

Leadership and Management Styles of Deans in the Community College of Albay

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RESEARCH ARTICLE

Abstract

Leadership and management styles are crucial characteristics that must be explored within educational institutions to ensure stakeholder satisfaction. This study aimed to determine the leadership and management styles of Deans from seven Community Colleges in Albay. Specifically, it examined the levels of practice of leadership styles across four dimensions—personality, organizational values, communication, and situational leadership—as well as the levels of practice of management styles in planning, organizing, decision-making, and delegation. It also sought to identify significant differences between the leadership and management styles of the Deans. An intervention material was proposed to address identified gaps in leadership and management practices. The respondents consisted of 103 administrators, deans, program heads, and instructors. Data were gathered through a survey questionnaire and interviews. The Spearman Rank Order Correlation Formula was used to determine significant differences between variables. Findings revealed that the majority of respondents “Always Practice” leadership styles, indicating a high level of quality leadership reflected in the organization’s productivity, relationships, and outcomes. Similarly, the management styles were rated “Excellent,” suggesting a favorable impact on employees and stakeholders and contributing to organizational success. The study also found a significant difference between the leadership and management styles, underscoring the importance of effectively balancing both roles. A Dean who excels in both leadership and management is deemed to be effective, impactful, and efficient. As an output of the study, an infographic was designed as a useful reference for current and aspiring leaders, as well as those undergoing leadership training.

Keywords: Leadership Styles, Management Styles, Deans, Community Colleges, Albay

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1 INTRODUCTION

Leadership and management have become increasingly indispensable in higher education as institutions navigate globalization, technological advancements, quality assurance demands, and rapidly changing educational policies. These developments require higher education institutions to cultivate leaders who can effectively respond to complex organizational challenges while ensuring academic excellence and institutional sustainability (Nguyen & Hansen, 2016). Within this context, academic leaders are expected not only to perform administrative functions but also to provide strategic direction, foster innovation, strengthen institutional partnerships, and promote a culture of continuous improvement (Arntzen, 2016).

Among higher education leaders, college deans occupy one of the most influential positions because they serve as the link between university administration and the faculty, translating

institutional goals into academic policies and practices (Arntzen, 2016; Tantoco & Yasa, 2023). As middle-level academic leaders, deans oversee curriculum implementation, faculty development, research productivity, resource management, and student success while balancing institutional priorities with the needs of their respective colleges. Consequently, their effectiveness extends beyond administrative competence and requires strategic thinking, collaborative leadership, sound decision-making, and the capacity to adapt to internal and external changes (Wolverton & Gmelch, 2002; Tantoco & Yasa, 2023).

The expanding responsibilities of academic deans have also transformed the nature of leadership in higher education. Rather than relying solely on authority and administrative control, effective deans are expected to cultivate collaboration, empower faculty members, and encourage shared responsibility in achieving institutional goals. Tantoco and Yasa (2023) found that academic deans of Centers of Excellence in the Philippines predominantly practice shared strategic leadership, a leadership approach characterized by empowering faculty, staff, and students to participate in fulfilling the institution's vision while fostering trust, institutional loyalty, and continuous leadership learning. This finding reinforces the view that successful academic leadership depends not only on managerial competence but also on the ability to build meaningful relationships and develop collective leadership capacities.

Similarly, Jamian et al. (2013) emphasized that managerial decision-making is a critical component of academic leadership because deans continuously make decisions involving personnel, academic programs, and institutional operations. Their study demonstrated that deans commonly employ consultative and participative decision-making approaches, highlighting the importance of balancing rational judgment with collaboration in addressing organizational concerns. Effective managerial decisions, therefore, contribute significantly to institutional effectiveness, faculty engagement, and organizational performance.

Leadership styles likewise play a significant role in shaping organizational effectiveness within higher education institutions. Dagondon (2021) found that college deans generally demonstrated a moderate extent of leadership across six leadership styles—pace-setting, commanding, visionary, affiliative, democratic, and coaching. Among these, the commanding leadership style received the lowest rating, suggesting that deans tend to favor collaborative and developmental approaches over authoritarian leadership. The study further emphasized that visionary, democratic, affiliative, and coaching leadership behaviors positively influence faculty motivation, organizational harmony, and institutional effectiveness, highlighting the importance of flexible leadership practices in today's academic environment.

Beyond leadership style, leadership practices also influence employees' commitment to institutional goals. Quainoo et al. (2020) emphasized that deans significantly affect organizational commitment by fostering trust, promoting effective communication, empowering faculty members, and creating supportive work environments. Their review concluded that transformational and participative leadership approaches strengthen faculty commitment, improve job satisfaction, and enhance institutional performance. These findings underscore that leadership and management are closely intertwined, as effective academic leaders simultaneously inspire people while efficiently managing organizational resources and processes.

The relationship between leadership and management has likewise been recognized as essential for institutional success. While leadership focuses on establishing vision, motivating stakeholders, and facilitating change, management ensures that organizational plans are effectively implemented through planning, organizing, coordinating, and monitoring institutional operations (Nguyen & Hansen, 2016; Arntzen, 2016). In higher education, deans are expected to integrate these complementary functions to maintain academic quality, respond to emerging challenges, and achieve institutional objectives.

Despite the recognized importance of academic deans, empirical studies examining both their leadership and management practices remain limited, particularly in Philippine community colleges. Existing studies have largely focused on leadership styles, organizational commitment, or strategic leadership in universities, while relatively little attention has been given to the

combined examination of leadership and management styles among deans in local higher education institutions. This gap is even more evident in the context of community colleges in Albay, where little empirical evidence exists regarding how deans exercise leadership and management responsibilities within their institutions.

