

Behavioral Leadership Styles and Job Performance of University of Bohol Faculty

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ABSTRACT

Behavioral leadership styles refer to the behavioral approaches faculty members applied in the classroom. Job performance is the sum total of a teacher's execution in their classes. This study aimed to determine the behavioral leadership styles in relation to faculty members' job performance in the three selected colleges, namely College of Arts and Sciences, Teachers College and College of Business Administration of the University of Bohol during the school year 2012 – 2013 and benefits in the process of devising mechanisms to improve quality of behavioral styles to job performance. Quantitative descriptive studies were utilized employing a standardized tool to determine the behavioral leadership styles of the faculty, the researcher-made questionnaires for the profile, documentary analysis taken from the data of the University Human Resource Office was used in determining the job performance of the teaching employees and In-Depth-Interview (IDI) among faculty members of the three colleges. It made use of frequencies, percentages and Chi Square. Results showed that leadership style is not a predictor of faculty's job performance. However, the job performance of the faculty with a task-oriented leadership style is significantly better than the people.

KEYWORDS

Behavioral leadership styles, Job performance, Chi Square, Tagbilaran City, Philippines

INTRODUCTION

Leadership is a process that transpires in a group that involves influence and common goals (Northouse 2012). An additional perspective was given by Yuki 1981; he defined leadership as influence process that affect the actuation of followers and the coming up of objectives for the group or organization (Politis 2001). The immense impact of leadership in an organization was highlighted by Katz and Khan (1978) when they said, *“we consider the essence of organizational leadership to be the influential increment over and above mechanical compliance with the routine directions of the organization.”* In this contention, leadership is more than the ordinary display that originates on a position or acknowledged by members of the organization, rather, it covers characteristics, traits and abilities to people by their followers (Tolbert & Hall 2009). The need to conduct a study if there is an effect of the different behavioral leadership styles to a teacher's work performance. A very important factor to improve faculty efficacy is to provide them feedback on their behavioral styles in dealing with students in the university. This would serve as basis for them to reflect on their own person and give them room for improvement. This process can provide a ripple effect in the sense that the teachers meet their students; they can bring their human qualities and experiences that can influence the learners. This human dimension defines the behavioral style of the faculty is one of the most powerful influences on the teaching and learning process. The person and the professional are intertwined facets that cannot be separated in reality.

The University of Bohol faculty members need to know their behavioral leadership style, and whether it affected their performance in dealing administrators, colleagues and the students. Administrators in the person of the academic deans, area coordinators and program chairs conducted classroom observations to teachers. Students also used to evaluate teachers' performance in the classrooms every school year.

This is the context that triggered the researcher to conduct the study of determining the behavioral leadership styles of the faculty in relation to their job performance. This study hoped to create a perspective in leadership practice with a new dimension and purpose that can transform the school imbedding into its system the thrust of transforming lives for great future.

Blake and Mouton were the key proponents of the Managerial Grid theory where they made an extensive distinction between the task and relationship dimensions of a leader. Basing on the grid, there are five types of leadership anchored on the production (task) and concern for people (relationships).

There are experts on the field that are supporters of integrated-leadership style, a combination of high task and high-relationship perspective (Blake, 1978).

As mentioned by Blake and Mouton 1964 in their attitudinal dimensions, they clearly stipulated concepts on “Concern for Production” that mirrors the tendency to look into results in organizations. On the other hand, they presupposed the concept of “Concern for People” that viewed to the consideration of empathy for others that are clearly seen in the leadership style. Both of them stressed the efficacy of these two dimensions in reaching positive synergies in actualizing the goals of the organization. The Blake Mouton Managerial Grid which is referred as the Managerial Grid Model was used as a framework in determining the harmonizing effect of two types of leadership styles (Bolden et al. 2003).

Teacher leadership has gained the attention in the language and practice of school improvement. It is primarily the focus with the same direction in human empowerment and localization of management that were the theme in the history of the United States (York-Barr & Duke 2004). According to Blackford 1995 and Harris 2003, this is nothing new, but it offers a new perspective when attention is given into it. A fresh eye brings advantages, yet it also makes people feel as though there is a need to start over (Lambert 2003).

Leadership theory has been envisioned in two diverse and contrary notions. Hersey and Blanchard’s analysis involves arithmetic mixture of the task and relationship variables. Thus Blake and Mouton’s conjecture has implication that the two are interrelated (Blake et al 1981).

