

# Assessing Educational Leadership Styles and Leadership Skills of BEED Students

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## Abstract

Assessing leadership characteristics and abilities plays a pivotal role in nurturing students' leadership traits, serving as an effective preparation for future academic leadership professions. The study delves into the anticipated leadership roles of BEED students within the Department of Teacher Education at UM Tagum College. Employing a quantitative approach with purposive sampling, the study administered two sets of questionnaires to a sample size of 116 BEED students. The results revealed a moderate descriptive value, indicating that students are shaping their unique leadership styles rather than mirroring a singular leadership authority. This nuanced approach, adaptable to various leadership landscapes, allows students to bridge between teams, fostering a more expansive exchange of ideas. The study underscores a significant correlation between the leadership styles and skills of BEED students, suggesting a versatile process in working with others within both personal and professional realms to achieve common goals. This research sheds light on the dynamic and evolving nature of student leadership, emphasizing the importance of cultivating adaptable skills in preparation for diverse academic and professional scenarios.

**Keywords:** Educational Leadership, Instructional Leadership, Organization Leadership, Leadership Styles, Leadership Skills, UMTC BEED Students, Student leaders

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## 1. Introduction

In navigating the contemporary, fast-paced, and technology-driven landscape, leadership skills take on a distinctive significance. This interplay between leadership and disruption forms the crux of the challenges faced in today's dynamic environment. The imperative for individuals to adapt to the digital realm, both in their professional and personal spheres, is emphasized by Uys and Webber-Youngman (2021). The study of Hanna (2023) approached through a sociotechnical lens, identifies five core principles of cyber-resilient leadership, marking the pivotal intersection of key themes. Expanding on this, the historical trajectory of progress, as outlined by Uys and Webber-Youngman, spans four industrial revolutions from 1784 onwards—commencing with the First Industrial Revolution, progressing through Industry 2.0, Industry 3.0, and culminating in Industry 4.0. Notably, leadership skills, integral throughout this evolution, are poised for exponential growth as we transcend the current Industry 4.0 (the 4IR) and transition into the next era of the Industrial Revolution.

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In the realm of higher education, leaders frequently encounter a notable gap in formalized training that extends beyond the confines of their specialized domains. This deficiency in diverse leadership competencies is widely acknowledged as a foundational issue, contributing significantly to the multifaceted challenges experienced by institutions of higher learning across the United States. The absence of comprehensive training in leadership competencies, which transcend disciplinary boundaries, has repercussions that resonate throughout these institutions. Leaders, often experts in their respective fields, may find themselves navigating complex administrative, interpersonal, and strategic demands without the requisite skill set. Consequently, this shortfall in skilled leadership is not merely a localized concern; rather, it is a systemic challenge that demands a nuanced and proactive approach to address the evolving needs and complexities inherent in the landscape of higher education (Ruben & Gigliotti, 2021; Sarandrea, 2024; Zabala, 2023).

The development of leadership undergoes a dual focus, encompassing both intrapersonal changes intrinsic to human growth and the influential role of environmental factors. In the realm of intrapersonal development, attention is directed towards aspects such as identity formation, the dynamics and processes of change, the nuanced typological factors distinguishing individuals, and the impact of the environment on personal evolution. Concurrently, the development perspective shifts to an exploration of environmental factors and college impact. This facet probes how an individual's surroundings and interactions with others contribute significantly to the transformative process. By examining both the internal and external dimensions, a comprehensive understanding of leadership development emerges, embracing the interplay between individual growth and the impactful forces of the environment (Harris, Lane, Sun, & Baker, 2022).

Leaders within higher education settings often lack formalized training in competencies that extend beyond their specific fields. The dearth of skilled leadership is frequently cited as a fundamental challenge facing institutions of higher education, contributing to various issues (Ruben, De, & Gigliotti, 2021). The study of Sarandrea, (2024) identified gaps underscore the pressing requirement for enhanced accessibility to professional development tailored explicitly for department leaders, the implementation of well-designed mentoring programs, and the establishment of clearer role definitions for individuals in these leadership positions. Despite this, there is a growing recognition of the importance of evaluating leadership characteristics and abilities. Such assessments can play a crucial role in understanding students' leadership traits, offering valuable insights for their preparation in academic leadership professions (Strong et al., 2013). Hence, this study contributes to the existing literature by comprehensively assessing the leadership styles and leadership skills of BEED Students, filling a notable research gap in our understanding of leadership development within this specific educational context.