To address this gap, this study examined the leadership and management styles of deans in seven community colleges in Albay during the Academic Year 2021–2022. Specifically, it sought to identify and distinguish the leadership and management styles of deans, determine the relationship between these two dimensions, and propose interventions to strengthen leadership and management practices in community colleges. By providing empirical evidence on academic leadership within local higher education institutions, the study contributes to the growing body of literature on educational leadership and offers insights that may support institutional improvement and effective governance.

2 METHODOLOGY

The study was conducted in seven community colleges in Albay, all formally recognized by the Commission on Higher Education (CHED). These institutions were selected based on accessibility, proximity, and the researcher’s established professional rapport with school personnel, ensuring a reliable and contextually relevant assessment. A descriptive-correlational research design was employed. According to [Shields and Rangarajan \(2013\)](#), descriptive research seeks to document current conditions, practices, or attitudes. Meanwhile, the correlational aspect of the study examined relationships among deans’ leadership and management styles to uncover patterns and significant associations.

The study involved 103 respondents from the seven community colleges in Albay. These included administrators, deans, program heads, and instructors—selected for their involvement in leadership or managerial roles within their institutions. The primary instrument used was a structured survey questionnaire designed to assess perceptions of leadership and management styles. The items were anchored in the study’s objectives and relevant literature. The tool underwent validation by academic experts and was pilot tested to ensure clarity, coherence, and reliability.

The researcher sought formal permission from college administrators to conduct the study. After receiving approval, the researcher distributed the validated questionnaires to the participants. Respondents were provided with clear instructions and ample time to complete the instrument. Follow-up interviews were conducted to supplement and validate quantitative findings. The research strictly adhered to ethical standards. Informed consent was obtained from all participants, and participation was voluntary. Confidentiality and anonymity were ensured, and respondents were informed that data collected would be used solely for academic purposes.

Moreover, statistical tools were applied, such as Spearman Rank Order Correlation, which measured the strength and direction of association between leadership and management styles; p-value Analysis, determining statistical significance between variables; and Weighted Mean, which interpreted the level of practice based on responses using the scales on Table 1 and Table 2.

Table 1. Leadership Styles Rating Scale

Scale	Range	Description
4	3.26-4.00	Always Practiced
3	2.52-3.25	Often Practiced
2	1.76-2.50	Rarely Practiced
1	1.00-1.75	Never Practiced

The ranking method was used to determine the order of priority or frequency of each indicator across all categories.

Table 2. Leadership Styles Rating Scale

Scale	Range	Description
4	3.26-4.00	Excellent
3	2.52-3.25	Satisfactory
2	1.76-2.50	Fair
1	1.00-1.75	Poor

3 RESULTS AND DISCUSSIONS

3.1 Demographic Profile of Respondents

Table 3 presents the demographic characteristics of the respondents, including age, sex, civil status, educational attainment, employment status, and tenure of employment.

Table 3. Demographic Profile of the Respondents

Demographic Profile	Frequency	%	Rank
Age			
18-29	27	26%	2
30-39	8	8%	5
40-49	40	39%	1
50-59	10	10%	4
60 and above	18	17%	3
Sex			
Male	30	29%	2
Female	73	72%	1
Civil Status			
Single	25	24%	2
Married	77	75%	1
Widower	1	1%	3
Educational Attainment			
Bachelor's Degree	25	24%	3
Master's Degree with Units	27	26%	2
Master's Degree	32	31%	1
Doctorate Degree with Units	5	5%	5
Doctorate Degree	14	14%	4
Employment Status			
Permanent	13	13%	3
Full Time	30	30%	2
Casual	6	6%	4
Contractual	2	2%	5
Part-Time	51	49%	1
Honorarium	1	1%	6
Tenure of Employment			
0-5 years	78	76%	1
6-10 years	16	15%	2
11-15 years	5	5%	3
16-30 years	0	0%	6
31-35 years	3	3%	4
36 and above	1	1%	5

The majority of respondents (39%) are aged 40–49, indicating a predominantly middle-aged academic workforce, followed by a significant younger cohort aged 18–29 (26%). This age distribution suggests a mix of experienced and emerging professionals, potentially enriching leadership perspectives and decision-making processes. Female respondents comprise 72%, which reflects a female-dominated workforce in teaching and administration. Most respondents are married (75%), which may influence their work-life balance and leadership approaches.

Educational attainment reveals a highly qualified workforce, with 31% holding a master's degree and 26% having Master's units. Doctorate holders represent 14%, with an additional 5% pursuing doctoral studies, indicating a strong aspiration toward scholarly excellence. Employment status is dominated by part-time faculty (49%), followed by full-time (30%) and permanent (13%) employees, reflecting the flexible employment structures typical of community colleges. However, this may present challenges related to faculty continuity and institutional loyalty.

Regarding tenure, 76% of respondents have worked for 5 years or less, indicating a relatively new workforce and a high turnover rate, underscoring the need for robust professional development programs to foster leadership readiness and institutional commitment among new hires.

3.2 Leadership Styles of Deans

3.2.1 Leadership Styles Along the Dimension of Personality

Table 4 presents leadership styles along the personality dimension. Leadership practices related to personality traits are consistently rated as "Always Practiced" with an average weighted mean (WM) of 3.65. The highest-rated behavior is "Collaborate to achieve objectives" (WM = 3.73), highlighting a strong orientation toward collaborative and transformational leadership. "Advocating reforms and innovation" (WM = 3.68) ranks second, emphasizing the deans' commitment to institutional improvement.