The managerial grid theory in relation to different leadership styles is believed to be effective based on these two predilections: task and relationship oriented. The concept emphasizes that the prime tactic for leaders is to utilize and maximize the potentials of the subordinates in order to reinforce both orientation (Bernardin 1976).

As emphasized above, these two types of leaders entirely contradicted from each other. Anzalone (2012) gave a very clear comparison between the two classifications. He defined task-oriented type of leader focus more on the work at hand and duly follows the essential measures to attain the fulfilment of the task. This leader is less concerned with the welfare of the employees but rather more focused with finding technical, gradual solutions for meeting specific targets.

On the other hand, the relationship oriented leader understands the importance of the task, but is also focused to cater the needs of the employees involved in the organization. This type of leader acknowledges the idea that productivity is a vital in meeting aspiration and success in every endeavour. Likewise, the relational-oriented leader understands that building positive productivity requires a positive

environment where individuals feel driven. Personal conflicts, dissatisfaction with a job, resentment and even boredom can severely drive down productivity, so the relational-oriented leader puts people first to ensure that such problems stay at a minimum (Anzalone 2012).

The study aimed to determine the behavioral leadership styles in relation to faculty members' job performance in three selected colleges of the University of Bohol during the school year 2013 – 2014 in the hope of proposing a faculty development program.

Specifically, the study sought to answer the following sub-problems:

1. What are the behavioral leadership styles of the faculty members in the three selected colleges in the University of Bohol?
2. What is the level of faculty members' job performance based in the results of the re-ranking in the context of:
 - 2.1 instructional skills
 - 2.2 personal and social qualities
 - 2.3 educational leadership and executive ability
3. Is there is a significant relationship between behavioral leadership styles and job performance of the faculty members
4. Is there a significant variance on job performance of the faculty of different leadership styles?

METHODOLOGY

To achieve the main purpose of this study, the researcher utilized documentary and descriptive survey methods using data mining and purposive universal sampling. Documentary analysis was done from the data taken from the University Administrative Office in determining the job performance of the teaching employees. Quantitative descriptive study was used employing a standardized tool to determine the behavioral leadership styles of the faculty and the researcher-made questionnaires for the profile of the faculty.

The respondents were the faculty members in the three selected colleges who undergo PAASCU accreditation process. Table 1 presents the data in terms of the distribution of respondents by colleges.

Table 1. Distribution of Respondents

Colleges	No. of Questionnaires Distributed	No. of Questionnaires Retrieved	Percent
Teachers College (TC)	18	16	88.89
College of Business and Accountancy (CBA)	16	14	87.50
College of Arts and Sciences (CAS)	34	28	82.35
Total	68	58	85.29

As shown in the table, sixteen out of eighteen-faculty members from Teachers College or 88.89 percent, fourteen out of 16-faculty members or 87.50 percent from College of Business and Accountancy, and twenty-eight out of thirty-four teachers or 82.35 percent from College of Arts and Sciences were returned. A total of fifty-eight teachers or 85.29 was the percentage retrieval.

The first part was the Task and Relationship Questionnaire, a standardized tool that was used to determine if the teachers are task-oriented or relationship-oriented. The tool consists of ten items with a possible options of Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N) whose weight are 4, 3, 2, and 1 respectively. Sum scores of the odd-numbered statements are for task score and sum scores of the even-numbered statements are for relationship score. By comparing the two sum scores, the researcher can determine which style is more dominant in teacher's own style of leadership behavior. The scaling of the scores is as follows:

Range of Scores	Description
20 – 25	High Range
15 – 19	High Moderate
10 – 14	Low Moderate
5 – 9	Low Range

The second part was a documentary analysis of the evaluation tool used by the institution for teachers' re-ranking that determined the teacher's job performance. It included three dimensions such as Instructional Skills (45%), Personal and Social Qualities (30%), and Educational Leadership and Executive

Ability (25%). Each item in every dimension has four options. The equivalent adjective rating and corresponding percentile range are as follows:

Level of Job Performance(Forre-ranking analysis)

Rating	Percentile Range
Excellent (E)	57 - 58
Above Average (AA)	43 - 56
Average (A)	33 - 42
Below Average (BA)	18 - 32

Level of Performance (For the sake of documentary analysis)

Rating	Weight	Meaning
Excellent (E)	4	Specially skillful in demonstrating, applying, and integrating knowledge and skills with the highest degree of consistency and effectiveness in routine and complex interactions.
Above Average (AA)	3	Demonstrates, applies, and integrates knowledge and skills with a high degree of consistency and effectiveness in most situations.
Average (A)	2	Applies knowledge and skills with consistency in routine tasks.
Below Average (BA)	1	Integrates knowledge and skills with a limited degree of consistency in routine tasks.