### *1.1. Significance of the Study*

This research delves into the Academic Leadership Styles and Leadership Skills of BEED students, with the aim of fostering awareness and education on the imperative need for the development, enhancement, and assessment of Leadership Skills. It underscores the importance of building collaborative networks, involving community units to actively participate.

In a broader societal context, the engagement of the *Commission on Higher Education (CHED)* is paramount. Collaborating with policymakers, the Commission can work towards the enhancement of public understanding. This collaborative effort, aimed at fostering a more informed and educated public, contributes to the cultivation of a culture characterized by critical thinking and curiosity, thereby facilitating positive societal development."

Simultaneously, the *academic leaders* to constantly scan the horizon to understand how their institution context is changing, as well as work to ensure that their institution is responding to change in ways that ensure its long-term sustainability.

Subsequently, this study calls upon *faculty members* to assume a proactive role in advocating for sustainable practices that not only bolster the well-being of the academic community but also contribute to the formulation of strategies fostering long-term resilience while mitigating adverse impacts.

Primarily, to empower *students* with the essential knowledge required to cultivate and refine their leadership skills, strategically preparing them for the demands of academic leadership professions; to contribute significantly to the holistic development and preparedness of students as they navigate the evolving landscape of leadership in academia and beyond.

Moreover, the study underscores the imperative for *stakeholders* to actively participate in community empowerment through direct involvement in the research process. This entails a commitment to recognizing local knowledge and addressing community-specific needs, thereby cultivating a collaborative approach to community development.

## 1.2. Research Objectives

In this study, the researchers aimed to evaluate the leadership styles and skills exhibited by BEED students. The research aimed to investigate the following inquiries:

1.2.1 What is the level of leadership styles exhibited by BEED students, and how can these styles be identified in terms of:

- 1.2.1.1 Authoritative;
- 1.2.1.2 Democratic;
- 1.2.1.3 Facilitative; and
- 1.2.1.4 Situational

1.2.2 What is the proficiency level of leadership skills demonstrated by BEED students, and how can these skills be identified in terms of:

- 1.2.2.1 Interpersonal skills
- 1.2.2.2 Public communication skills
- 1.2.2.3 Organization management skills
- 1.2.2.4 Decision-making skills; and
- 1.2.2.5 Problem-solving skills

1.1.3 Is there a statistically significant relationship between the leadership styles and leadership skills exhibited by BEED students?

## 1.3. Review of Related Literature

Now that the researchers have established the primary focus of the researchers' study, it is imperative to delve into the existing body of knowledge and research that informs and contextualizes the researchers' investigation. The related literature will serve as a comprehensive exploration of key concepts, theoretical

frameworks, and empirical studies related to the leadership styles and skills of BEED students. This literature review aims to contribute a deeper understanding of the subject, highlighting the gaps, trends, and insights that have emerged from prior research in the field.

*Leadership.* The dynamic nature of leadership involves collaborative efforts in both personal and professional relationships to achieve shared goals. Cultivating leadership skills is particularly crucial for students in the process of developing professional competencies. However, it is essential to evaluate leadership characteristics and abilities to facilitate the understanding of students' leadership traits, especially in preparation for their future roles in academic leadership professions (Strong et al., 2013; Hunzicker, 2018; Reams, 2020).

*Leadership Styles.* The concept of leadership style, often synonymous with a manager's approach which plays a pivotal role in organizational dynamics, particularly in its impact on the members of organization and or the employees. According to Max De Pree (2011), prioritizing the involvement of members or employee in decision-making processes and fostering transparent communication are fundamental aspects of effective leadership. De Pree advocates for participatory management grounded in ethical relationships, highlighting its relevance in today's dynamic environment. Emphasizing the importance of effective communication, he underscores that without the ability to discern crucial information, organizational values risk being overshadowed by an influx of inconsequential memos and irrelevant reports. Ahmed (2012) builds on this perspective, asserting that successful leaders and managers exhibit a perpetual commitment to learning. Drawing from field experiments, Ahmed argues that leadership skills are honed through continuous observation and experimentation (Akkaya, 2020). This viewpoint underscores the dynamic nature of leadership development and the necessity for leaders to adapt and learn from real-world experiences.