Table 4. Leadership Styles along the Dimension of Personality

A. Personality	Overall		Rank
	WM	VI	
1. Interact, model, and build rapport among the faculty, staff, and other school officials.	3.66	AP	6
2. Take a motivating command, order, and request of the members of the faculty lineup.	3.65	AP	7
3. Support personal growth and professional development to strengthen the academic endeavors and pursuit of quality instruction.	3.67	AP	4
4. Give a clear direction, purpose, and input on the desired goals.	3.67	AP	4
5. Motivate faculty and other members to lead, model behavior, and offer challenging assignments.	3.55	AP	10
6. Display a high drive, act ethically, tackle poor performance, and admit mistakes.	3.59	AP	8.5
7. Build strong relationships to strengthen performance and input towards their work.	3.59	AP	8.5
8. Collaborate among the members to achieve the objectives.	3.73	AP	1
9. Remain focused, visionary, and goal-oriented.	3.67	AP	4
10. Advocate imperative reforms and innovation.	3.68	AP	2
Average	3.65	AP	

Other well-practiced traits include supporting professional growth, remaining goal-oriented, and providing clear direction (all WM = 3.67), which aligns with transformational leadership theories

emphasizing vision and motivation (Teoman & Ulengin, 2018; Jensen et al., 2018; Koh et al., 2019).

Slightly lower ratings were observed for motivating faculty to assume leadership roles (WM = 3.55) and for acting ethically when addressing poor performance (WM = 3.59), potentially reflecting institutional limitations such as workload and fewer leadership opportunities. A dean's qualitative statement reflects the importance of open communication and emotional intelligence:

"Kinakausap ko talaga sila kasi alam ko na madadaan sa magandang usapan, lalo na kapag ikabubuti naman nila...I always make an effort to talk to them because I believe that open and honest communication can resolve things, especially when it's in their best interest."

This insight supports the role of intrinsic and extrinsic motivation in fostering a productive environment. Nonetheless, the relatively low score on faculty leadership motivation suggests a need for succession planning and expanded opportunities for peer leadership (Cherry, 2021). In summary, deans demonstrate strong leadership grounded in collaboration, ethical standards, innovation, and professional development. However, empowering faculty through increased leadership roles remains an area for growth.

3.2.2 Organizational Values

Table 5 shows the dean's leadership styles aligned with organizational values. Deans exhibit a strong commitment to organizational values, as all ten indicators were rated "Always Practiced" with an average WM of 3.62. The top behavior, "Collaborate as a team in work environment and school management" (WM = 3.70), emphasizes fostering teamwork and shared accountability.

Table 5. Leadership Styles of the Deans along Organizational Values

B. Organizational Values	Overall		Rank
	WM	VI	
1. Collaborate as a team in a work environment and school management.	3.70	AP	1
2. Share concern, support, and state the purpose to achieve the organizational objectives.	3.66	AP	3
3. Give affirmation and recognition when the organization has achieved academic pursuits in the light of quality education.	3.66	AP	3
4. Appreciate the workforce in an organization.	3.65	AP	5
5. Support shared values and commitment to the teaching profession, leadership, and management.	3.66	AP	3
6. Give direct and indirect feedback to improve the instruction and strategies of faculty.	3.60	AP	7
7. Guide employees in their decision-making.	3.61	AP	6
8. Give appropriate training and activities related to their work assignment.	3.54	AP	10
9. Understand diverse abilities and expertise among the members of the faculty lineup.	3.55	AP	9
10. Provide constructive criticism of the areas that need improvement and consideration to address the gap in a group or team.	3.56	AP	8
Average	3.62	AP	

Other highly rated behaviors include showing concern and support (WM = 3.66), recognizing academic achievements (WM = 3.66), and supporting shared values and professional commitment (WM = 3.66). These findings suggest a leadership culture that extends beyond administration to include emotional and motivational support, consistent with transformational and servant

leadership models emphasizing emotional intelligence.

Lower scores, though still “Always Practiced,” were noted for providing constructive feedback (WM = 3.56), recognizing faculty diversity (WM = 3.55), and offering training opportunities (WM = 3.54). This points to possible gaps in feedback systems and professional development, which are critical for continuous improvement.

A dean’s narrative illustrates compassionate leadership in practice: providing mental health support to a struggling faculty member who fostered trust and psychological safety (Wike, 2021). Overall, the findings suggest that while organizational values are deeply embedded, focused efforts to strengthen feedback, inclusivity, and capacity-building would enhance leadership effectiveness (Quainoo et al., 2020).

3.2.3 Communication

Table 6 presents the Deans’ Leadership Styles in terms of Communication. Communication practices among deans are highly consistent, with all ten indicators rated “Always Practiced” and an average WM of 3.66. The highest-rated behavior, “Speak politely and respectfully to members and committees” (WM = 3.73), reflects the emphasis on respectful, inclusive communication, which is crucial for collegiality.

Table 6. Leadership Styles of the Deans Along Communication

C. Communication	Overall		Rank
	WM	VI	
1. Speak with synthesis and analysis based on facts, legal bases, and experiences	3.66	AP	5
2. Adapt language register appropriately based on the environment and the etiquette of people	3.67	AP	3.5
3. Speak and communicate appropriately with the members and other school officials.	3.67	AP	3.5
4. Negotiate and intervene correctly in an issue for the improvement of the office.	3.61	AP	10
5. Use proper language and usage based on the context and field of experience.	3.71	AP	2
6. Speak politely and respectfully to the members and committee.	3.73	AP	1
7. Observe proper hedges and register to save the face of the recipient of information.	3.65	AP	6
8. Ensure office arrangement whenever a conflict arises for conducive and democratic discourse in solving problems.	3.63	AP	8
9. Listen intently and respond accordingly and correctly to address, solve, and manage the gap.	3.63	AP	8
10. Negotiate and restore communication breakdown in a conflict or academic	3.63	AP	8
Average	3.66	AP	

Other top indicators include using appropriate language for the context (WM = 3.71) and adapting the language register to the environment (WM = 3.67). These practices support an academic atmosphere of professionalism and trust (Jamian et al., 2013).

