LEADERSHIP STYLES AS PREDICTORS OF LEADERSHIP EFFECTIVENESS AMONG FILIPINOYOUTH LEADERS

Leadership Styles as Predictors of Leadership Effectiveness Among Filipino YouthLeaders

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Abstract

Youth leaders nowadays are well-versed in the difficulties affecting the world, and they are increasingly concerned with finding long-term solutions to these social, political, and environmental problems. Therefore, in this research, the predictive relationship between each leadership style (directing leadership, coaching leadership, supporting leadership, and delegating leadership) and the leadership effectiveness of Filipino youth leaders was investigated from 136 respondents ranging from 18 – 25 years of age in the Philippines. The data was gathered by following a predictive-correlational research design. Descriptive results showed that, on average, Filipino youth leaders have moderate directing, supporting, coaching, and delegating leadership styles, and at the same time, they also have high leadership effectiveness. With the utilization of correlation and multiple regression analysis, it was shown that there is a significant relationship between directing leadership style, coaching leadership style, supporting leadership style, delegating leadership style, and leadership effectiveness of Filipino youth leaders. It also showed that directing leadership style (B = 1.895, t = 3.511) and supporting leadership style (B = 1.459, t = 3.264) significantly predict the leadership effectiveness of Filipino youth leaders. Directing leadership style is also the best predictor. In conclusion, researchers found that various leadership styles can be adapted by different leaders to increase their effectiveness in leading other people to address social and political issues.

Keywords: *leadership effectiveness, leadership style, Filipino youth leaders*

Introduction

Today's youth leaders are well-versed in the difficulties affecting the world, and they are increasingly concerned with finding long-term solutions to these social, political, and environmental problems (Fischetti, 2021). Compared to seasoned colleagues, they are more inclined to embrace change, are skilled at encouraging people, are more likely to criticize how things are done and push for improvements, and are not hesitant to take on difficulties (Rojas, 2020). They are demanding change, such as the urgency of climate change for some youth leaders and the problem of gun violence for others (Moran, 2019). Youth leaders are bringing awareness to societal concerns and generating headlines along the way, from truth and reconciliation to inclusion and diversity, mental health, and more (Ramey & Lawford, 2020).

Historically, this is not a new phenomenon. Youth have been the leaders and catalysts of significant movements (Blakemore, 2018). Unfortunately, these change-makers are frequently perceived to be outside what is considered normal in this age range (Takavarasha, 2018). Youth leaders are sometimes labeled problematic, egotistical, or not yet ready to lead (Bodkin, 2016). Furthermore, the political, social,

and economic backgrounds of these young people remain incredibly diverse, and most youth groups are not homogeneous (Trucco & Ullmann, 2016). Both mainstream political parties have official youth or student wings that register a considerable number of young people (Sloam et al., 2017). Youth wings regularly hold demonstrations or processions in support of their mother parties' central agendas and are directly supported by their mother parties (Mirza et al., 2022). These organizations not only think and act following traditional partisan politics; their actions are also directed from the center (Sloam et al., 2017). For the past two decades, established parties have utilized these youth cadres as political weapons, even sending them onto the streets to attack rivals (Mirza et al., 2022). With this evidence, a significant level of political activism was identified, indicating a toxic leadership behavioral pattern that contributed to the polarization of several youth parties (Nagarajan, 2018).

In addition, researchers have stated that effective leadership is a significant component in bridging the political gap (Cleavenger & Munyon, 2013). It is said that effective leadership is essential not because people agree but because they disagree so frequently (Hood, 2018). Leadership characteristics are critical for improving leadership effectiveness, but the slowness with which the process of finding the leadership traits

that contribute to effective leadership is carried out (Yuki, 2012). The drive for effective leadership is the individual attributes of leaders and followers (Madanchian et al., 2017). Furthermore, it was emphasized that even in unique circumstances, countries could move past conflict and end polarization rather than entrusting exclusive responsibility to political leaders; the job must begin with everyone (Brooks, 2019).

However, a particular challenge in leadership effectiveness has been the assessment (Solomon & Steyn, 2017). Specifically, little agreement exists on how to measure such effectiveness (Shalhoop & Sanger 2012). Although, effectiveness cannot be taught; instead, it must be learned by confronting the required leadership style (Channing, 2020). Leadership effectiveness is influenced by leadership styles (Weaver, 2015). Identification and analysis of the situation, environment, and followers, utilizing a correct leadership style that matches the situation, environment, and followers, and altering leadership style according to the scenario are all responsibilities that an effective leader must be aware of (Boonla & Treputtharat, 2014). These can be described as a "relatively consistent pattern of behavior that distinguishes a leader" (DuBrin, 2016). Although a myriad of such styles exists (Widder et al., 2016), Al-Khamaiseh et al. (2020), through an analysis of the leadership literature, offered a leadership typology comprising 'four theoretical behavioral types,' being directing, coaching, supporting, and delegating leadership.