A skilled facilitative leader excels in eliciting the best contributions from their team, recognizing the value of permitting individuals to learn through their mistakes. They prioritize the well-being of team members and find fulfillment in contributing to their growth. The facilitative leadership style, as expounded in the literature, centers on offering suggestions to group members without imposing a rigid structure. This approach grants autonomy to group members in determining the structure, content, and operation of the group. Despite possessing clear opinions, facilitative leaders abstain from exerting undue influence on the group with their personal ideas. Instead, they cultivate an environment where group members actively participate in the decision-making process (Interaction Institute for Social Change, 2024; Shonk, 2023).

Facilitative leaders uphold a commitment to continuous learning within the group, emphasizing the value of mistakes as long as they yield valuable lessons. In this leadership style, the journey is deemed more significant than the destination, underscoring the continuous development and growth of individuals within the group. The strengths of facilitative leadership are evident in its ability to create an expansive environment for the emergence and exploration of creative ideas. This leadership style not only facilitates individual learning but also proves empowering when appropriately applied. Nevertheless, it's essential to acknowledge the weaknesses of facilitative leadership. In certain situations, it may inadvertently lead the group to become aimless and chaotic, lacking clear direction. Additionally, the open nature of facilitative leadership may give rise to a leadership gap, allowing other individuals to assume informal leadership roles. While this can contribute to shared leadership, potential challenges may arise if the informal leaders do not align with the overall goals or vision of the group (McCarthy, 2022; Carter, 2023).

Demonstrating a staunch belief in the maximization of team effectiveness through active participation, the democratic leadership style asserts that every member should contribute to decision-making processes. Leaders adhering to this approach find fulfillment in collaborative committee work within diverse groups and teams, showcasing a commitment to thorough discussions that encompass every conceivable angle. Operating within the democratic leadership style mandates an unwavering dedication to ensuring the inclusion of all group members in decisions concerning the group's operation. This leadership approach is grounded in the fundamental belief that group effectiveness hinges on affording every member ample opportunity for full participation. Consequently, democratic leaders primarily focus on establishing a robust structure and ground rules for the group, safeguarding these, and adeptly facilitating group activity (Laoyan, 2022; Cherry, 2023).

While democratic leadership is celebrated for its empowerment of team members, serving as a potent motivator for task achievement and fostering individual responsibility, it is essential to acknowledge its associated weaknesses. This leadership style may inadvertently lead to task slowdowns, prioritizing discussions over actions and potentially causing frustration among members seeking clear direction. Furthermore, it may prove unsuitable in situations where rapid decision-making is imperative, and the popularity of decisions may not always align with the best course of action (Indeed Editorial Team, 2023).

While not always assuming a formal leadership role, the situational leader seamlessly transitions into a leadership role, when necessary, often without explicitly identifying themselves as a leader. Their proficiency lies in adeptly adapting to diverse situations, approaching circumstances from multiple perspectives, and finding enjoyment in engaging in role-playing exercises. Situational leadership, as an approach, entails leaders adjusting their behavior based on the unique needs of each situation. The situational leader tailors their style to align with the specific requirements of the group, considering factors such as the members' current levels of skill and confidence, as well as the nature of the task at hand (Wolf, 2022).

While the strengths of situational leadership are evident in its adept accommodation of the evolving dynamics of groups over time and its flexibility in addressing both urgent and non-urgent situations, it is crucial to acknowledge its inherent weaknesses. The effective execution of this approach presents challenges, as group members may find it difficult to predict what to expect. Additionally, resistance to changes in leadership style may emerge within the group, underscoring potential drawbacks to this adaptive leadership approach (Kaushik, 2022).

The authoritative leadership assumes the role of spokesperson for the group, demonstrating a determination to drive projects forward and achieve tangible results. Proficient at organizing others, they set high standards for themselves and expect the same level of commitment from others within the group. This leadership style is rooted in the concept that leaders should personally shoulder the responsibility for decision-making. The authoritative style appeals to individuals who are restless, action-oriented, and possess a clear personal vision of what is required. While authoritative leaders may occasionally consult with group members before making decisions, their preferred approach involves making decisions first and then communicating or selling them to the rest of the group (Knights, 2022).

While authoritative leadership is lauded for its ability to provide clarity to team members, offering a clear understanding of their roles, the decisiveness inherent in this style facilitates rapid decision-making—particularly beneficial in crisis situations, enabling team members to concentrate on operational tasks without being encumbered by strategic issues. Nevertheless, it is crucial to recognize the weaknesses of authoritative leadership. Securing full commitment from all group members can prove challenging, potentially leading to

uninformed and superficial decisions. Moreover, this leadership style may not afford adequate space for team members to contribute to the development of strategies and decisions (Kevin, 2023).