Qualitative data highlight open, fair communication in conflict management:

"Dito sa amin, the concerns are properly raised kasi alam nila that conflicts can be resolved properly... I always side with what is right and truth, lalo na kung ito ay para sa ikabubuti ng institution at ng nakararami... this underscores emotional intelligence and integrity as keys to sustaining trust... In our office, people are encouraged to raise their concerns because they know conflicts can be addressed

through respectful dialogue and proper communication. I always stand for what is right and truthful, especially when it benefits the institution and the majority. I believe that leading with emotional intelligence and integrity is essential to building trust, resolving conflicts effectively, and creating a positive work environment."

Conflict-related communication indicators, while still rated as "Always Practiced," received slightly lower scores (3.60–3.63), indicating room for improvement in mediation and restorative dialogue. Effective listening and communication not only convey ideas but also foster motivation and empowerment, especially during institutional change (Martin, 1993). Thus, communication is a cornerstone of effective academic leadership in Albay's community colleges. Structured training in conflict resolution and feedback culture could further enhance these strengths.

3.2.4 Situation

Table 7 presents the leadership styles of deans in Albay community colleges regarding situational responsiveness. All ten indicators were rated as "Always Practiced" with an overall weighted mean (WM) of 3.60, indicating that deans consistently apply situational leadership principles in managing teams and navigating institutional demands.

Table 7. Leadership Styles of the Deans Along Situation

D. Situation	Overall		Rank
	WM	VI	
1. Understand the needs of team members.	3.66	AP	1
2. Adjust management style to the best and serve team members.	3.57	AP	9
3. Gain trust through connection and proper communication.	3.60	AP	6.5
4. Give a clear direction through encouragement and motivation to succeed in academic and professional endeavors.	3.62	AP	2.5
5. Gather all data and information from each situation.	3.59	AP	8
6. Set a constructive response to solving the problem.	3.61	AP	4.5
7. Decide based on a reasonable fact and not based on personal interest and drive.	3.62	AP	2.5
8. Set guidelines considering the internal and external factors for the improvement of instruction, management, and supervision.	3.61	AP	4.5
9. Consider different layers of information from the members and other stakeholders to reconcile the best strategies and solutions to an issue.	3.56	AP	10
10. Make a case analysis to address the issue in instruction, management, and supervision	3.60	AP	6.5
Average	3.60	AP	

The highest-rated indicator was "Understanding the needs of team members" (WM = 3.66), suggesting that deans prioritize empathy and tailor their leadership based on individual and collective faculty needs. Closely ranked second were "Giving clear direction through encouragement and motivation to succeed" and "Deciding based on reasonable facts rather than personal interest" (both WM = 3.62), reflecting a leadership style that balances human-centric support with objective decision-making. Other indicators, such as "Gaining trust through connection and proper communication" (WM = 3.60) and "Making case analyses to address issues" (WM = 3.60), further reinforce deans' adaptive and evidence-based approach to leadership. A dean illustrated this approach:

"Personally, I communicate with my staff kapag binibigyan ko sila ng assignment because I have this desire to help them improve. So, whenever I put them in a situation they are not confident they can handle, I support them and encourage them na kaya nila yung task, and I will be there to guide them all the way... Personally, I communicate with my staff whenever I assign them tasks because I want to help

them improve. When they are not confident in handling a task, I encourage them, assure them they are capable, and guide them throughout the process."

This reflects the mentoring nature of situational leadership—gradually empowering staff while providing support. These findings align closely with Hersey and Blanchard (1988) situational leadership theory, which emphasizes leaders' adjustment of behavior according to team readiness and needs. The deans' focus on understanding individual capacities and providing both motivation and objective guidance demonstrates high emotional intelligence and instructional leadership.

Deans recognize the importance of personalized support to foster competence and confidence within a diverse academic workforce. Their mentoring approach, described by one dean as "allowing mentees to do tasks with guidance but slowly distancing until independence," echoes Davies and Thomas (2009), who highlight coaching as key to professional engagement and growth. Furthermore, relational sensitivity emerges as a crucial strength, as deans adapt to varied personalities and work styles to reduce conflicts and build trust (Stanley & Algert, 2007). While deans also consider multi-layered stakeholder information, the slightly lower scores on complex adaptive tasks may reflect the practical challenges of managing fast-paced academic environments. Overall, situational leadership among deans fosters empathy, adaptability, and continuous growth, positioning them not just as administrators but as transformational mentors who empower their teams. This style positively influences organizational culture by aligning leadership with evolving team needs.

Table 8 summarizes the leadership styles across four dimensions: Communication, Personality, Organizational Values, and Situation. All dimensions were rated as "Always Practiced," with Communication ranking highest (WM = 3.66), followed by Personality (3.65), Organizational Values (3.62), and Situation (3.60). The overall weighted mean of 3.63 reflects a holistic, multi-dimensional leadership approach.

Table 8. Summary of Leadership Styles

Leadership Styles	Weighted Mean	Verbal Interpretation	Rank
Personality	3.65	Always Practiced	2
Organizational Values	3.62	Always Practiced	3
Communication	3.66	Always Practiced	1
Situation	3.60	Always Practiced	4
Total	3.63	Always Practiced	

The prominence of communication underscores its vital role in effective leadership, facilitating motivation, trust, and shared accountability (Martin, 1993). Personality traits such as empathy and ethical conduct complement communication by enhancing influence and modeling transformational leadership behaviors.

Organizational values emphasize collaboration, recognition, and commitment, which nurture a positive school culture. Situational leadership, although ranked fourth, remains critical for flexibility and responsiveness amid diverse and changing institutional contexts. Collectively, these findings portray deans as transformational leaders steering their colleges toward academic excellence and cohesive organizational climates, highlighting the need for ongoing professional development in communication, mentorship, and adaptive leadership.

