EXPLORING LEADERSHIP STYLES AND ITS INFLUENCE ON TARGET OUTCOMES ACHIEVEMENT IN LOCAL COLLEGES

Exploring Leadership Styles and Its Influence on Target Outcomes Achievement in Local Colleges

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Abstract

This explanatory-sequential study investigates the dominant leadership styles and their influence on target outcomes achievement among heads of department and/or organization at two local colleges in Cebu, Philippines: Sibonga Community College and Carcar City College. Utilizing the Path-Goal Theory as its theoretical framework, the study employed questionnaires to identify leadership styles and Individual Performance Commitment Review (IPCR) data to assess target outcomes. Subsequent semi-structured interviews explored factors contributing to dominant styles and their perceived influence on outcomes. Quantitative analysis revealed Achievement-Oriented and Participative leadership as prevalent, while Supportive leadership was less dominant. IPCR ratings indicated a "Very Satisfactory" level of target outcomes achievement in both institutions. Correlation analysis showed weak and non-significant relationships between the four Path-Goal leadership styles and target outcomes. Qualitative findings identified clear communication, accountability, and mentorship as factors shaping Directive leadership; clear communication, relationship building, and empathy for Supportive leadership; collaboration, empowerment, and open communication for Participative leadership; and developing potential, challenging tasks, and clear expectations for Achievement-Oriented leadership. The perceived influence of these styles on target outcomes varied, with Directive leaders emphasizing clarity and efficiency, Supportive leaders focusing on harmony, Participative leaders on autonomy and collaboration, and Achievement-Oriented leaders on skill development and productivity. Based on these findings, the study proposes a leadership program of extension, "SUPPORT (Strengthening Understanding, People-Oriented, and Resilient Teams)," designed to enhance supportive leadership skills and overall leadership effectiveness in the local college context.

Keywords: *leadership styles, path-goal theory, target outcomes, local colleges, philippines, educational leadership.*

Introduction

This study aims to understand and assess the influence of leadership styles in achieving target outcomes among heads of department and/or organization of Sibonga Community College and Carcar City College. Apart from it, this study was looking for the dominant leadership style of heads of department and/or organization of Sibonga Community and Carcar City College. This study also focuses on factors contributing to dominant leadership style. It is within this context that the researcher was driven to conduct a study to identify leadership styles of heads of department and/or organization of Sibonga Community College and Carcar City College on how dominant leadership style influences on achieving target outcomes. Moreover, this will also look into factors that contribute to leadership styles and dominant leadership style as well. This focused on the insufficient understanding of how specific leadership styles, particularly within the context of Filipino cultural values, affect the achievement of target outcomes in local educational institutions especially Sibonga Community College and Carcar City Colleg. While existing literature discusses various leadership theories and emphasizes the need for flexibility on leadership styles, the necessity to investigate how these culturally rooted leadership styles interact with organizational dynamics and influence the effectiveness of leaders in achieving desired outcomes in local colleges, such as Sibonga Community College and Carcar City College.

Many theories of leadership style have been born and developed over the years. However, within the limitations of this study, we focus on Path-Goal Theory that first appeared in leadership literature in the early 1970s. This theory was first noticed in the works of Evans (1970), House (1971), House and Dessler (1974) and House and Mitchell (1974).

Path-goal theory was initially developed by Robert House to explain workplace leadership. Path goal theory builds on these propositions by arguing that effective leaders are those who help their subordinates achieve their goals. Path–goal theory is about how leaders motivate subordinates to accomplish designated goals. This theory emphasizes the relationship between the leader's style and the characteristics of the subordinates and the work setting. Path-goal theory is grounded in Vroom's expectancy theory of motivation, which at its core suggests that people are more likely to engage in a specific behavior if they perceive a high probability that the behavior will lead to a valued outcome (Vroom, 1964).

According to Indvik 1986, leaders try to enhance subordinates' goal attainment by providing information or rewards in the work environment.

It is very important to know that understanding the Leadership Styles of different Head of Office and/or organization we can identify which styles are most effective in achieving desired outcomes and promoting organizational success. Understanding leadership styles and their impact on target outcomes achievement in the context of local colleges is crucial for several reasons since studying leadership styles and their influence on target outcomes achievement in local colleges is significant because it contributes to effective leadership practices, student success, organizational culture, strategic decision-making, and professional development within educational

institutions.

Leaders provide subordinates with the elements they think subordinates need to reach their goals in the organization. The challenge was to use a leadership style that best meets subordinates' motivational needs.

According to House and Mitchell (1974), leadership generates motivation when it increases the number and kinds of payoffs that subordinates receive from their work. This does not anymore rely on the leadership styles but includes the leader. The idea of providing the path to clearly reach the goal with the help of factors was what path goal theory was all about.

Path-goal theory categorizes four types of leadership such as directive, supportive, participative and achievement-oriented leadership (House & Mitchell, 1974, p. 83).

First of the four leadership styles is directive leadership. Directive leadership is similar to the "initiating structure" concept described in the Ohio State studies (Halpin & Winer, 1957) and the "telling" style described in situational leadership. It characterizes a leader who gives subordinates instructions about their task, including what is expected of them, how it is to be done, and the time line for when it should be completed. A directive leader sets clear standards of performance and makes the rules and regulations clear to subordinates.

The concept of directive leadership is rooted in an influential 1971 Administrative Science Quarterly article by Robert House, "A Path Goal Theory of Leader Effectiveness." In it, House stresses the interdependence between leaders and followers, noting that leaders' behavior is contingent on the satisfaction, motivation, and performance of their subordinates. In a 1996 revised version of the paper, House writes that the job of managers is to guide workers to choose the best paths to reach their own goals and those of the organization. Direct leadership is when leaders are actively managing their teams (Bailon, 2023). Theorists describe this leadership style as a task-oriented role, where leaders set goals, objectives, and checkpoints for team members to achieve.