In the investigation by Akparep, Jengre, and Mogre (2019), a robust connection was unveiled between leadership style and the organizational performance of the TumaKavi Development Association (TKDA) in the Northern region of Ghana. Notably, the study emphasized the considerable strength derived from a democratic leadership style within the organization. In light of this, it is recommended that the management of TKDA strategically amplifies the application of the democratic leadership style. Additionally, a blend of other leadership styles, where applicable, is advised. Such a nuanced approach is expected to fortify the organization's standing within its industry, leveraging its strengths for sustained success.

**Leadership Skills.** Leadership skills encompass the strengths and abilities that individuals demonstrate in overseeing processes, guiding initiatives, and steering their teams toward the achievement of goals (Yasar & McLaughlin, 2024). Young leaders, serving as decision-makers, envision various improvements for their groups, demonstrating their capacity for innovation (Tenney, 2024). Their adept public communication skills enable them to acknowledge the concerns of others effectively. As problem-solvers, they engage in critical thinking, decision-making, creativity, and information processing to propose enhancements for their groups (Henderson, 2023). Demonstrating strong organization management skills, these leaders exhibit a clear understanding of what is needed to elevate the excellence of their organizations. Moreover, their interpersonal skills, as described by Coursera (2023), emphasize the importance of respecting others' opinions in conflict resolution. This includes working creatively with others, clear communication, collaboration, adaptability, flexibility, effective interaction with diverse teams, guidance, leadership, and a sense of responsibility.

Alex Gray, in 2015, delineated the ten essential skills deemed crucial for thriving in the Fourth Industrial Revolution. These encompassed Complex Problem-Solving, Coordinating with Others, People Management, Critical Thinking, Negotiation, Quality Control, Service Orientation, Judgement and Decision-Making, Active Listening, and Creativity. However, the landscape shifted by 2020, with a reordering of skills: Complex Problem-Solving, Critical Thinking, Creativity, People Management, Coordinating with Others, Emotional Intelligence, Judgement and Decision-Making, Service Orientation, Negotiating, and Cognitive Flexibility. Gray highlighted a notable transformation, revealing that more than a third of the skills deemed vital in 2015 underwent changes by 2020. Notably, creativity experienced a significant ascent, transitioning from the tenth to the third position. The 2020 skills list underscores a cluster of management and leadership-related skills occupying positions four to six. This shift underscores the increasing importance of human interaction as a fundamental skill set demanded by the evolving landscape of the next industrial revolution (Uyz & Webber-Youngman, 2021).

Bissette's (2019) exploration delves into the leadership skills necessary for effectiveness in the medical profession which could also be a reflection for academic leadership. The study sought to unravel the core skills defining an effective leader in the field. Six overarching themes emerged from Bissette's research, elucidating the skills requisite for consideration as an effective leader. Four themes directly relate to Health Information Management (HIM) leadership in general, encompassing understanding HIM, fostering self-awareness, embodying leadership rather than managerial qualities, and nurturing the development of others. Additionally, two distinct themes, namely confidence and vulnerability, surfaced as essential skills specific to female HIM leaders. Leveraging these identified themes, the study proposed recommendations, including establishing a liaison position in North Carolina to bolster the relationship between HIM and related programs and maintaining outreach programs to aid in the ongoing skill development of current HIM professionals.



In Joshi's (2023) study, teachers demonstrated a keen awareness of leaders within their classrooms and their distinctive leadership characteristics. The findings revealed that teachers adeptly implemented developmentally appropriate teaching practices, employing a variety of strategies. Notably, the data underscored a gap in teachers' training concerning the development of leadership skills in children. Understanding the nuanced impact of the COVID-19 pandemic on leadership in children contributes significantly to the broader field of children's development. The present study emphasizes the critical role of teachers' training in fostering leadership in children. Future research endeavors may delve into exploring the effectiveness of virtual settings in instilling leadership skills in children."

The study of Booth (2023) identified essential leadership qualities exhibited by a student-centered school leader in the team development process, including empowering stakeholders, building trust in relationships, prioritizing student-centric decisions, ensuring the visibility of all voices, and employing diverse communication techniques. Additionally, when formulating a strategic vision, a student-centered school leader demonstrates leadership qualities such as intentional inclusivity, utilizing the vision as a representation and brand of the school, establishing processes to shape and refine the vision, ensuring its integration into all school experiences, and leveraging relevant data to inform the vision.