3.3 Management Styles of Deans

3.3.1 Planning

Table 9 details the management styles of deans related to planning. All planning indicators received an Excellent rating, with an average WM of 3.62. The highest-rated was "Set deadlines for clear

expectations and targets” (WM = 3.67), followed by “Establish a clear path in accomplishing tasks” (3.66), and “Establish parameters, scope, and limitations” (3.65).

Table 9. Management Styles of Deans along Planning

A. Planning	Overall		Rank
	WM	VI	
1. Establish clear, specific goals and target objectives.	3.63	E	4.5
2. Anticipate possibilities and opportunities in a course of action and decision-making.	3.63	E	4.5
3. Analyze the pros and cons of the situation before coming to a decision.	3.60	E	9
4. Set deadlines for a clear expectation and target.	3.67	E	1
5. Create mind mapping to identify strengths and weaknesses.	3.56	E	10
6. Establish a clear path for accomplishing the task.	3.66	E	2
7. Establish the parameters, scope, and limitations of the work.	3.65	E	3
8. Help the members to clarify and define their goals.	3.61	E	7
9. Anticipate barriers to goal accomplishment and how to overcome them.	3.62	E	6
10. Discuss plans and involve stakeholders in informed decisions.	3.61	E	7
Average	3.62	E	

Other indicators such as “Anticipate possibilities and opportunities” (3.63), “Establish clear goals” (3.63), and “Anticipate barriers and ways to overcome them” (3.62) further reflect strong strategic foresight. Lower-rated but still excellent were “Analyze pros and cons before decisions” (3.60) and “Create mind maps to identify strengths and weaknesses” (3.56). A dean emphasized this proactive mindset:

"In the various planning that we do, I always see to it that there are contingency plans... I anticipate that challenges may happen, and there should already be a foresight on how to combat the problem."

The results indicate that deans demonstrate structured and time-conscious planning skills, emphasizing clarity, accountability, and strategic anticipation. This supports [Day et al. \(2016\)](#) view that effective leadership requires strategic guidance to achieve organizational goals. [Wong and van Gils \(2021\)](#) also emphasize the role of clear roles and deadlines in promoting discipline and meeting institutional timelines.

The lower but still excellent ratings on analytical tools, such as mind mapping, may reflect a distributed leadership model where micro-planning is delegated to program heads and faculty. This delegation encourages autonomy while maintaining oversight at the dean level. Strategic planning, especially with contingency measures, enhances institutional resilience in uncertain academic environments, consistent with [John-Eke and Eke \(2020\)](#). [George et al. \(2019\)](#) also emphasize the importance of planning in institutional development and leadership effectiveness. Integrating diverse planning tools more actively could further improve decision-making and stakeholder involvement, as [Laird \(2016\)](#) suggests.

3.3.2 Organizing

Table 10 presents the management style of Deans along the organizing dimension in the Community Colleges of Albay. The data show that Deans consistently demonstrate an Excellent level of management in this area, with an overall weighted mean of 3.64.

Among the organizing indicators, evaluating programs to improve future academic and professional development was rated highest (WM = 3.67), highlighting the Deans' commitment to continuous institutional improvement. This underscores the importance of curriculum development and

Table 10. Management Styles of Deans along Organizing

B. Organizing	Overall		Rank
	WM	VI	
1. Consider the plan as a basis for making the step-by-step procedures instruction or any academic and administrative endeavor.	3.66	E	3
2. Accomplish the task by developing a comprehensive plan and action in instruction and implementation.	3.61	E	10
3. Evaluate different tasks to be done before execution, dissemination, or implementation.	3.62	E	8
4. Set priorities and deadlines for any academic and professional development.	3.63	E	6
5. Create a working committee to organize and execute initiatives in education.	3.66	E	3
6. Think of an alternative and plan B to ensure and cascade better opportunities.	3.62	E	8
7. Research and gather information before conducting a program.	3.65	E	5
8. Coordinate and communicate with other members to ensure the success of the program.	3.62	E	8
9. Supervise the program to guide the members on the target objects and aims of the organization	3.66	E	3
10. Evaluate the program to improve the future academic and professional development among the members of the group.	3.67	E	1
Average	3.64	E	

program evaluation in ensuring that academic offerings remain responsive to changing educational needs. As noted by [Ramos et al. \(2022\)](#), a Dean's role encompasses the development and maintenance of instructional goals through systematic quality assurance and improvement initiatives.

Other highly rated practices (WM = 3.66) include supervising programs to guide members toward organizational objectives, using plans as procedural frameworks for academic and administrative tasks, and forming working committees to execute educational initiatives. These findings suggest that Deans apply a strategic approach to organizing, emphasizing clear structures, supervision, and collaboration as foundations for advancing the college's mission.

A Dean remarked:

"I am proud that our department is very keen on program development through consistent evaluation and monitoring of the performance of teachers and staff. We conduct yearly evaluations to ensure improvement."

This statement reflects the essential role of regular evaluation and monitoring in maintaining academic quality and fostering faculty professional growth—key elements in institutional development. Lower-ranked yet still excellent indicators include accomplishing tasks via comprehensive planning and action, pre-execution task evaluation, considering alternative plans, and coordinating communication to ensure program success. These slightly lower rankings may suggest areas where Deans could strengthen the iterative processes of planning, evaluation, and dissemination. [Vincenzi et al. \(2018\)](#) emphasizes that effective re-evaluation and transparent communication are vital to adapt to pedagogical innovations and external changes, safeguarding academic quality.

