders to practice such to lead the schools and universities to the much-needed improvement that could change teachers' classroom practices, enhance the quality of teaching and personnel performances, student learning and student engagement that will lead to quality graduates. However, since the study was done quantitatively, it is recommended that a duplicate study be done with the inclusion of a qualitative aspect that will integrate interview and analysis for a more in-depth understanding that will provide more information in the results.

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