Second type of leadership is supportive leadership base on path-goal theory. Supportive leadership resembles the consideration behavior (Halpin & Winer, 1957). Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates. Leaders using supportive behaviors go out of their way to make work pleasant for subordinates (Halpin & Winer, 1957). In addition, supportive leaders treat subordinates as equals and give them respect for their status.

Supportive leadership, as defined by the Path-Goal Theory, is a leadership style that focuses on creating a supportive and positive work environment to help employees achieve their goals. In this approach, leaders are seen as mentors and facilitators who provide guidance, encouragement, and support to their team members. A supportive leader focuses on developing and maintaining relationships (Bailon, 2023). This management style creates opportunities for learning and growth while building mutual respect and trust. Supportive leaders are approachable and show empathy through active listening and actionable feedback (Bailon, 2023).

Third type of leadership according to path-goal theory is participative leadership. Participative leadership consists of inviting subordinates to share in the decision making (Halpin & Winer, 1957). A participative leader consults with subordinates, obtains their ideas and opinions, and integrates their suggestions into the decisions about how the group or organization will proceed. From the word itself, participative leadership includes participation from members or subordinates of the organization. Members or subordinates are also called as co-collaborator at work rather than merely subordinates. The entire team is consulted before any decisions are made. This style is best for more challenging situations where collaboration is needed to break through goal barriers (Bailon, 2023).

Last but not the least type of leadership according to path-goal theory is achievement -oriented leadership. Achievement-oriented leadership is characterized by a leader who challenges subordinates to perform work at the highest level possible (Halpin & Winer, 1957). This leader establishes a high standard of excellence for subordinates and seeks continuous improvement. In addition to expecting a lot from subordinates, achievement-oriented leaders show a high degree of confidence that subordinates are capable of establishing and accomplishing challenging goals. The achievement-oriented leadership style focuses on the identity, confidence, and status of team members (Bailon, 2023) . An achievement-oriented leader sets challenging goals for the team to continuously strive so they have concrete achievements they can be proud of. This style of leadership wants to show teams that hard work pays off literally. The key to this leadership style is motivation (Bailon, 2023).

House and Mitchell (1974) suggested that leaders might exhibit any or all of these four styles with various subordinates and in different situations. Path–goal theory is not a trait approach that locks leaders into only one kind of leadership (Northouse, 2013). Leaders should adapt their styles to the situation or to the motivational needs of their subordinates. Different situations may call for different types of leadership behavior. Furthermore, there may be instances when it is appropriate for a leader to use more than one style at the same time (Northouse, 2013).

The Path-Goal Theory of Leadership, developed by Robert House in 1971, posits that a leader's primary role is to clarify the path to goal achievement for their followers and provide the necessary support to help them reach those goals. This theory suggests that effective leaders adjust their leadership style based on the characteristics of their followers and the situational context to enhance motivation, satisfaction, and performance. One of the key aspects of the Path-Goal Theory is the emphasis on the leader's role in clarifying paths to goals and reducing roadblocks for their followers.

By adapting their leadership style to align with follower characteristics and situational factors, leaders can enhance follower motivation and performance. It involves the ability to guide, motivate, and influence others to achieve common goals (Yukl, 2013). In fact, leadership is a topic that has been extensively studied and widely discussed in the field of organizational behavior (Bass & Riggio, 2006). According to Avolio et al. (2009), leadership is a critical factor that influences organizational effectiveness and success. With the constantly evolving business environment, it is essential to understand the factors that contribute to effective leadership and the challenges and opportunities that leaders face.

Research Questions

This study aims to assess the influence of leadership styles in achieving target outcomes among heads of department and/or organization of Sibonga Community College and Carcar City College. Specifically, this study answers the following sub-problems.

1. What are the dominant leadership styles of heads of department and/or organization in Sibonga Community College and Carcar City College?
2. What is the level of target outcomes achievement based on the IPCR?
3. Is there a significant relationship between the leadership styles and target outcomes achievement?
4. What are the factors that contribute to the existing dominant leadership styles?
5. How do these dominant leadership styles influence in achieving target outcomes?
6. What leadership program can be proposed based on the findings of the study?

Methodology

Research Design

The explanatory-sequential design wass particularly well-suited for this research on the leadership styles of heads of department at Sibonga Community College and Carcar City College because it effectively combines quantitative and qualitative methods to provide a comprehensive understanding of the study. The initial quantitative phase allows for the collection of numerical data through surveys, which reveal the prevalence of various leadership styles and identify statistical trends, such as which styles are most common and how they correlate with specific outcomes within the institutions. This phase lays a solid foundation for understanding the broader landscape of leadership practices. On the other hand, the qualitative phase, conducted through semi-structured interviews, delves deeper into the experiences and perceptions of department heads, exploring the contextual factors that shape their leadership styles and the reasoning behind their choices. This combination not only enriches the findings but also addresses the "why" behind the observed patterns, providing insight into the motivations and challenges leaders face. Moreover, the iterative nature of the explanatory-sequential design allows the qualitative inquiry to be guided by the quantitative results, ensuring that the research remains focused and relevant. By synthesizing these two approaches, the study aims to offer a robust analysis of how leadership styles influence the achievement of organizational goals, ultimately facilitating a better understanding of effective leadership within educational settings and informing future leadership development initiatives. This comprehensive approach underscores the complexity of leadership dynamics and emphasizes the importance of integrating diverse data sources to capture the full spectrum of leadership practices.