Thus, the current study focused on examining the relationships between leadership styles and effectiveness because previous research also elucidated the scarcity of findings connecting leadership styles and leadership effectiveness (Carasco-Saul et al., 2015). With these, the purpose of this study was to determine which type of leadership style is most strongly related and predicts leadership effectiveness among Filipino youth leaders. The findings of this study helped provide valuable insights for guiding and informing Filipino youth leaders of this generation until the next on applying the suitable leadership style, especially in addressing societal segregation, based on its predictive relationship to leadership effectiveness. In addition, this research provided new insights/approaches into the societal benefit of effective leadership, specifically with the application of leadership styles.

Research Questions

This study's primary purpose is to investigate the predictive relationship of each leadership style (directing leadership, coaching leadership, supporting leadership, and delegating leadership) to the leadership effectiveness of Filipino youth leaders. Specifically, this study sought to answer the following questions:

1. How can Filipino youth leaders be described in terms of their:
    1.1. leadership style, and
    1.2. leadership effectiveness?
2. Is there a significant relationship between the leadership effectiveness of the respondent and:
    2.1. directing leadership style,
    2.2. coaching leadership style,
    2.3. supporting leadership style, and
    2.4. delegating leadership style?
3. Do the respondents' leadership effectiveness predict by:
    3.1. directing leadership style,
    3.2. coaching leadership style,
    3.3. supporting leadership style, and
    3.4. delegating leadership style?
4. What leadership style is the best predictor of leadership effectiveness?

Literature Review

Leadership Styles

The term "leadership style" refers to a set of features, traits, and behaviors that leaders employ while engaging with their subordinates (Mitonga-Monga & Coetzee, 2012). It refers to a leader's behavior when directing, motivating, and managing others. It also determines how they strategize and implement plans while accounting for stakeholders' expectations and their team's well-being (Becker, 2021). There are several definitions, styles, and leadership philosophies in the literature. For this paper, the emphasis is on the Situational Leadership II of Blanchard et al. (1985). Situational Leadership II is the most recent form of the Situational Leadership Model (Thompson & Glasø, 2015). In the SLII, leadership style is defined as the shape of behavior used by leaders; this shape of actions goes into two essential classes characterized by Situational Leadership Model II as Directive and Supportive Behaviors (Al-Khamaiseh et al., 2020). Leaders have used a variety of practices to meet a person's developmental needs on a specific objective and assignment, where the leaders make concrete goals and intend to watch and monitor performance as well as give instructions (Meier, 2016).

Leadership Effectiveness

The term "leadership effectiveness" has several different definitions. Indeed, Byrne and Martin (2014) described leadership effectiveness as a collaborative process including environmental awareness, strategic competency, and peer trustworthiness. In addition, Madanchian et al. (2017) regarded it as a favorable outcome when leadership can influence a group to fulfill their jobs effectively. Another broad definition of leadership effectiveness is "the successful exercise of direct influence by one or more people that results in the achievement of shared objectives in a personally satisfying manner to those involved" (Warner, 2013). This concept raises controversy when seen from various angles based on conduct in multiple settings. Although this definition most readily corresponds to the interpersonal, small-group, and network levels prevalent in ordinary work situations, leadership effectiveness was characterized differently in practically all political arenas and some large enterprises (Gilbert et al., 2014). With these, for the purpose of this study, leadership effectiveness was operationalized and measured in terms of leaders' contribution to the quality of group processes, enhancing group cohesiveness, increasing member cooperation and motivation, lowering conflict between members, and improving the speed and quality of decisions (Dhar & Pethe, 2001). In this study, leadership effectiveness was operationalized using the leadership effectiveness scale of Dhar & Pethe (2001).

Leadership Styles and Leadership Effectiveness

In a recent study conducted among healthcare executives at the Iran University of Medical Sciences, the data revealed a strong link between leadership effectiveness and leadership style (Azar & Asiabar, 2015). In the same study, there was a significant association between leadership effectiveness and leadership styles, which showed that leadership styles that transform others to support each other and the organization as a whole obtained higher marks than other leadership styles (Azar & Asiabar, 2015). While in the study of Martono et al. (2020), leadership style directly positively affected organizational effectiveness. While Albejaidi et al. (2020) found that leadership styles influence leadership effectiveness and decision-making, the latter is the more dominating component and significantly impacts leadership effectiveness. Consequently, their findings are consistent with those of Khan et al. (2018) and Khan & Mughal (2018). There is also a significant association between leadership decision-making and effectiveness, consistent with prior research (Al-

Dulaimi et al., 2019; Khan et al., 2017; Rao & Zaidi, 2020). It asserted that a leader's style should represent the organization's aims and that acquiring a thorough understanding of their subordinates would aid them in achieving those goals. Furthermore, the outcomes of this study reveal that when conscientiousness is included as a moderator, authoritative leadership favorably enhances employee flourishing.