From an organizational theory perspective, organizing establishes the framework that clarifies roles and responsibilities, facilitating smooth workflows and operational efficiency. Analogous to business organizations that depend on structured reporting for success ([TutorialsPoint, 2022](#);

Milano, n.d.), educational institutions rely on organizing mechanisms to align activities with core values and strategic priorities (Reference for Business, n.d.).

Bystydzinski et al. (2017) further highlights that strong interpersonal relationships between Deans and academic professionals are critical to institutional advancement. By fostering professional development and encouraging reflective practice, Deans cultivate an environment conducive to innovation and instructional improvement. This relational component of organizing provides a competitive edge, enabling resilience and sustained academic excellence.

3.3.3 Decision-Making

Table 11 shows that the Deans' decision-making management styles across the seven community colleges of Albay are rated Excellent for all indicators.

Table 11. Management Styles of Deans along Decision Making

C. Decision Making	Overall		Rank
	WM	VI	
1. Consult stakeholders on strategic and informed decisions.	3.74	E	1.5
2. Compare and contrast past and present data as a basis to address the gap for strategic decision-making.	3.74	E	1.5
3. Support claim by citing research findings, legal bases, and frameworks.	3.66	E	9.5
4. Decide based on expertise and experience.	3.71	E	5.5
5. Scrutinize the root problem before taking action and judgment.	3.72	E	3.5
6. Generate alternative solutions based on past experiences.	3.70	E	7
7. Evaluate alternatives by careful analysis and logic.	3.66	E	9.5
8. Consider empirical evidence to support the rationale of the program or initiatives.	3.71	E	5.5
9. Consider constructive criticism as a building block to rebuild the organization at its finest in terms of decision-making.	3.68	E	8
10. Gather data from research, interviews, focus group discussions, and forums to align with the expected outcomes.	3.72	E	3.5
Average	3.70	E	

The data reveal that among the decision-making practices of the Deans, consultation with stakeholders and comparing and contrasting past and present data to address gaps ranked highest, each receiving a weighted mean of 3.74. This finding highlights the Deans' strong emphasis on collaborative and evidence-based approaches to strategic decision-making. By engaging stakeholders, the Deans ensure that decisions are inclusive, incorporating diverse perspectives that foster collective ownership of institutional goals. Likewise, reviewing historical and current data supports continuous improvement by identifying trends, addressing deficiencies, and aligning future initiatives with established objectives.

The prominence of these consultative and evaluative strategies aligns with best practices in educational leadership, where stakeholder engagement—including faculty, staff, students, and parents—plays a crucial role in crafting responsive and forward-looking policies. One Dean shared:

“As part of monitoring our institution, we always ensure meetings with parents are held to address concerns. It is important that teachers and parents fully understand CHED policies, standards, and guidelines so they know their responsibilities.”

This statement underscores the value placed on transparency and partnership, which are vital to institutional accountability and community trust. Closely following these are indicators emphasizing problem analysis before judgment and data gathering through research and

discussions (weighted mean 3.72), demonstrating Dean's methodical approach to decision-making. Their reliance on expertise, empirical evidence, and consideration of alternative solutions grounded in experience illustrates a comprehensive process designed to minimize risks and optimize outcomes. This rigor ensures decisions are informed, adaptable, and responsive to evolving circumstances.

While practices such as supporting claims with research, legal frameworks, and thorough evaluation of alternatives ranked slightly lower (3.66), they remain within the excellent category, reflecting Deans' steadfast commitment to data-driven and logical decision-making. Robust analysis forms the critical foundation for sound decisions, reducing emotional bias and bolstering leadership credibility (Mandel et al., 2022; Boissin et al., 2021).

These findings gain importance against the backdrop of the complex and dynamic environment that educational institutions navigate today. Rapid technological advancements, shifting socio-political contexts, and increasing stakeholder expectations require flexible and well-informed decision-making processes (Omarli, 2017). The Deans' ability to manage this complexity through consultation, data analysis, and strategic foresight enhances institutional resilience and long-term success.

Educational leadership literature affirms that involving subordinates and stakeholders in decision-making not only improves the quality of decisions but also facilitates smoother implementation by fostering alignment and readiness. Moreover, maintaining positive leader-employee relationships—especially in structured tasks—boosts employee satisfaction and effectiveness, contributing to a healthy organizational climate.

3.3.4 Delegation

Table 12 presents the Level of Management Styles of the Deans in terms of Delegation. All indicators were interpreted as Excellent, with an overall weighted mean of 3.68. Leading the list is equipping members with knowledge, skills, and competence by encouraging attendance in professional development activities and through the Dean's own expertise as a head, which ranked first with a weighted mean of 3.72. Closely following is creating a working committee and informing members of their roles and responsibilities to delegate functions effectively, ranked second with a weighted mean of 3.71.

The data reveal that the Deans of the community colleges in Albay demonstrate an excellent management style in delegation. Enforcing attendance in professional development activities supported by official memorandums ranked notably high (3.70), underscoring the Deans' commitment to continuous staff growth and skill enhancement. Other highly rated practices—such as giving rewards and recognition, supporting faculty as mentors and trainers, and sharing expertise for role clarification (all with means of 3.68)—reflect a delegation approach centered on empowerment and professional encouragement. These findings suggest that Deans prioritize equipping their personnel not only through formal development programs but also by fostering a supportive environment where recognition and mentorship thrive. The establishment of working committees with clearly defined roles serves as an effective organizational strategy, ensuring clarity and accountability in task execution. As one Dean shared:

"I am proud that when teachers request training and funds are available, I do not hesitate to approve it. Without development plans, leadership will not be remarkable. We also conduct benchmarking and in-house training to ensure our people grow professionally and personally."

This quote captures the essence of delegation as a developmental tool, where Deans actively invest in their teams' capacity-building. This aligns with Zhang et al. (2017) assertion that delegation can psychologically empower subordinates and encourage feedback-seeking behavior.