Respondents

The respondents of the study will be heads of department and/or organization of Sibonga Community College and Carcar City College. The researcher will get the entire population of heads of department and/or organization of Sibonga Community College and Carcar City College. Currently, there are 15 heads of department and/or organization of Sibonga Community College who are head of office and department. within Sibonga Community College. Carcar City College on the other hand has 20 employees who are head of office and/or department.

Table 1. *Distribution of the Respondents*

College	Count	Percentage
Sibonga Community College	15	43%
Carcar City College	20	57%
Total	35	100%

In this research, the data reflects the participation of department heads from two institutions: Sibonga Community College and Carcar City College. Specifically, there are 15 respondents from Sibonga Community College, representing 43% of the total 35 respondents, while Carcar City College has 20 respondents, accounting for 57% of the total.

The 15 respondents from Sibonga Community College consist entirely of department heads, indicating that every department head at this institution participated in the study. This focused representation allows for a comprehensive understanding of the leadership styles specific to this college. In contrast, Carcar City College has 20 department heads participating, which constitutes a larger proportion of the total sample size. The combined total of 35 respondents from both institutions reflects a complete dataset for this study, with 100% representing the entire group of department heads surveyed.

This distribution highlights the comparative leadership styles between the two colleges, allowing for a nuanced analysis of how the different numbers of department heads contribute to the overall leadership dynamics within each institution. The percentages provide a clear visual representation of the sample composition, emphasizing the significance of each college's contribution to the research findings.

Instrument

The research instruments consist of a meticulously designed questionnaire and a set of guide questions for qualitative interviews, both aimed at exploring leadership styles among department heads. The questionnaire, adapted from J. Indvik's doctoral dissertation, features 20 items with a seven-point Likert scale ranging from "1 - Never" to "7 - Always," allowing respondents to accurately assess the frequency of specific leadership behaviors. This quantitative tool is grounded in established theories, enhancing its validity and reliability through expert evaluation and alignment with prior research. Complementing this, the qualitative guide questions are crafted to delve deeper into individual experiences, exploring the factors influencing respondents' dominant leadership styles and how these styles impact organizational outcomes. Together, these instruments provide a comprehensive approach, with the quantitative data offering a broad overview while the qualitative insights enrich the understanding of the complexities behind leadership practices, ensuring a robust analysis of the subject.

Procedure

In the course of the data gathering, the researchers first sent a letter to the office of the College Administrator of Sibonga Community College and Carcar City College to ask permission to administer study in the institution.

Upon approval, the researcher will start by letting the respondents answer a leadership style questionnaire to identify their leadership styles and what is dominant to respondents.

Afterwards, the researcher will work on finalizing the guide questions that will be used for the interview to be conducted with the chosen respondents.

After finalization of guide questions, the researcher will start conducting an interview to get answers from the chosen respondents. The respondents will be asked to answer open-ended questions and will be given enough time and assistance if needed.

As soon as all of the respondents provided their answers to questions provided through an interview, the researcher then consolidate all the responses. After this, the researcher will analyze and interpret that data to determine the leadership styles of respondents that help in achieving target goals, the dominant leadership styles, and factors contributing to dominant leadership styles. The result were used for the bases in formulating suggestions and recommendations for continuous improvement.

Data Analysis

In understanding and treating dominant leadership styles, we can apply both quantitative and qualitative approaches to dissect the data and draw conclusions. For the quantitative portion, descriptive statistics play a pivotal role in organizing the raw data into meaningful summaries. I used descriptive statistics to determine the frequency and percentage distribution of various leadership styles present in the study, which provided a clear snapshot of the leadership tendencies of the participants. Specifically, for the leadership style profiles, I looked at the frequency count to identify how many individuals exhibited each type of leadership style. This was followed by calculating the percentage distribution to understand the proportional representation of each leadership style within the sample.

For the weighted mean, I used it to gather the level of target outcomes for the different leadership styles. The weighted mean allowed me to assign different importance levels (or weights) to various responses depending on how they aligned with the goals of the study. By collecting and analyzing the data using these means, I was able to provide a nuanced view of how leadership styles influenced the achievement of targeted outcomes. I also used Pearson's R to explore the correlation between leadership styles and other variables within the study. This helped identify the strength and direction of the relationship between these leadership styles and their effects on organizational outcomes, thereby giving a more comprehensive picture of how leadership characteristics shape success.

The thematic analysis process is an essential part of qualitative data analysis, as it involves identifying patterns or themes within textual data. In this study, I applied the Miles & Huberman (1994) framework, which breaks down the analysis into three core activities: data reduction, data display, and conclusion drawing/verification. By focusing on data reduction, I streamlined the collected data, removing unnecessary or redundant information to enhance the focus on key themes related to leadership styles. This reduction process helped clarify which elements of the data were most important and which could be disregarded, ensuring the study remained both focused and manageable.

The Miles & Huberman framework, as illustrated in their figure, organizes these activities into a cyclical process where one step feeds into the next, allowing for constant revision and refinement of the analysis. This structure helps maintain a high level of rigor in qualitative research, particularly when coding the data. In terms of the coding process, I categorized textual data into themes that were directly related to the research questions. For example, I used thematic codes that aligned with specific leadership styles and their corresponding outcomes. This allowed for a structured interpretation of the data and helped clarify how leadership behaviors translated into real-world consequences for the participants.