In the Philippines, a similar study was conducted among youth leaders of Nueva Ecija University of Science and Technology San Isidro Campus (NEUST-SIC) to establish training programs that will help them further improve their leadership skills. Most male and female student leaders showed their effectiveness in a democratic/supporting leadership style (Constantino et al., 2021). Furthermore, the Father of Filipino psychology Virgilio Enriquez explains that Filipino relationships are formed through the core concept of kapwa (Pe-pua & Protacio-Marcelino, 2000). They stated that indigenous values such as kapwa were passed on through generations and are rooted in having a strong, shared identity within an organization and give importance to present leaders' relationships with their followers; it emphasizes harmony; good relations are needed to be maintained or else a person is described as *walang pakikisama, walang hiya,* and *walang utang ng loob*. Torres (2019) has found values such as kapwa to be present in both school and workplace settings. A study by Ng and Rivera (2018) noted the prevalence of this value in the workplace and how leaders should contextualize member and leader exchange to push for a more successful organization. With these, it is evident that there was a considerable quantity of data in the social science literature regarding the concept of leadership in various organizational settings. However, little of this research has focused on the relation, if any, between leadership styles and leadership effectiveness, and predictive relationships were not included in various studies. Moreover, minimal research has been conducted on youth leaders directly relating to their leadership styles, and there are gaps in the literature on ways to predict effective leadership. In addition, a significant issue still needs attention: political polarization, which is relevant not only in the Philippines but globally.

Methodology

The predictive-correlational research design was employed in this study. This was the most appropriate research design for this study since the researchers investigated the predictive relationship of the variables studied. The correlational design allowed researchers

to describe and measure the degree, association, or relationship of sets of scores or between various variables (Cresswell & Cresswell, 2018). Moreover, a predictive design is used when there is an interest in identifying the predictive relationship between the predictor and the outcome/criterion variable (University of Phoenix, 2020).

Participants

The snowball sampling technique was used in this study, as the potential respondents were determined to answer the research questions. This design was used to generate a pool of respondents for the research study through referrals made by individuals who share a particular characteristic of research interest with the target population (Frey, 2018). In this study, the population consisted of Filipino youth leaders residing in the Philippines and were defined as those who are ages 18 to 25 years old. In this study, the Filipino youth leaders were described as people who have experience being a leader in any group and were under 18 to 25 years old, currently residing in the Philippines. The obtained sample was N = 136. For the characteristics of the respondents, the mean age obtained was 20.45 years old, and the majority are college students and Filipino youth leaders. Before data analyses, the G*Power software (Kang & Huh, 2021) was used to determine the total sample size required to obtain significance if the population has a medium effect size.

Instruments of the Study

The instruments that were utilized in this study was moved to Google Form. This free online survey software can be used by anyone who wants to collect data online. The informed consent and consent form were linked to this online survey. Moreover, included in this online survey were the respondent's demographic profiles and the two instruments – the Leadership Styles Questionnaire and the Leadership Effectiveness Scale.

Leadership Styles Questionnaire. The Leadership Styles Questionnaire (LSQ) was used to measure Filipino youth leaders' leadership styles. This is a free and open self-report scale with 24 items developed by Crowe Associates (2013) and was validated by Al-khamaiseh et al. (2020) to assess the leadership styles under the Situational Leadership II (directing, coaching, supporting, delegating) of an individual that could help develop people by providing effective leadership over time. This scale has an adequate to excellent Cronbach's alpha. Values for all four

components of the LSQ are more than 0.7. Furthermore, Cronbach's Alpha value for all 24 items is 0.922, exceeding the 0.7 threshold. Therefore, the study concluded that the instruments measuring the Situational Leadership II construct have adequate internal reliability (Bahkia et al., 2019).

Leadership Effectiveness Scale. The Leadership Effectiveness Scale was used to measure Filipino youth leaders' leadership effectiveness. This is a free and open self-report scale with 41 items developed by Dhar & Pethe (2001) to assess how effective an individual is performing as a leader. The reliability of the scale was determined by calculating the reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient = 0.91. Furthermore, besides face validity, as all items were related to the variable under focus, the scale has high content validity.

Procedure

All relevant paperwork was processed before data collection. The Psychology Department Research Committee also reviewed the current study to resolve ethical concerns before data collection begins.

Phase 1. All instruments were transported to a survey platform, Google Forms, before data collection to distribute the survey link. The informed consent and consent form were appended to the online survey introduction.

Phase 2. Within two weeks, the survey link was shared on social media platforms (e.g., Facebook, Messenger) along with a caption asking all possible respondents in the Philippines who met the requirements to participate. The researcher also enlisted the help of other professionals, researchers, and students by using a snowball sampling approach to distribute the survey link to possible respondents to reach the required sample size.

Phase 3. The survey link was closed once the required data had been collected, and the data was immediately encoded in a Microsoft Excel spreadsheet. All irrelevant information and respondents who replied but were not qualified to answer the study were eliminated from the data and were transferred to another excel sheet.