The data were collated, cleaned, processed and treated using frequency, simple percentage, weighted mean, chi-square, one-way ANOVA and Scheffes' Test.

To ensure confidentiality and genuineness of answers, the researcher conducted the study in each department personally and thereby gathering the filled-up questionnaire right after.

RESULTS AND DISCUSSIONS

Table 2. Behavioral Leadership Styles of Teachers College Faculty Members

Items	Statements	Always	Often	Sometimes	Rarely	Never	n	Sum	Odd	Even
		5	4	3	2	1				
1	Make “to do” list of the things that need to be done.	7	6	3	0	0	16	68	68	
2	Try to make the work fun for others.	4	9	1	2	0	16	63		63
3	Urge others to concentrate on the work at hand.	5	9	2	0	0	16	67	67	
4	Show concern for the personal well-being of others.	8	7	1	0	0	16	71		71
5	Set timelines for when the job needs to be done.	5	8	3	0	0	16	66	66	
6	Help group members get along.	5	10	1	0	0	16	68		68
7	Keep a checklist of what has been accomplished.	5	7	3	1	0	16	64	64	
8	Listen to the special needs of each group member.	7	6	2	1	0	16	67		67
9	Stress to others the rules and requirements for the project.	7	5	4	0	0	16	67	67	
10	Spend time exploring other people ideas for the project.	1	10	4	0	1	16	58		58
Sum of Odd-numbered Items									332	
Sum of Even-numbered Items										327
Task Score: High Range									20.75	
Relationship Score: High Range										20.44
Behavioral Leadership Style: Task-Oriented										

Table 2 presents the behavioral leadership styles of the faculty members in Teachers College. The sum of odd-numbered items was greater than the sum of the even-numbered items, with a mean *task* score of 20.75 and a mean *relationship* score of 20.44 which were both within the high range. Since the mean *task* score was slightly greater than the *relationship* score, the finding revealed that the faculty members were task-oriented teachers.

Table 3. Behavioral Leadership Styles of College of Business and Accountancy Faculty

Items	Statements	Always	Often	Sometimes	Rarely	Never	n	Sum	Odd	Even
		5	4	3	2	1				
1	Make "to do" list of the things that need to be done.	4	6	3	1	0	14	55	55	
2	Try to make the work fun for others.	1	5	8	0	0	14	49		49
3	Urge others to concentrate on the work at hand.	2	8	4	0	0	14	54	54	
4	Show concern for the personal well-being of others.	1	13	0	0	0	14	57		57
5	Set timelines for when the job needs to be done.	4	9	1	0	0	14	59	59	
6	Help group members get along.	0	13	1	0	0	14	55		55
7	Keep a checklist of what has been accomplished.	3	6	4	1	0	14	53	53	
8	Listen to the special needs of each group member.	1	10	2	1	0	14	53		53
9	Stress to others the rules and requirements for the project.	1	9	4	0	0	14	53	53	

10	Spend time exploring other people ideas for the project.	1	5	7	1	0	14	48		48
Sum of Odd-numbered Items									274	
Sum of Even-numbered Items										262
Task Score: High Range									19.57	
Relationship Score: High Moderate										18.71
Behavioral Leadership Style: Task-Oriented										

Table 3 presents the behavioral leadership styles of the faculty members in College of Business and Accountancy. As shown in the table, the sum of odd-numbered items was greater than the sum of the even-numbered items, with a mean task score of 19.57 and a mean relationship score of 18.71 which were high range and high moderate, respectively. Since the mean task score was greater than the relationship score, the finding revealed that the faculty members were task-oriented teachers.