Delegation also fulfills practical organizational functions, such as saving time and optimizing the use of individual strengths. By appropriately entrusting responsibilities, Deans free themselves to focus on strategic priorities while fostering autonomy and confidence among their staff. This distributed leadership model enhances credibility and strengthens institutional capacity. Although indicators such as providing clear objectives, motivating toward quality education, and issuing

Table 12. Management Styles of Deans along Delegation

D. Delegation	Overall		Rank
	WM	VI	
1. Provide clear objectives before informing the faculty and staff about the tasks.	3.66	E	8.5
2. Provide guidelines for certain programs and activities to avoid confusion and misleading action.	3.60	E	10
3. Motivate the members of the faculty and staff to aspire and endeavor in school matters for quality education.	3.66	E	8.5
4. Enforce the members to attend any professional development with the support of the memorandum.	3.70	E	3
5. Equip the members with knowledge, skills, and competence by encouraging them to attend any professional development and through his/her expertise as a head.	3.72	E	1
6. Give rewards and recognition to those employees who excel in the field of work and management.	3.68	E	5
7. Recognize teachers who have made exemplary actions in the field of education and innovation to motivate them to aspire and succeed in the profession.	3.67	E	7
8. Support those faculty who serve as the coach, trainer, and teacher in mentoring students in a contest or program related to academics and skills.	3.68	E	5
9. Create a working committee, informing them about their roles and responsibilities to delegate their functions as members of the group.	3.71	E	2
10. Share his/her expertise with the members to guide them about the tasks to do and to know their position in the battle cry, instruction, and other matters.	3.68	E	5
Average	3.68	E	

program guidelines ranked slightly lower, they remain within the excellent range. These areas warrant continued attention since clear documentation and communication are foundational to avoiding confusion and ensuring smooth task delegation (Hubbard, 2016). Effective guidelines facilitate thorough training, essential for building competence and preparing staff for greater responsibilities. The literature supports that effective delegation in educational settings mobilizes resources and focus, enabling leaders to concentrate on key tasks while empowering others to manage responsibilities efficiently (Riisgaard et al., 2016). Contingency Theory further emphasizes adapting delegation styles based on follower needs and situational factors to maximize effectiveness.

3.3.5 Summary of Management Style

Table 13 summarizes the management styles of Deans in the Community Colleges of Albay. All management dimensions were described as Excellent.

The Deans' management styles across key dimensions—Decision Making, Delegation, Organizing, and Planning—are rated excellent, with an overall weighted average of 3.66. Among these, Decision Making ranks highest (3.70), closely followed by Delegation (3.68), Organizing (3.64), and Planning (3.62).

The top ranking of Decision-Making underscores Deans' strong ability to make sound, strategic choices. This competence likely stems from accumulated experience and ongoing learning from past outcomes, enabling Deans to effectively navigate challenges and lead their teams with clarity and confidence.

Table 13. Summary of Management Style

Management Styles	Weighted Mean	Verbal Interpretation	Rank
Planning	3.62	Excellent	4
Organizing	3.64	Excellent	3
Decision Making	3.70	Excellent	1
Delegation	3.68	Excellent	2
Total	3.66	Excellent	

Although Planning ranks lowest among the four dimensions, its excellent rating still reflects a high level of proficiency. The slightly lower score suggests room for improvement, particularly in allocating more time and fostering collaboration during the planning process. Busy schedules may limit focus on long-term, strategic planning. To enhance this, involving faculty and staff more actively in planning could foster greater engagement and shared ownership. Participative management not only improves the quality of plans but also encourages innovation and creativity—key drivers for institutional growth and responsiveness.

3.4 Test of Significant Relationship between the Leadership Styles and the Management Styles of Deans in Community Colleges of Albay

Table 14 shows a test statistic of $t = 9.366$ with a corresponding p-value of <0.01 . Since the p-value is less than the significance level of 0.01, we reject the null hypothesis. This indicates a significant difference between the leadership and management styles of the Deans in the Community Colleges of Albay.

Table 14. Significant Relationship between the Leadership Styles and Management Styles

Coefficient (rs)	n	t Statistic	df	p-Value	Decision	Inference
0.721	82	9.366	80	<0.01	Reject Ho	Significant

Therefore, both leadership and management play crucial roles and carry great responsibility in adapting to and effectively operating within their organization and its environment. This clearly expresses that both leadership and management styles are essential qualities that Deans must possess. Deans should be effective leaders to their subordinates by demonstrating strong personal attributes such as good interpersonal skills, fostering orderly organizational values within the institution, and maintaining clear and open communication with members of their department. The leadership characteristics exhibited by the Deans have positively impacted their organizations, contributing to increased productivity and steering their institutions toward success.

Additionally, the Deans' proficiency in management styles—especially in planning, organizing, decision-making, and delegating—has a notable influence on the organization. Their ability to manage efficiently nurtures organizational development and fosters a productive and high-performing environment.

Moreover, the head of the office must possess traits and abilities that facilitate achieving the institution's objectives and goals. According to the Great Man Theory, when a leader embodies the right values and management strategies, a significant positive impact on the institution is expected [Cherry \(2021\)](#). It is indeed challenging for a Dean to excel, as experience plays a crucial role in fostering teamwork and institutional growth. Excellence in both leadership and management styles is vital, as both are fundamentally significant to the institution's success.

3.5 Proposed Interventions to Strengthen Leadership and Management Styles in Community Colleges

3.5.1 Leadership Style

Figure 1 illustrates the proposed interventions to strengthen leadership practices and styles in community colleges.