Phase 4. After cleaning the data, the researchers analyzed the clean data in statistical software, IBM Statistical Package for the Social Sciences (SPSS v.26). The descriptive statistics and inferential statistics were analyzed in SPSS v.26. For data on the

descriptive statistics, calculations included the mean and standard deviation for the measures of the Leadership Styles Questionnaire, as well as the Leadership Effectiveness Scale. In addition, for the correlational analysis, Pearson r correlation was implemented to determine the strength of the relationship between leadership styles and leadership effectiveness. Moreover, to determine the predictive relationship of leadership styles to leadership effectiveness, multiple regression was used to analyze the correlation between the numerous independent variables, namely the four leadership styles and the dependent variable, leadership effectiveness. Using the Pearson r correlation and multiple regression analysis was to assume and analyze the data collected following the assumptions for parametric testing.

Results

This section is the presentation of the results of the study. This section reported the descriptive statistics, correlational analysis, and regression analysis of the leadership styles and effectiveness of the Filipino youth leaders in this study.

Respondents' average level in terms of leadership style and leadership effectiveness

This part comprises the average scores, standard deviation, and descriptive interpretation of leadership styles and effectiveness.

Table 1. *Descriptive Statistics of the Leadership Effectiveness and Leadership Styles of Filipino Youth Leaders*

Variables	Mean	SD	Interpretation
Directing leadership style	24.74	3.23	Moderate
Coaching leadership style	25.17	3.40	Moderate
Supporting leadership style	24.12	3.42	Moderate
Delegating leadership style	25.64	3.07	Moderate
Leadership effectiveness	176.57	18.68	High

As presented in Table 1, for the descriptive statistics of the leadership effectiveness and leadership styles (directing, coaching, supporting, and delegating) of the Filipino youth leaders, calculations of the mean and standard deviation were used by the researchers. Results showed that directing leadership style was moderate (M = 24.74, SD = 3.23), meaning respondents from the study mostly obtained moderate scores in high task focus and low relationship focus; the coaching leadership style was moderate (M =

25.17, SD = 3.40) meaning respondents from the study mostly obtained moderate score in high task focus and high relationship focus; the supporting leadership style was moderate (M = 24.12, SD = 3.42), meaning respondents from the study mostly obtained moderate score in low task focus and high relationship focus. The delegating leadership style was also moderate (M = 25.64, SD = 3.07), meaning respondents from the study mostly obtained moderate scores in low task focus and low relationship focus. Meanwhile, the leadership effectiveness was reported high (M = 176.57, SD = 18.68), meaning respondents from the study were highly leaders that contribute to the quality of group processes, enhance group cohesiveness, increase member cooperation and motivation, the lower conflict between members and improve the speed and quality of decisions.

Relationship between leadership style and leadership effectiveness

This part shows the relationship of the four (4) leadership styles with leadership effectiveness.

Table 2. *Correlation Analysis of Leadership Effectiveness and Leadership Styles*

Leadership styles	Leadership effectiveness
Directing leadership style	0.774*
Coaching leadership style	0.707*
Supporting leadership style	0.742*
Delegating leadership style	0.737*

For the correlation analysis, Table 2 presented the computed Pearson correlation coefficient to assess the relationship between leadership effectiveness and leadership styles (directing, coaching, supporting, and delegating) of Filipino youth leaders. The results showed that there is a significant positive relationship between leadership effectiveness and all leadership styles, specifically, directing leadership style, $r(134) = 0.774$, $p < 0.001$, coaching leadership style, $r(134) = 0.707$, $p < 0.001$, supporting leadership style, $r(134) = 0.742$, $p < 0.001$, and delegating leadership style, $r(134) = 0.737$, $p < 0.001$. Furthermore, using Pearson's r, it was indicated that there is a strong or high level of relationship between leadership effectiveness and all leadership styles.

Leadership styles predicting the leadership effectiveness

This part is the regression analysis in which the four(4) leadership styles predict leadership effectiveness.

Table 3. *Regression Analysis of Leadership Effectiveness and Leadership Styles*

Predictors	B	SE B	β	t	p
Directing leadership style	1.895	0.54	0.328	3.511	<.001
Coaching leadership style	0.804	0.447	0.146	1.799	0.074
Supporting leadership style	1.459	0.447	0.267	3.264	0.001
Delegating leadership style	1.048	0.546	0.172	1.921	0.057

To investigate the predictive relationship of the variables, Table 3 presented the regression analysis of leadership effectiveness and leadership styles. This research was conducted to determine if leadership styles (directing, coaching, supporting, and delegating) predict leadership effectiveness among Filipino youth leaders. It was hypothesized that the four predictors would be significant predictors of leadership effectiveness. Results showed that the four predictors explained 68% of the variance, $F_{(4,131)} = 70.37$, $p < .001$. Specifically, directing leadership style (B = 1.895, t = 3.511, p < .001) and supporting leadership style (B = 1.459, t = 3.264, p = .001) were significant predictors of leadership effectiveness. On the other hand, coaching leadership style (B = 0.804, t = 1.799, p = 0.074) and delegating leadership style (B = 1.048, t = 1.921, p = 0.057) were not significantly related to the outcome variables. Furthermore, directing leadership style resulted as the best predictor of leadership effectiveness. This suggests that those who are high task focus and low relationship focus are more likely to report higher leadership effectiveness.