Table 4. Behavioral Leadership Style of College of Arts and Sciences Faculty Members

Items	Statements	Always	Often	Sometimes	Rarely	Never	n	Sum	Odd	Even
		5	4	3	2	1				
1	Make "to do"list of the things that need to be done.	11	9	7	1	0	28	114	114	
2	Try to make the work fun for others.	5	12	9	1	1	28	103		103
3	Urge others to concentrate on the work at hand.	6	14	5	3	0	28	107	107	
4	Show concern for the personal well-being of others.	16	10	2	0	0	28	126		126
5	Set timelines for when the job needs to be done.	7	17	4	0	0	28	115	115	

6	Help group members get along.	11	17	0	0	0	28	123		123
7	Keep a checklist of what has been accomplished.	9	10	7	2	0	28	110	110	
8	Listen to the special needs of each group member.	10	11	7	0	0	28	115		115
9	Stress to others the rules and requirements for the project.	10	13	5	0	0	28	117	117	
10	Spend time exploring other people ideas for the project.	9	12	7	0	0	28	114		114
Sum of Odd-numbered Items									563	
Sum of Even-numbered Items										581
Task Score: High Range									20.11	
Relationship Score: High Range										20.75
Behavioral Leadership Style: People-Oriented										

Table 4 presents the behavioral leadership styles of the faculty members in College of Arts and Sciences. As shown in the table, the sum of odd-numbered items was greater than the sum of the even-numbered items, with a mean *task* score of 20.11 and a mean *relationship* score of 20.75 which were both within high range. Since the mean *task* score was slightly lesser than the *relationship* score, the finding revealed that the faculty members were people-oriented teachers.

Table 5. Behavioral Leadership Style of Faculty Members in Three Selected Colleges

Items	Statements	Always	Often	Sometimes	Rarely	Never	n	Sum	Odd	Even
		5	4	3	2	1				
1	Make "to do" list of the things that need to be done.	22	21	13	2	0	58	237	237	
2	Try to make the work fun for others.	10	26	18	3	1	58	215		215
3	Urge others to concentrate on the work at hand.	13	31	11	3	0	58	228	228	
4	Show concern for the personal well-being of others.	25	30	3	0	0	58	254		254
5	Set timelines for when the job needs to be done.	16	34	8	0	0	58	240	240	
6	Help group members get along.	16	40	2	0	0	58	246		246
7	Keep a checklist of what has been accomplished.	17	23	14	4	0	58	227	227	
8	Listen to the special needs of each group member.	18	27	11	2	0	58	235		235
9	Stress to others the rules and requirements for the project.	18	27	13	0	0	58	237	237	
10	Spend time exploring other people ideas for the project.	11	27	18	1	1	58	220		220
Sum of Odd-numbered Items									1169	
Sum of Even-numbered Items										1170
Task Score: High Range									20.16	
Relationship Score: High Range										20.17
Behavioral Leadership Style: People-Oriented										

Table 5 presents the behavioral leadership styles of the faculty members in TC, CBA, and CAS. As shown in the table, the sum of odd-numbered items was very slightly greater than the sum of the even-numbered items, with a mean *task* score of 20.16 and a mean *relationship* score of 20.17 which were both within a high range. Since the mean *task* score was slightly greater than the *relationship* score, the finding revealed that the faculty members were people-oriented teachers.

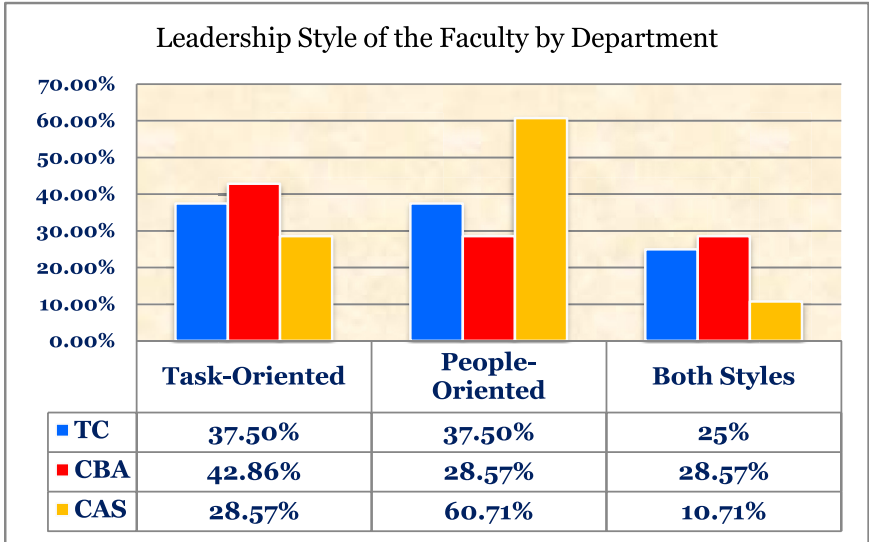


Figure 1.