Ethical Considerations

In this study, ethical considerations were paramount, and several strategies were implemented to ensure compliance with ethical protocols. First, informed consent was obtained from all participants, ensuring they understood the study's purpose, procedures, and any potential risks involved. Participants were made aware of their voluntary participation and their right to withdraw at any time without consequences. This process was facilitated by providing a clear informed consent form that outlined these details. In terms of confidentiality and anonymity, all participants were assigned pseudonyms, and identifying information was omitted from the data. Data was securely stored, with access limited to the researcher only, ensuring participants' privacy was protected throughout the study. Privacy was further safeguarded by conducting interviews in private settings, ensuring participants felt comfortable sharing their views. Additionally, before data collection began, ethical approval was sought from the Ethical Review Committee of the researcher's affiliated institution, ensuring the study adhered to ethical standards. Participants were also informed of their right to withdraw from the study at any time, and this right was reiterated throughout the research process. These ethical strategies collectively ensured that participants were respected and protected, maintaining the integrity of the research process and safeguarding the participants' rights to autonomy, privacy, and confidentiality.

Results and Discussion

This chapter presents the leadership landscape at Sibonga Community College and Carcar City College reflects a clear preference for Achievement-Oriented Leadership and Participative Leadership, with both styles being highly effective in driving the institutions towards their target outcomes. Achievement-Oriented Leadership stands out as the most dominant, emphasizing high performance, challenging goals, and measurable success, which is critical in local colleges where academic and operational results are often the primary focus. This leadership style manifests in daily operations as department heads set ambitious targets for both staff and students, fostering a culture of striving for excellence and continuous improvement. On the other hand, Supportive Leadership ranked the lowest, suggesting that while emotional support and staff welfare are important, they are not as central to the achievement of outcomes in these colleges. This could be due to the resource limitations and the intense focus on performance-driven objectives typical in local colleges, where leaders are more likely to prioritize goal-setting and accountability over providing emotional support. The preference for Achievement-Oriented leadership in particular indicates a strong drive for academic excellence and institutional success, where leaders focus on results like graduation rates and test scores. In contrast, Participative Leadership, which encourages staff involvement in decision-making, helps foster a collaborative environment that supports shared ownership of goals. Overall, the data suggests that while supportive leadership elements may still be present, local colleges are more inclined toward leadership styles that emphasize performance and measurable outcomes, balancing the need for high achievement with the resources available. Table 2 displays the dominant leadership styles of Sibonga Community College and Carcar City College by percentage. This also shows the level of dominance per type of leadership.

Table 2. *Dominant Leadership Styles of Sibonga Community College and Carcar City College*

Leadership Styles	SCC				CCC			
	High	Common	Low	Total	High	Common	Low	Total
Directive	46.67	46.67	6.67	100	50	50	0	100
Supportive	13.33	80.00	6.67	100	10	90	0	100
Participative	80.00	20.00	0.00	100	65	35	0	100
Achievement	86.67	13.33	0.00	100	80	20	0	100

Table 2 presents the leadership styles of Sibonga Community College and Carcar City College, showing that Achievement-Oriented Leadership is the most prevalent of leaders demonstrating a high level of this style. This indicates a strong focus on setting ambitious goals and driving high performance among staff. Participative Leadership ranks second as leaders actively involving staff in decision-making, promoting a collaborative environment. Directive Leadership follows as leaders rating it as high, and as common, suggesting a moderate use of guidance and instructions. Supportive Leadership, on the other hand, has the lowest rating, on both College as leaders demonstrating it at a high level, and a common level.

Additionally Directive leaders are only ideal when our subordinates are have low level ability, or low level intelligence that's why they need constant instructions. While supportive is ideal when our members or subordinates may have the skill but of confidence and highly intellectual organization. Participative and Achievement Oriented usually are the best leadership styles considering this is an academic institutions and members are highly or well educated.

This reflects a limited focus on providing emotional support, which may impact staff morale. While Achievement-Oriented Leadership fosters motivation and performance, it may also lead to increased stress if not carefully managed. Leaders should ensure that goals are realistic and support is provided to manage workloads. Participative Leadership enhances team involvement but may slow decision-making, highlighting the need for a balance between inclusivity and timely action. Especially when they have high level ability and high level intelligence in short Participative and Achievement Oriented are the best.

Supporting studies, such as Smith & Clark (2020), found that Achievement-Oriented Leadership positively impacts employee performance, while Johnson et al. (2018) noted that Participative Leadership increases engagement and job satisfaction. These findings align with the high ratings for these leadership styles at Sibonga Community College and Carcar City College, suggesting a need to balance high performance with supportive practices. Studies by Smith (2019) and Jones (2021) support the positive effects of Achievement-Oriented and Participative Leadership, while highlighting the need for supportive elements to balance performance with employee well-being.

The Individual Performance Commitment Review (IPCRF) ratings for both colleges show high levels of performance. Carcar City College slightly outperforms Sibonga, with an average score of 4.4153 compared to 4.4025. The high percentage of "Very Satisfactory" ratings (53.33% at Sibonga and 80% at Carcar) indicates strong performance across both institutions.

Table 3. *Level of Target Outcomes Achievement*

Local College/University	n	%	IPCRF	Level
Sibonga Community College	8	53.33	4.4025	Very Satisfactory
Carcar City College	16	80.00	4.4153	Very Satisfactory

Legend: 4.500–5.000 – Outstanding; 3.500–4.499 – Very Satisfactory; 2.500–3.499 – Satisfactory; 1.500–2.499 – Unsatisfactory; below 1.499 – Poor.
Note: Rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012.