Discussion

The purpose of this study was to investigate the predictive relationship of each leadership style (directing leadership, coaching leadership, supporting leadership, and delegating leadership) to the leadership effectiveness of Filipino youth leaders. The results of the present study showed that there is a significant relationship between directing leadership style, coaching leadership style, supporting leadership style, delegating leadership style, and leadership effectiveness of Filipino youth leaders; and (2) directing leadership style and supporting leadership style do predict the leadership effectiveness of the Filipino youth leaders.

Furthermore, there are three key findings of the present research. The first key finding, all leadership styles (directing leadership style, coaching leadership

style, supporting leadership style, and delegating leadership style) of the Filipino youth leaders were moderate in terms of how they practiced each technique. In verbal interpretation, Filipino youth leaders have all scored moderate in practicing the four leadership styles, wherein they are more likely to execute the different styles simultaneously, depending on the needs of their followers. Moreover, although all leadership styles were moderate, delegating leadership style appeared to have the highest mean and the most clustered data. This could be interpreted as a delegating leadership style practiced by most respondents. Perhaps, since most of the respondents were students and are currently in online classes, delegating leadership was more accurate in the current situation, where students often delegate tasks to those who are part of their group so that they can focus on different initiatives. They put their complete trust in each of their members since, in an online setting, the work is done individually. This reasoned out the low task focus and low relationship focus obtained from the results of the respondents of the study.

On the other hand, results also showed that all respondents are highly effective leaders regardless of their execution of respective leadership styles. Perhaps, the study respondents reported high leadership effectiveness due to criteria set on the target respondents where they should have experience being a leader in any group. And based on the analysis, respondents of the study are high leaders that contribute to the quality of group processes, enhance group cohesiveness, increase member cooperation and motivation, lower conflict between members, and improve the speed and quality of decisions. Since the majority of the respondents are students and mostly at college levels, perhaps, they have already obtained several experiences being a leader in several groups, may it be on school projects, presentations, or even leading an organization; they have already learned the art of building relationships within teams, defining identities, achieving tasks effectively, and identify and display effective communication and interpersonal skills.

The psychological perspective is explained by delegating leadership responsibilities to team members as a sign of trust, which motivates the team to achieve the set objectives (Boehm et al., 2015). When delegating tasks, the leader recognizes and draws upon the team's advantages, which influences increased levels of work performance (Boehm et al., 2015). Additionally, in a cognitive-behavioral aspect, at least two conditions must be met for a leader to trust a subordinate and subsequently engage in highly active

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leadership behaviors. First, the leader must trust the subordinate's dependability to carry out their responsibilities. Second, the leader must have confidence that the subordinate can carry out these tasks because, even if they are willing to do so, they will not be able to produce convincing results if they lack the necessary skills (Doci et al., 2015). After all, a person can be viewed as capable but unreliable, and vice versa.

For the second key finding, the results showed a strong positive significant relationship between leadership effectiveness and all leadership styles, specifically, directing leadership style, coaching leadership style, supporting leadership style, and delegating leadership style. This supported the first hypothesis of the present study about the significant relationship between the variables. This suggests that as leadership styles (directing, coaching, supporting, and delegating) increase, leadership effectiveness also increases. When an individual uses the leadership styles (directing, coaching, supporting, and delegating), their effectiveness in leading their people shows. Notwithstanding the kind of leadership style they practice – they could be high task focus and low relationship focus (directing), high task focus and high relationship focus (coaching), low task focus and high relationship focus (supporting), or low task focus and low relationship focus (delegating) – they will still be highly effective on leadership.

Furthermore, the correlation between leadership styles and effectiveness is consistent with the previous studies. This can be seen in Hottinger's (2018) studies that all leadership styles are significant when leading, and Zigarmi and Roberts (2017) that all four styles are necessary for effective leadership. As the different studies suggest that all or certain styles are relevant and significant when leading, it is essential to consider the needs of the followers or subordinates regardless of their competency and commitment being volatile in doing such tasks or performing their jobs (Shonhiwa, 2016). With that, in achieving efficacious and systematic leadership, the leader must be able to acknowledge the developmental level of its members (Mircetic et al., 2020), wherein one cannot use a single leadership style all the time rather must be adaptive that is based on the given situation (Shonhiwa, 2016). This can be seen in the study of Setiawan et al. (2019), wherein a supporting leadership style was utilized. However, leaders should recognize their needs and apply the necessary leadership style when workers or members shift.

In addition, the current findings supported the study of

Azar and Asiabar (2015); and Derakhshandeh and Gholami (2012) on the correlation between leadership styles and leadership effectiveness in general. Furthermore, these authors revealed a positive association between leadership styles and effectiveness. The relationship between leadership styles and effectiveness in different organizations has also been studied extensively. For example, Jalagat and Dalluay (2016) found that leadership styles significantly impact both employees' job satisfaction and performance which reflects the effectiveness of a leader. Mufti et al. (2019) also found that leadership styles have an important influence on the psychological empowerment of employees and, in turn, effectiveness on the on-job satisfaction of the employee of NGOs.