Figure 1 illustrates the leadership styles of the three colleges. There was an equal percentage of 37.50 of faculty members from Teachers College were task-oriented and people-oriented. Greater percentage of faculty at the CBA was task-oriented. For the College of Arts and Sciences, majority of the faculty were people-oriented.

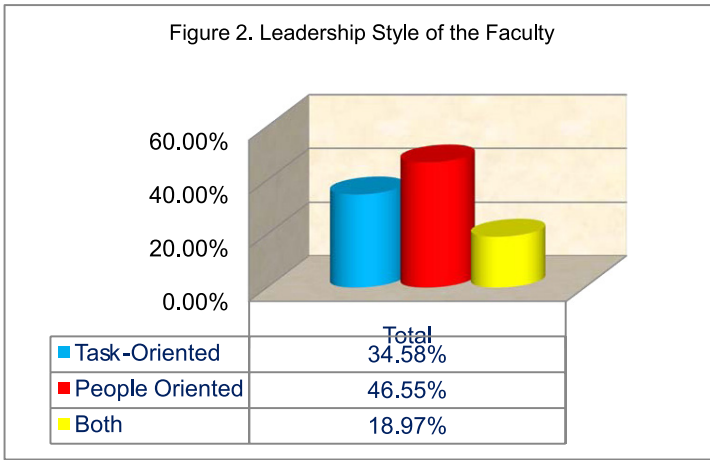


Figure 2 shows that as a whole, the faculty members of the three departments were people-oriented.

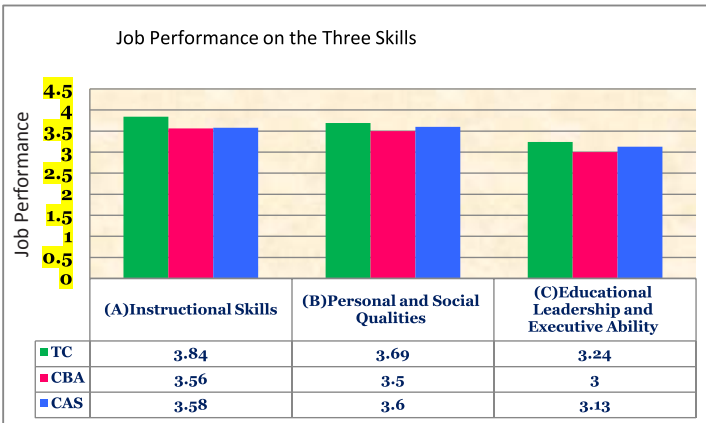


Figure 3 gives a clear picture of the job performance with three skills being considered, namely, instructional skills personal and social qualities and educational leadership and executive ability. The data shows that the three departments rated excellent in instructional skills and personal and social qualities but on the third skill category which is educational leadership and executive ability, the three departments rated **Very Satisfactory**.

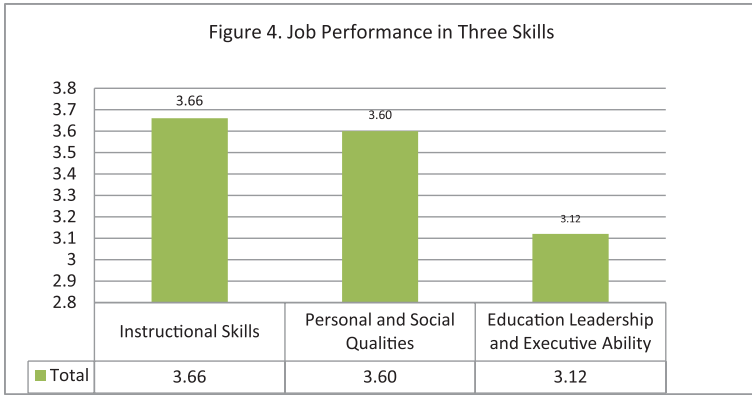
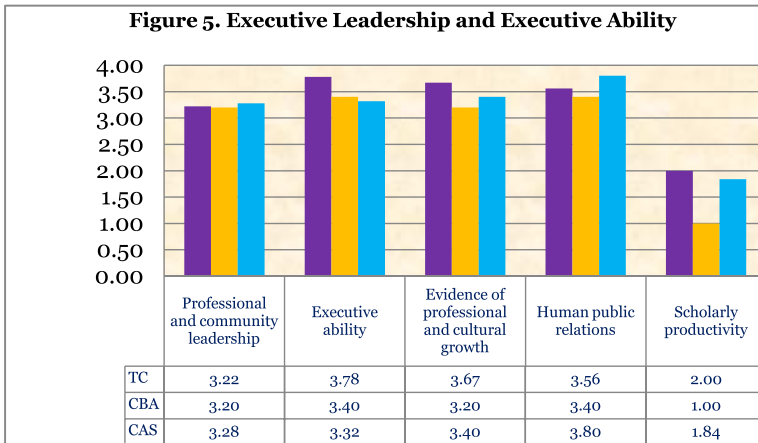


Figure 4 illustrates the comparison of the three skills indicated in this graphical presentation. A very glaring disparity on the third skill category.