The Individual Performance Commitment Review Ratings for Sibonga Community College and Carcar City College showcase notable levels of performance satisfaction among staff members. At Sibonga Community College, 53.33% of individuals achieved a rating of 4.4025, indicating a very satisfactory level of performance commitment. Similarly, at Carcar City College, a higher percentage of 80.00% attained a rating of 4.4153, also representing a very satisfactory performance level. These results reflect a positive trend in individual performance and commitment within both institutions, suggesting a strong dedication to excellence and achievement among the faculty and staff members. Both Sibonga Community College (53.33%) and Carcar City College (80.00%) show a high percentage of employees rated as Very Satisfactory in their Individual Performance Commitment Review (IPCRF). On the other hand, Carcar City College has a slightly higher average IPCRF score (4.4153) compared to Sibonga Community College (4.4025), both falling within the Very Satisfactory range. It also shows that no institution achieved ratings within the Outstanding range, indicating that while performance is strong, it does not reach the highest tier. Both institutions have the same satisfaction level when it comes to performance ratings that fall into the same category, suggesting a similar level of performance satisfaction across these colleges. The high percentage of Very Satisfactory ratings at both colleges suggests consistent and effective performance among staff members. Carcar City College's slightly higher average score reflects marginally better performance but still within the same satisfaction level. The absence of Outstanding ratings suggests that while performance is generally strong, there may be areas for further improvement or innovation to achieve the highest performance levels.

The similar rating categories for both colleges indicate that the performance metrics used are likely applied consistently, or that both institutions are operating at a comparable level of effectiveness. Continuous Improvement Focus: The high "Very Satisfactory" ratings are positive but indicate that there is room for growth towards achieving "Outstanding" ratings. Both institutions might consider strategies to enhance performance further, such as professional development programs or more rigorous performance metrics. Benchmarking and Best Practices: Given the similar performance levels, there could be value in benchmarking practices between the two institutions to identify best practices or areas where each can learn from the other. Recognition and Motivation: Recognizing and rewarding those who perform at the "Very Satisfactory" level can help maintain morale and motivation. Developing criteria for "Outstanding" performance could also incentivize staff to exceed expectations.

Adams, T., and Jones, H. (2020) found that performance review ratings significantly influence employee motivation and job satisfaction. High ratings, such as Very Satisfactory, can boost morale and performance, but providing clear pathways for achieving higher ratings (e.g., Outstanding) can further enhance motivation and performance. Also Brown, C., aand Green, P (2018). highlights how performance measurement tools, such as IPCRF ratings, impact institutional effectiveness. The study underscores the importance of using performance data to drive improvements and recognize achievements, suggesting that institutions with high Very Satisfactory ratings can benefit from targeted strategies to achieve Outstanding results. These studies support the findings from the IPCRF ratings, emphasizing the importance of performance reviews in motivating employees and improving institutional effectiveness.

They also highlight the potential benefits of setting higher performance goals to reach the Outstanding level.The correlation analysis of leadership styles with target outcomes at Sibonga Community College and Carcar City College reveals limited significant relationships. The data shows that Directive, Supportive, Participative, and Achievement-Oriented Leadership styles exhibit weak or non-significant correlations with target outcomes at both institutions. This suggests that, while different leadership styles are utilized, their impact on achieving specific outcomes is minimal or inconsistent.

Table 4 shows the correlation between the leadership styles and target outcomes for both local colleges. This shows the Pearson r and p-value of both local colleges to show the relationship of the four types of leaders to the target outcomes.

Table 4. *Test on Significant Relationship Between Leadership styles and Target outcomes*

Leadership Styles	Sibonga Community College		Carcar City College		Overall	
	r	p-value	r	p-value	R	p-value
Directive	0.036	0.993	-0.260	0.331	-0.242	0.254
Supportive	0.456	0.257	-0.257	0.337	-0.161	0.452
Participative	-0.443	0.272	-0.392	0.133	-0.337	0.108
Achievement Oriented	0.35	0.395	-0.387	0.139	-0.312	0.137

Note: *$p<0.05$

Table 4 provides correlations (r) and p-values for different leadership styles and target outcomes at Sibonga Community College and Carcar City College, as well as an overall comparison. In examining the relationship between leadership styles and target outcomes, several interesting findings emerge. For Directive leadership style, Sibonga Community College shows a very low positive correlation (r=0.036) with target outcomes, while Carcar City College demonstrates a slightly negative correlation (r=-0.260). Similarly, Supportive leadership style at Sibonga Community College exhibits a moderate positive correlation (r=0.456), whereas Carcar City College portrays a negative correlation (r=-0.257). The Participative leadership style at both institutions shows negative correlations, with Sibonga Community College at -0.443 and Carcar City College at -0.392. Lastly, the Achievement-Oriented leadership style presents a positive correlation at both colleges, with Sibonga Community College at 0.35 and Carcar City College at -0.387. These results shed light on the varying impacts of different leadership styles on target outcomes at the two colleges, providing valuable insights into their leadership practices and potential areas for improvement. The correlation coefficients (r) for Directive Leadership are very low for both Sibonga Community College (0.036) and Carcar City College (-0.260), with high p-values (0.993 and 0.331, respectively). This suggests that Directive Leadership has little to no significant relationship with target outcomes at both institutions. Similarly, Supportive Leadership shows weak correlations with target outcomes in both colleges (Sibonga Community College: 0.456, p = 0.257; Carcar City College: -0.257, p = 0.337). The overall correlation is also weak and not statistically significant (r = -0.161, p = 0.452). The correlation coefficients for Participative Leadership are negative and weak for both institutions (Sibonga Community College: -0.443, p = 0.272; Carcar City College: -0.392, p = 0.133), with the overall correlation also being weak and not significant (r = -0.337, p = 0.108). The correlation coefficients for Achievement-Oriented Leadership show mixed results. It has a positive correlation for Sibonga Community College (0.35) but a negative correlation for Carcar City College (-0.387). The overall correlation is weak (r = -0.312) and not statistically significant (p = 0.137).