Moreover, many studies have found leadership styles involved in relationship-oriented behavior, such as supporting leadership style and coaching leadership style, have a positive relationship with leadership effectiveness (Derakhshandeh & Gholami, 2012). This is similar to the present study in terms of the correlation between leadership styles and leadership effectiveness; however different from the result that yields the highest when it comes to its effectiveness – the directing leadership style, which is high task focus and low relationship focus. In Filipino literature, directing leadership is the strongest leadership style, where the leader leads the team in one direction (Papa, 2022). In addition, surveys conducted by Social Weather Stations (SWS) for the Asian Barometer public opinion research program found that around a third of Filipinos approved of scrapping elections in favor of a "strong leader" and were open to certain aspects of directing regimes (Ranada, 2018). It could be inferred that although all four leadership styles relate to leadership effectiveness, directing leadership style is usually the most effective as it incorporates a high degree of focus on the task rather than on the relationship, leaving no room for error in the interpretation of directives, making things clear.

For the third key finding, results showed that the four predictors explain 68% of the variance. Specifically, directing and supporting leadership styles are significant predictors of leadership effectiveness. On the other hand, coaching leadership style and delegating leadership style is not significantly contribute to the outcome variables. This suggests that effectiveness in leadership is predicted in two ways: high task focus and low relationship focus, and low task focus and high relationship focus. Both predict leadership effectiveness, notwithstanding if it is a leader who is willing to focus on identifying what

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changes and support are required to ensure the well-being of their team and, in turn, deliver a high standard of performance by alleviating any unnecessary obstacles; or a leader who involves taking over a challenging situation and applying specific knowledge and experience to right the ship, establishing clear goals and objectives for his work area as well as his team.

Furthermore, the present results are consistent with Solomon and Steyn's (2017) work that deals with the predictive relationship between leadership styles – precisely the supporting leadership style and directing leadership style – and leadership effectiveness. The present study has concluded that directing and supporting leadership styles are significant predictors of leadership effectiveness. This supported the studies of Ali et al. (2011) for the supporting leadership style and Gyeltshen (2021) for the directing leadership style predicting its leadership effectiveness. This is also in line with the study of Solomon and Steyn (2017), where supporting and directing leadership styles strongly predict leadership effectiveness. It was suggested that leaders, in general, should pursue an empowering leadership style. In the Filipino context, Filipinos learn the importance of pagmamalasakit sa kapwa, or knowing how to express concern and empathy for others, at a young age (Santillan, 2018). The idea of Bayanihan, wherein when any community member is in need, the others pitch in what they can without hesitation, is one of the core styles Filipinos commonly use (Siruno, 2021). In essence, it is the community coming together to accomplish a task. This idea supported the gained results on the predictive relationship of supporting leadership style of Filipino youth leaders. While coaching and delegating leadership style does not significantly predict leadership effectiveness because they are the least-used styles among the four leadership styles and are deemed the least effective (Miller, 2022).

While that is the case, certain leadership styles are found to be relevant or favored when leading in the studies of Salehzadeh et al. (2015), Salehzadeh (2017), and Munar (2017). In addition to the third key finding, the present results also showed that directing leadership style was the best predictor of leadership effectiveness. It could be inferred that although there are two ways to predict leadership effectiveness in the current study, directing leadership style appeared to be the most effective in leading. This suggests that in an approach like a mentor guiding a mentee, utilizing a "come with me" approach, and offering direction, guidance, and feedback to maintain enthusiasm and a sense of accomplishment throughout a project or endeavor, leadership effectiveness is usually high.

In addition, the pattern of results on the strongest predictor of leadership effectiveness which is the directing leadership style is consistent with the previous literature. Such as in the study of Pernia (2021), citizens' authoritarian/directing political disposition remains regardless of political leadership across different regimes, and this behavior increases their confidence in the system's political institutions. This explains that as people use a directing leadership style, it makes them highly effective in leading, not only to other people but to themselves as well, as it increases their confidence in their work, project, belief, or endeavor.

Moreover, the results of the present study on directing leadership style as the best predictor of leadership effectiveness are in line with a Filipino perspective. It could be deemed that directing leadership style can be aligned to an authoritative or firm leadership style as this type is best suitable when changes need a novel perspective or when a straightforward direction is considered necessary to guide one's fellow subordinates in accomplishing a task or implementing a goal (Mapoy et al., 2021; Papa, 2022). As for viewing this from a Filipino perspective, the definition of structured leadership style can also be related to directing leadership style. It is one of the approaches that barangay officials often use to manage their designated barangays (Bocar & Pasok, 2011). Corresponding to the Filipino, a directive leadership style may be the key to the great performance of school staff, according to a study done to determine the effects of two alternative leadership styles—participative and directive—on school effectiveness (Carter, 2021). In addition to school administrators and workplace managers, organizational chief executives and presidents, corporate trainers, event planners, fitness instructors, sports coaches, and high-ranking military officers are also considered professionals who most likely establish a directing leadership style (Carter, 2021; Price, 2022).