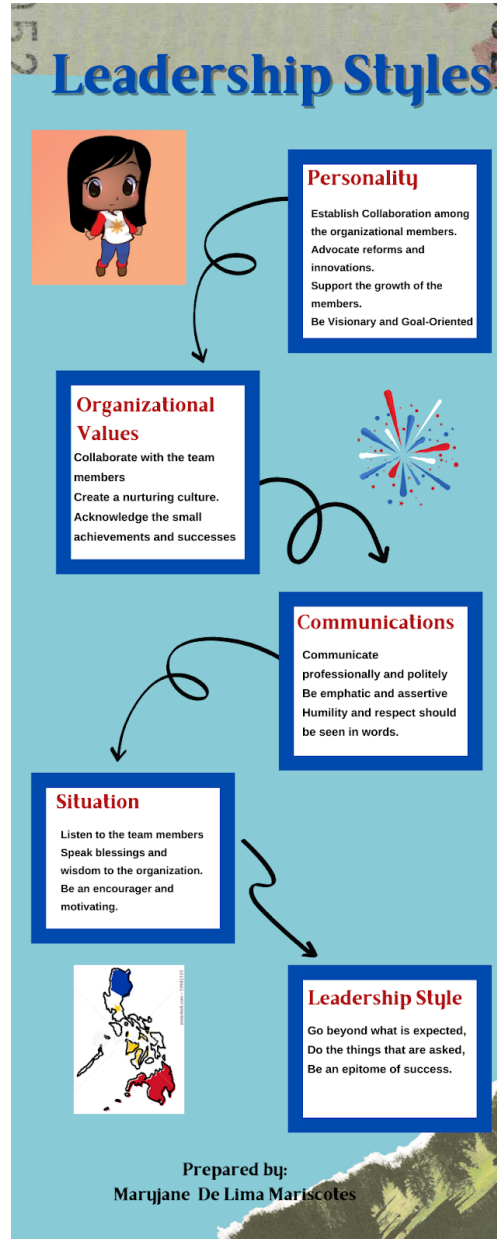


Figure 1. Proposed Intervention to Strengthen Leadership Style

An effective leadership style drives the organization beyond expectations by actively considering and implementing stakeholder feedback. Such leadership inspires members to commit their energy and passion to institutional success. Deans should sustain and enhance qualities such as fostering collaboration, advocating for reforms and innovation, supporting team growth, and maintaining a visionary, goal-oriented outlook. These traits inspire the institution to embrace change and drive progress, ensuring the organization remains passionate and functional. In addition, strong organizational values guide Deans in building supportive, united teams. Recognizing both small

and significant efforts fosters motivation and sustains productivity. Healthy relationships between Deans and members are crucial for organizational longevity and growth.

Moreover, Deans' effective communication—marked by assertiveness balanced with empathy, humility, and respect—creates an environment where every member feels valued. This openness builds trust, encouraging collaboration and shared success. Also, good leaders listen attentively, offer encouragement, and speak positively to the organization. Accepting diverse perspectives and knowing when to listen or act fosters a motivated, resilient team culture where members perform at their best.

3.5.2 Management Style

Figure 2 demonstrates the interventions proposed to solidify the management practices and styles in Albay community colleges.



Figure 2. Proposed Intervention to Strengthen Management Style

A good manager leads with inspiration, fostering harmony within the team. The Deans should

strive to sustain the best practices developed throughout their leadership to ensure the institution's continued productivity and the fulfillment of its mission and vision. Managers who apply sound management styles effectively are more likely to succeed in their endeavors.

The Deans demonstrate a proactive management approach by regularly re-evaluating, re-creating, and re-assessing programs and institutional systems. This continuous process provides clear redirection toward success, both explicitly and implicitly. Hands-on management is vital for revitalizing the institution's operations. Dean's ability to organize effectively plays a crucial role in boosting organizational productivity and ensuring quality supervision. Additionally, effective organizations depend on managers who make well-balanced decisions aligned with stakeholder needs and industry demands. Deans who base their decisions on thorough research and data analysis guide their institutions toward continuous improvement and meaningful innovation, fostering sustainable growth.

Furthermore, a manager who effectively leverages team members' strengths and addresses their weaknesses maximizes the department's overall development. Each member's contribution is critical in driving the institution toward greater success. This process starts with the Dean's deep understanding of their staff, ensuring that tasks are assigned appropriately and executed efficiently. The study revealed that the Deans of the seven community colleges in Albay consistently exhibit strong leadership and management styles. In leadership, they demonstrated collaboration, support for growth, clear vision, effective communication, and adaptive situational awareness. Organizational values like teamwork, affirmation, and constructive feedback were also highly evident. Meanwhile, in management, the Deans rated excellent across planning, organizing, decision-making, and delegation. They set clear goals, involve stakeholders, evaluate programs, make data-driven decisions, and empower their teams through professional development and clear delegation.

4 CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the Deans demonstrate effective and efficient leadership styles, fostering collaboration, caring personnel management, and strong organizational relationships. Their leadership positively influences institutional productivity and interpersonal dynamics. Similarly, the Deans' management styles emphasize inclusive participation and constructive feedback, maximizing organizational potential. Maintaining an employee- and stakeholder-focused approach is vital for continuous improvement. The integration of leadership and management skills enhances a dean's effectiveness and impact. Recognizing strengths and addressing organizational weaknesses are key to further institutional success. To sustain and improve leadership, Deans should regularly attend leadership development seminars and workshops. Implementing a rotation system across departments can increase flexibility and experience. Prioritizing clear, ongoing communication—such as timely updates on policies and plans—will strengthen organizational networks. Proactive issue resolution through training, one-on-one coaching, and alignment with institutional and CHED policies will enhance decision-making. Lastly, engaging in benchmarking activities will promote the adoption of best practices and ensure sustained quality education and services.

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