Directive Leadership has very low and non-significant correlations suggest that Directive Leadership does not significantly impact the target outcomes at either college. This implies that a leadership style focused on giving clear directions and commands may not be strongly associated with achieving desired outcomes in these institutions. Supportive Leadership is the weak and non-significant correlations for Supportive Leadership indicate that providing emotional support and encouragement does not have a strong relationship with target outcomes. This suggests that while supportive behaviors are valuable, they may not directly translate into improved performance outcomes. Participative Leadership is the negative correlations, though not significant, suggest that Participative Leadership might not be effectively contributing to target outcomes. This could imply challenges in involving employees in decision-making processes or that such involvement does not directly impact the specific outcomes measured. Achievement-Oriented Leadership is the mixed results for Achievement-Oriented Leadership, with a positive correlation in one college and a negative in another, suggest that its impact on target outcomes may vary between institutions.

The overall non-significant result indicates that the relationship between setting high goals and achieving outcomes is weak. Reevaluation of Leadership Styles The lack of significant correlations for most leadership styles suggests a need to reevaluate the effectiveness of these styles in achieving target outcomes. Institutions may need to investigate other factors that could be influencing performance outcomes beyond leadership styles. Tailoring Leadership Approaches: Since Achievement-Oriented Leadership shows varying effects between institutions, it may be beneficial to tailor leadership strategies to fit the specific context and needs of each college. A more nuanced approach might be required to effectively leverage leadership styles for better outcomes. Focus on Other Factors: The non-significant relationships indicate that leadership styles alone may not be sufficient to drive target outcomes. Institutions should consider additional factors such as resources, training, organizational culture, and external conditions that might impact performance.

Gordon, J., and Gilley, J. (2019) reviewed the impact of various leadership styles on organizational performance. It found that while certain styles like Achievement-Oriented Leadership had varying effects depending on the context, other styles like Directive and Supportive Leadership often showed weak or mixed relationships with performance outcomes, similar to the findings in the table. Also Brown, A., and Green, T. (2021). explored the correlations between different leadership styles and employee outcomes. It found that while some leadership styles did not show significant correlations with target outcomes, others had mixed results depending on the organizational context, aligning with the findings that most leadership styles had weak or non-significant impacts in the provided data. These studies support the findings from the table by highlighting the variable impact of different leadership styles on outcomes and suggesting that leadership alone may not fully account for performance differences.

Overall, leadership styles show the relationship to target outcomes. This may not show the strongest relationship but base on the table, it shows relationship in various degree of relationship between the leadership styles and target outcomes.

Table 5 shows the factors that contribute to the dominant leadership styles of heads of department and/or organization of both local colleges base on their answers to the interview.

Table 6. *Factors Contributing to Dominant Leadership Styles*

Leadership Styles	Themes	Categories
Directive leaders	Clear Communication and Expectation Setting	* providing clear instructions * providing clear goals * defining roles and responsibilities
	Performance Tracking and Accountability	* self-assessment * performance monitoring * setting deadlines *avoiding tardiness
	Guidance and Mentorship	* one on one feedback * personal correction * training for future responsibility
	Encouraging Responsibility and Ownership	* emphasizing consequences of actions * encouraging self-correction * encouraging growth
	Constructive Feedback and Conflict Resolution	*addressing issues privately * fostering positive change * importance of clear communication
Supportive leaders	Effective Communication and Clarity	* providing guidance and solutions to achieve goals. * clear expectations and defined roles for subordinates.
	Relationship Building and Trust	* maintaining friendly working relationships with subordinates. * creating a positive and productive environment. * building trust and fostering collaboration.
	Performance Monitoring and Accountability	* monitoring subordinates to ensure tasks are accomplished. * emphasizing the achievement of organizational goals. * tracking performance to ensure responsibility.
	Support and Mentorship	* assisting subordinates with challenges (e.g., troubleshooting problems). * providing personal support and feedback. * emphasizing empathy in leadership.
	Creating a Conducive Work Environment	* fostering a supportive and collaborative environment. * prioritizing positive relationships built on respect and support * enhancing employee satisfaction and team dynamics
	Empathy and Understanding	* demonstrating empathy towards subordinates. * understanding individual needs and challenges. * desire for a positive environment that benefits everyone
Participative leaders	Collaboration and Team Involvement	* encouragement of team participation * valuing diverse perspective
	Empowerment and Trust	* empowerment of subordinates * trust on subordinates * building trust
	Open Communication and Idea Sharing	* open consultation * listening to others' ideas
	Accountability and Collective Responsibility	*collective problem solving * shared responsibility
	Recognition and Valuing People	* acknowledging subordinates' contributions *respecting individual differences
Achievement-oriented leaders	Developing Potential and Talent	* unleashing skills and talent * unlocking potential
	Challenging and Growth-Oriented Tasks	* challenging assignments * skill development * thinking outside the box
	Clear Expectations and Goal Alignment	* clarity of expectations * motivation through expectations

Balancing Pressure and Well-being	* mindful leadership * well-being consideration
Personal and Professional Growth	* focus on excellence * continuous learning
Collaborative Success	* team collaboration * collective achievement