Moreover, this also may be attributed to the preferred Filipino leaders; this included the ones who are pushing for unity, who are firm, have courage, conviction, principled, upright, God-fearing, person-oriented, competent, and servant leaders (Franco, 2020). Additionally, this is consistent psychologically with cognition-based trust, based on assessing the other person's dependability and competence. To engage in highly active behaviors, the leader must view the subordinate as trustworthy and competent

(Doci et al., 2015). The leader must view the subordinate as trustworthy and deserving of a reciprocally positive attitude to show them compassion and emotional support (Eva et al., 2019). Likewise, the leader needs to have confidence in the subordinate's abilities to encourage them to think for themselves, challenge them, and seek their ideas (Mineo, 2014). Suppose the leader believes the subordinate to be incapable or unreliable. In that case, the leader may be more likely to give clear instructions, closely monitor their execution, watch for errors and deviations, supervise the subordinate closely, or completely disregard them (Doci et al., 2015).

In addition to this, as the best predictor in the current study, directing leadership style is also regarded as the most recognizable and visible leadership role because it aids in identifying the requirements necessary to achieve an organization's goals (Piccolo et al., 2012; Sadeghi & Zaidatol, 2012). The leader can arrange resources to effectively carry out organizational tasks based on effective directing skills (Le Fevre & Robinson, 2015; Shin et al., 2016; Shoss et al., 2015). Understanding existing organizational circumstances with the minimum possible errors requires effective leadership. The actions that should be taken to advance the organizational goals and aims are then clearly defined in response to such understanding (Piccolo et al., 2012). Because of this, effective leaders are proactive in identifying team weaknesses and testing organizational procedures to address problems that could cause errors and problems (Gilbert et al., 2015; Grant et al., 2011).

However, there are certain limitations of this study that could be addressed in future research. For this purpose, the limitation of this study relates to the limit when it comes to gathering samples for this research which was minuscule compared to the whole population and were only taken from those who were available through online means of communication at the time. In addition, the specific characteristics of the present study's sample also restricted the findings' generalizability. Despite these limitations, these findings point to various theoretical and practical implications. Research suggests that leaders can be created or born. Studies on identical twins' leadership abilities have shown that only about 30% of the ability is shared, indicating that the other 70% results from other factors like experience and learning (DeNeve et al., 2013). Others assert that leadership can be learned through professional development, life experience, and mentoring (Buchanan, 2017; Guthrie & Jones, 2012). With these, practical implications were provided in two ways for effective leadership: (1) using directing

leadership style as the best predictor of leadership effectiveness, and (2) the application of all leadership styles to leadership effectiveness.

In addressing the segregation within a society that emerges when factors such as politics result in the differentiation of social groups, findings from the study were used to provide implications and suggestions. It has probably been noticed in society that the loudest, most extreme voices are the ones gaining public attention, wealth, and influence. An outrage industrial complex exists in many countries, especially in politics, where certain people seize control. Generally, the leadership style that most people commonly practice is ineffective (Brooks, 2019). As a result, given that the directing leadership style was the best predictor of leadership effectiveness, the practical implications of the current study suggest that we can be directing leaders in our personal lives. This could help alleviate the outrageous industrial complex in several nations, including social media platforms, which affect people's mental health. This is consistent with the analysis of Goleman (2000), which supports this kind of leadership style. By exercising this type of leadership, we refrain from humiliating, blaming, or overpowering others. Goleman also found that the key to their progress is to articulate a shared and aspirational vision—whether for their institution, country, or team—and then inspire each member to take ownership of the task. They win support and influence people to put forth their best effort to ensure the organization's long-term prosperity through their encouragement, trust, and affirmation of each team member's value to the work.

Another practical implication of the findings was the application of all leadership styles to leadership effectiveness. Generally, we must still consider other leadership styles, as effective leadership also requires being alert and adaptable enough to recognize the best strategies for the needs of those around us. We must be able to change our approach depending on the circumstance and consider cues like the type of task, the nature of the group, and other factors that might contribute to achieving our goals. Mainly, the present study only provided the predictive relationship of leadership styles and leadership effectiveness, and the sample's characteristics restricted the generalizability of the study. Practical implications were given based on the best predictor of the outcome variable, and other leadership styles must also be considered. In applying this, it was suggested that three capabilities are crucial for leaders. They consist of a leader's diagnostic skills, the range and adaptability of their behavioral repertoire, and their comprehension of the

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leadership paradox (Chatman & Kennedy, 2010).

As for the theoretical implications, the findings conform to the behavioral leadership theory that states a leader's behavior, saying that seeing how a leader acts are the best predictor of leadership effectiveness. In this approach, behavior patterns are observed and categorized as "leadership styles." It can be deemed from the findings that all leadership styles being studied relate to leadership effectiveness, and specific styles do predict leadership effectiveness. The present result conformed to the theory as it provided evidence that leadership styles contributed to the leadership effectiveness of an individual.