A closer look at the educational leadership and executive ability, the third skill in job performance evaluation, the three colleges rated lowest on the fifth item which is scholarly productivity. They need upward mobility by undertaking research and publication.

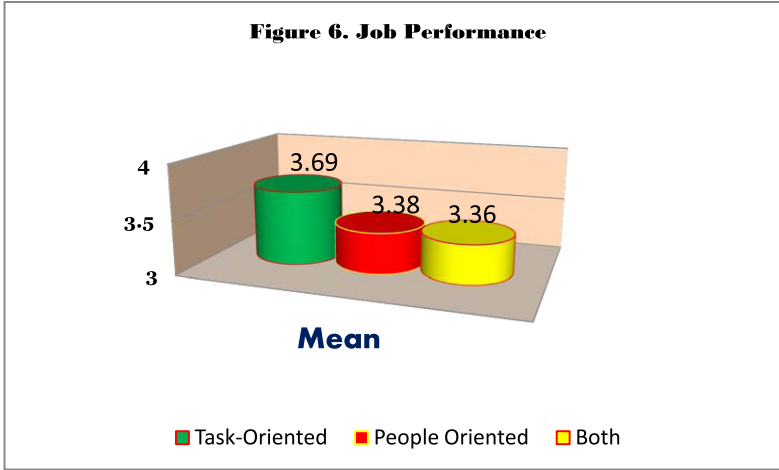


Figure 6 captures the mean job performance of the faculty of different leadership styles. The task-oriented behavioral leadership style had highest mean in terms of the job performance. Second was the people oriented behavioral leadership style and the lowest mean was the combination of the two behavioral leadership styles.

Table 6. Relationship Between Behavioral Leadership Styles and Job Performance

Computed Value	Critical Value	Decision	Interpretation
$\chi^2 = 3.1509$	9.488	Accept H ₀	Insignificant

Subjecting the data on the behavioral leadership styles and job performance using chi-square, there was insignificant relationship between the two. It goes to show that behavioral leadership styles have nothing to do with the job performance. This affirms the study of Blake and Mouton 1964 the harmonizing effect of the two types of leadership.

Table 7. Analysis of Variance on the Job Performance in the Different Behavioral Leadership Styles

Computed Value	Critical Value	Decision	Interpretation
F= 6.5645	3.40	Reject H ₀	Significant

Upon grouping the faculty according to their behavioral leadership styles as to task oriented, people oriented and a combination of the two leadership styles, their performance was subjected into statistical treatment using analysis of variance. It was found out that there was a significant variance between the three groups of behavioral leadership categories. Top rank was the group of faculty members who were task oriented, followed by the people oriented and the third was the group with the combination of the two leadership styles.

Table 8. Multiple Comparison Between Mean Job Performance

Pairs	Computed Value	Critical Value (0.05)	Decision	Interpretation
Task-Oriented VS People-Oriented	$F^2=11.6868$.099	Reject H_o	Significant
Task-Oriented VS Both	$F^2=5.4407$.099	Reject H_o	Significant
People – Oriented VS Both	$F^2=.025$.099	Accept H_o	Insignificant

The mean performance of the three groups were subjected to multiple comparison using Scheffes' Test, the mean between the task oriented and people oriented was significant and so with the task oriented and the combination of the two behavioral leadership styles. However, the difference between the people oriented and the combination of the two was not significant.

CONCLUSIONS

1. The faculty members of the three colleges of the University of Bohol were predominantly people-oriented.
2. The job performance based on three skill categories rated excellent were the instructional skill as well as personal and social qualities, tailing behind was the leadership and executive ability. The scholarly productivity among the faculty in the three colleges lagged in the percentage.
3. There was no significant relationship on the behavioral leadership styles and job performance. The leadership styles had nothing to do with job performance.

4. There was significant degree of variance on the job performance of the faculty members according to their leadership styles. The task-oriented behavioral leadership style faculty members performed better than the rest.

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