Table 5 shows that directive leaders excel in providing clear instructions, setting specific goals, and defining roles and responsibilities. This leadership style ensures that all team members understand what is expected of them, reducing ambiguity and aligning efforts towards organizational objectives. These leaders focus on self-assessment, performance monitoring, and setting deadlines, holding team members accountable for their tasks. This approach emphasizes the importance of punctuality and productivity in achieving goals. Directive leaders provide direct, hands-on mentorship through one-on-one feedback, personal correction, and training, preparing subordinates for future responsibilities. By highlighting the consequences of actions, directive leaders promote self-correction and personal growth, fostering a sense of ownership among team members. These leaders address issues privately, fostering positive change and maintaining a productive work environment. Directive leaders ensure clarity in communication and set clear expectations, which significantly reduces ambiguity and aligns team efforts with organizational goals. Their focus on performance tracking and accountability further enhances productivity, while their guidance and mentorship foster individual growth and preparedness for future responsibilities. Organizations with a directive leadership approach can expect increased efficiency and alignment with organizational goals. However, they should also be mindful of the potential for a rigid work environment if not balanced with support and empathy. Studies like those by House (1971) as cited in Glaser (2022) support the findings that directive leadership, with its focus on clear communication and goal setting, is effective in environments where tasks are structured and clear guidance is needed. However, too much control can lead to reduced creativity and flexibility.

The second type of leadership is supportive type of leader. Base on the table, supportive leaders emphasize the importance of clear communication, guiding subordinates towards achieving goals by ensuring they understand their roles and expectations. They build strong, positive relationships with subordinates, creating an environment of trust and collaboration that enhances productivity. Supportive leaders monitor tasks to ensure they are completed, focusing on the achievement of organizational goals while also holding team members accountable. These leaders provide personal support and feedback, assisting subordinates with challenges and emphasizing empathy in their leadership approach. Supportive leaders prioritize a collaborative, respectful work environment, which enhances employee satisfaction and team dynamics. They demonstrate empathy towards individual needs and challenges, creating a positive and supportive environment that benefits everyone. Moreover, supportive leaders prioritize clear communication, relationship building, and empathy, which contributes to a positive work environment and enhanced employee satisfaction. Their approach to performance monitoring ensures that tasks are completed while maintaining a focus on the well-being of team members. This leadership style is likely to result in higher employee retention and satisfaction due to the supportive work environment. However, there may be a need to balance empathy with assertiveness to ensure that performance standards are consistently met. Research by Kelloway et al. (2012) highlights the positive impact of supportive leadership on employee well-being and job satisfaction. This leadership style is particularly effective in environments where employee morale and job satisfaction are critical to success.

Third type of leadership presented in the table is participative type of leader. Results show that participative leaders encourage team participation and value diverse perspectives, promoting inclusivity and shared decision-making. hese leaders empower subordinates by building trust, fostering a sense of ownership, and encouraging autonomy in decision-making. They facilitate open consultation and actively listen to ideas, creating a transparent and collaborative work environment. Participative leaders emphasize collective problem-solving and shared responsibility, ensuring that all team members are accountable for outcomes. They acknowledge contributions, respect individual differences, and create an environment where everyone feels valued. Furthermore, participative leaders foster a culture of inclusivity, empowerment, and collaboration. By involving team members in decision-making and recognizing their contributions, they create a work environment where everyone feels valued and responsible for collective outcomes. This leadership style is effective in promoting innovation and employee engagement. Organizations with participative leaders can expect a collaborative and motivated workforce. However, decision-making processes may be slower due to the emphasis on consensus. Studies by Yukl (2013) suggest that participative leadership fosters a culture of innovation and collaboration, as it encourages diverse perspectives and shared decision-making. This approach is particularly beneficial in dynamic environments where creativity and adaptability are essential.

Lastly is the achievement-oriented type of leader. Table shows that achievement-oriented leaders focus on unleashing the potential of their team members by developing their skills and talents, crucial for organizational success. They assign challenging tasks that require skill development and innovative thinking, encouraging personal and professional growth. These leaders set clear expectations and align them with organizational Achievement-oriented leaders balance the pressure to perform with consideration for well-being, ensuring that subordinates are not overwhelmed. goals, using them as a motivational tool to drive performance. They emphasize continuous learning and excellence, promoting both personal and professional development. These leaders foster collaboration and collective achievement, ensuring that success is shared among the team. Also, achievement-oriented leaders focus on challenging their team members to develop their skills and achieve high standards. Their emphasis on clear expectations and goal alignment drives motivation and performance, while their consideration for well-being ensures that pressure does not become overwhelming. This

leadership style is ideal for organizations seeking to foster a high-performance culture. However, leaders need to be mindful of the potential for burnout if the pressure to achieve is not balanced with support and well-being initiatives. Research by Locke et.al. (2019) on goal-setting theory aligns with the findings on achievement-oriented leadership. Leaders who set clear, challenging goals and provide the necessary support can significantly enhance team performance. However, it is important to manage the stress associated with high expectations.

Table 6 displays the answers of respondents on the question of how dominant leadership style influences in achieving target outcomes. Answers were categorized base on their dominant leadership style.

Table 6. *Manner of Influences of Leadership Styles in Achieving Target Outcomes*

Leadership Styles	Themes	Categories
Directive leaders	Clear Guidance and Role Definition	* guided efforts *role clarity * focus on objectives
	Accountability and Purpose	* purpose-driven work * efficiency focus
Supportive leaders	Smooth Workflow and Harmony	*ensuring smooth operations * creating harmonious work environment
	Relationship Building and Trust	* building relationships based on trust and respect * supporting employees to create conducive work environment
Participative leaders	Continuity and Autonomy	* work continues smoothly in leader's absence * leaders empowers his/her members
	Collaboration and Collective Problem-Solving	* cooperation that leads to beneficial outcomes * involves team In decision-making
	Empowerment and Responsibility	*members' function independently *team carry on tasks in the absence of leaders
	Value and Recognition	* valuing people for smooth work flow * recognition among members
Achievement-oriented leaders	Skill Development and Capability Enhancement	* improvement of skills *discovery of innate capabilities *boost in productivity
	Increased Productivity	* expectation that team members will strive to meet challenges
	Motivation Through Engagement	*keeping team members interested through collaboration and teamwork *team members remain motivated and invested in their work
	Future Task Preparedness	*learning from challenging tasks to achieve future outcomes * building problem-solving abilities * ensures that members are better equipped to handle complex tasks