Although these studies support the predictive relationship between leadership styles and effectiveness, their most important contribution may be that they raise various intriguing questions for future study. Firstly, the study's respondents were only delimited to Filipino youth leaders currently residing in the Philippines. For this purpose, a delimitation of this study relates to the use of snowball sampling. As a result, there may be a limit to how broadly the findings can be applied to the target population. This limitation, however, was somewhat eased by the fact that (1) the target respondents of the study only included Filipino youth leaders under the age of 18 to 25 years old, and (2) the sample size gathered restricted the study for much greater generalizability. However, the profile of the respondents was cleared during the data collection for proper generalizability (Gravetter & Forzano, 2012). For this purpose, it is recommended that future research initiatives aim to maximize sample randomization. And to support leadership effectiveness, it would also be beneficial to try to triangulate the results using qualitative methods or mixed methods, which include leader-sourced opinions and other data relevant to the field of leadership.

Second, the four predictors explained 68% of the variance. Adding extra predictor variables or mediating variables (for example, the leader's specific traits, status, culture, and traditions) could allow the leadership style's predictive/mediating role to be placed in context. In terms of future research, it would be helpful to extend the current findings by examining the relative importance of specific leadership styles through particular leadership traits and behaviors as predictors of leadership effectiveness. Although we acknowledge that their specific characteristics are not included in this study that could likely also be used to predict leadership effectiveness, future studies might benefit by focusing on certain key aspects of personality rather than leadership styles in general. It

can be recommended as well that any moderating variables that may influence the predictive relationship of the leadership styles and leadership effectiveness of Filipino leaders, such as the demographics (e.g., age and gender), for future research may be considered.

Lastly, the findings from the present study are significant to the community. There are two suggested ways how to become effective leaders. First, it is recommended that we can be directing leaders in our personal lives. Suppose we want to generate a broad consensus among groups with different views to undertake reforms that allow society to achieve effectiveness and progress. In that case, we must advocate for an inclusive vision that embraces everyone, including those with opposing views. With these, as a practice, it is suggested that we start with these by discarding those people who usually use a "berating and blaming other people" approach. Reflect on the leaders who denigrate and blame those who hold them rather than promoting an inclusive vision that embraces all people, including those with opposing views. However, it could be stopped by choosing not to participate in it. A persuasive argument has been put forward that nations require more of this type of leadership (Brooks, 2019). So, simply being nice is insufficient; we must also fight back against the parties. We will be far more likely to succeed if we commit to exercising directing leadership.

The second recommendation is that we must be alert and adaptable enough to recognize the best strategies for the needs of those around us. Depending on the situation, we must be able to adapt our approach and take into account signs like the nature of the assignment, the nature of the group, and other elements that could help us achieve our goals. Leadership can be learned through professional development, life experience, and mentoring. And this could be applied through the use of the suggested capabilities of an effective leader, such as diagnostic skills, the range and adaptability of their behavioral repertoire, and their comprehension of the leadership paradox. We must learn how to choose the right leadership style for the right people and situations to be influential leaders that can achieve progress.

Conclusion

In summary, with the evidence given in the present study, it is apparent that the political division is pulling at the seams of democracies worldwide. This is a critical variable to consider: the more significant the

polarization, the more difficult it is to achieve broad consensus among disparate groups to implement reforms that allow society to progress. Furthermore, even though polarization was significantly high worldwide, there has always been a notion that the movement toward much-needed change will be ushered in by youthful aspirations. As a solution, researchers have stated that effective leadership is a significant component in bridging the political gap, and this is through confronting the required leadership style.

With these, it is evident that there was a considerable quantity of data in the social science literature regarding the concept of leadership in various organizational settings. However, little of this research has been focused on the relation, if any, between leadership styles and leadership effectiveness, and predictive relationships were not included in this research. Moreover, minimal research has been conducted on youth leaders directly relating to their leadership styles, and there are gaps in the literature on ways to predict effective leadership. Moreover, as revealed by the analyses, the results of the present study showed that (1) there is a significant relationship between directing leadership style, coaching leadership style, supporting leadership style, delegating leadership style, and leadership effectiveness of the Filipino youth leaders; and (2) directing leadership style, and supporting leadership style do predict the leadership effectiveness of the Filipino youth leaders.

However, there are certain limitations of this study that could be addressed in future research. Nevertheless, despite the constraints given in the present study, this research can be seen as a first step towards integrating two lines of research, leadership styles and leadership effectiveness, that, to our knowledge, have not been directly linked in most studies, especially in the local context. Moreover, the present research has enhanced our understanding of the relationship between leadership styles and effectiveness. The researchers hope the current study will encourage further investigation into this significant area. The present research, therefore, contributes to a growing body of evidence in psychology, suggesting that using the application of leadership style, we could shed light on the role of leadership effectiveness that could help the segregation within a society that emerges when factors such as politics result in the differentiation of social groups.

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