First among the four types of leadership is the directive type of leader. Directive leaders excel in providing clear guidance and defining roles, ensuring that efforts are guided with a strong focus on achieving objectives. Directive leadership ensures that tasks are completed efficiently by providing clear guidance and setting well-defined roles. This approach is particularly effective in structured environments where clarity and focus are essential for achieving objectives. This leadership style fosters efficiency and purpose-driven work by offering precise instructions and role clarity, which helps in meeting organizational goals effectively. According to House et.al (1974) as cited in Goswami, A et.al (2014) highlight that directive leadership involves giving specific instructions and expectations, which leads to role clarity and higher performance. Furthermore, Judge, Piccolo, & Ilies (2004) found that directive leadership is particularly effective in environments where tasks require clear direction and focus.

Second is the supportive type of leader. Supportive leaders create a harmonious work environment by focusing on smooth workflow and building relationships based on trust and respect. Supportive leadership enhances team cohesion and satisfaction by fostering a positive work environment through trust and relationship-building. This style is especially valuable in scenarios where employee well-being and smooth operations are crucial for success. This leadership style enhances employee satisfaction and organizational culture, which contributes to the smooth execution of tasks and better overall team performance. According to House (1996) supports the idea that supportive leadership fosters a positive work environment, leading to increased job satisfaction and productivity. Moreover, Rhoades & Eisenberger (2002) suggest that employees who perceive their leaders as supportive are more committed to their work and exhibit better performance.

Third is participative type of leader. Participative leaders empower their team members, ensuring continuity of work and collective problem-solving, even in the leader's absence. Participative leadership empowers team members and encourages autonomy, which not

only ensures that work continues seamlessly in the leader's absence but also promotes innovation through collaboration and collective problem-solving. By fostering a sense of ownership and responsibility among team members, participative leadership ensures that the team can function independently and collaboratively, which is crucial for sustained productivity and innovation. According to Yukl (2013) emphasizes that participative leadership involves team members in decision-making, which enhances commitment and the quality of decisions. Also, Hackman & Oldham (1976) as cited in Hussein, A. (2018) argue that participative leadership leads to higher levels of employee motivation and job satisfaction because it empowers team members and values their contributions.

Lastly, achievement-oriented type of leader. Achievement-oriented leaders drive skill development and capability enhancement, leading to increased productivity and motivation through engagement. Achievement-Oriented leadership drives continuous improvement and high performance by challenging team members to enhance their skills and maintain high levels of motivation. This approach prepares teams to meet future challenges effectively. This leadership style pushes team members to discover and improve their skills, fostering a high-performance culture that is prepared to tackle future challenges effectively. Locke & Latham (2002) discuss how goal-setting and challenging tasks, which are central to achievement-oriented leadership, significantly boost productivity and skill development. Also, Bandura (1997) found that leaders who challenge their teams to improve and develop their skills help to build self-efficacy, leading to better individual and organizational outcomes.

Each leadership style contributes uniquely to the achievement of organizational goals. By understanding and applying the appropriate leadership style in different contexts, leaders can optimize team performance, foster a positive work environment, and ensure long-term success. The effectiveness of these styles is supported by various studies, demonstrating the importance of leadership in driving organizational outcomes.

Conclusions

In conclusion, the data collected from the heads of department and/or organization of Sibonga Community College and Carcar City College gives valuable insights into the various leadership styles and the dominant leadership styles. Majority of their leadership styles is achievement-oriented type of leaders. Leaders had very satisfactory level of their individual performance and commitment review as basis of their target outcomes. Also, the relationship of target outcomes and leadership style shows relationship but not that strong relationship. Moreover, heads provided varied factors that influence the target outcomes based on their leadership styles and these dominant leadership styles influence achieving target outcomes in various aspects. These findings highlight the need for a leadership program of extension that is effective in addressing the various leadership styles of the heads of department and/or organization of Sibonga Community College and Carcar City College.

In view of the findings of this study, it is highly recommended that the proposed program of extension be adopted to improve the leadership styles of various heads of department and/or organization of Sibonga Community College and Carcar City College.

Based on the results of the study, it is recommended that the leadership program of extension be designed to specifically for heads of department and/or organization of Sibonga Community College and Carcar City College. The program should be created to meet the different leadership styles of heads of department and/or organization of Sibonga Community College and Carcar City College. To address the various leadership styles of the different heads of department and/or organization of Sibonga Community College and Carcar City College, the program should be designed base on their leadership styles that is accessible to all leaders. The program should also be designed to improve the leadership styles of the different heads of department and/or organization of Sibonga Community College and Carcar City College. This can be achieved by providing the leadership program of extension available to all leaders of the mentioned local college. Moreover, the program should help the respondents build the positive relationship among their organization or department.

Moreover, the leadership program of extension should aim to enhance the leadership styles of various heads of department and/or organization of Sibonga Community College and Carcar City College. The program should also aim to enhance the leadership styles of the heads of various department as to help achieve target outcomes. To achieve this, the program could provide long term training or seminar to heads of various department of leadership that will focus on Path-Goal Theory. The local colleges involve could also provide resources that will help the different heads develop their respective leadership styles which will help achieve target outcomes. Overall, the leadership program of extension should aim to enhance the different leadership styles of different heads of department and/or organization of Sibonga Community College and Carcar City College.

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