In Zabala (2023) study, 10 prevailing themes encapsulate parents' and guardians' perceptions of their youth developing leadership skills: (a) character development, (b) coping with failure, (c) communicating as a leader, (d) developing self-confidence, (e) exposure to a diverse group, (f) collaborative teamwork, (g) autonomous decision-making, (h) comprehension of youth leadership development program (YLDP) structure, (i) respect for authority, and (j) a comprehensive and well-rounded program. This study holds the potential to serve as a valuable guide for enhancing youth programs within organizations. Moreover, it underscores the need for further research dedicated to understanding the nuanced needs of this often-understudied demographic.

Students actively advocate for collaborative, interest-based, and relationship-focused approaches as effective means to achieve mutually satisfactory outcomes. According to Crowe Associates Ltd (ND), individuals leaning toward a collaborative leadership style prioritize meeting the needs of all involved parties. While assertive in their approach, they excel at effective cooperation and recognize the significance of every individual's contribution. This collaborative style is deemed integral to effective leadership, particularly in situations requiring the amalgamation of diverse viewpoints to arrive at optimal solutions. It becomes especially valuable in the aftermath of conflicts within a group or when dealing with critical situations that demand more than a simple trade-off.

In a study by Giddens (2023), the importance of diverse skills in fostering a richer collaborative environment was emphasized. Giddens highlighted that individuals with varied skills bring unique perspectives, creating a dynamic and inclusive work culture. These leaders adeptly employ diverse leadership skills, adapting them to the specific nuances of the leadership landscape. This approach not only builds bridges between teams but also encourages a broad exchange of ideas. Leaders with diverse skills exhibit a holistic understanding of multifaceted problems, addressing them from multiple angles, ultimately leading to more robust and effective solutions. Moreover, the convergence of different talents among these leaders has been found to foster innovation. Giddens noted that this convergence allows young leaders to connect ideas seamlessly across industries, enabling the cross-pollination of concepts and methodologies. This dynamic interchange generates fresh perspectives, leading to novel solutions and innovative approaches within an organization.

The study of Sarandrea, (2024) identified gaps underscore the pressing requirement for enhanced accessibility to professional development tailored explicitly for department leaders, the implementation of well-designed mentoring programs, and the establishment of clearer role definitions for individuals in these leadership positions. The insights derived from this study hold significant potential to guide the strategic initiatives of school districts aiming to provide effective support for novice department leaders. Furthermore, the findings can play a pivotal role in shaping the curriculum of leadership preparation programs, ensuring that coursework aligns with the specific needs and challenges faced by individuals stepping into department leadership roles.

The study identified key emergent themes that revolve around confronting and responding to leadership challenges, delving into the benefits, barriers, and models of mentoring, and exploring the varied responsibilities associated with mentoring. The findings underscore the need for additional research, specifically focusing on executive leaders, to further delve into topics that surfaced during this investigation. The imperative lies in developing targeted practices aimed at mitigating leadership challenges unique to executive leaders and institutionalizing mentoring as a pivotal support strategy for this cohort. Recognizing its significance for both individual and organizational success, these recommendations align with the insights provided by Lewis (2023) and emphasize the critical role of mentoring as an essential strategy for educational leaders."

## 2. Method

This part of research serves as the roadmap for the study, delineating the precise procedures and techniques employed to identify, select, process, and analyze information related to the research topic.

### 2.1 Participants

The study focused on 116 participants, specifically directing 3rd and 4th-year students pursuing Bachelor of Elementary Education at UM Tagum College. These individuals were carefully chosen as representatives of the study population, adhering to specific inclusion criteria: (a) current enrollment as college students, (b) registration at UM Tagum College, and (c) classification as 3rd or 4th-year students.

**Table 1. Distribution of Respondents**

BEED Students of UMTC	Number of Respondents
3 <sup>rd</sup> Year	70
4 <sup>th</sup> Year	46
n=	116

Conversely, exclusion criteria comprised individuals who were (a) not currently enrolled in college, (b) not affiliated with UM Tagum College, and (c) in their 1st or 2nd year of study. To ensure a comprehensive and unbiased selection process, the researchers employed a stratified random sampling technique, offering every member of the third year and fourth year BEED students an equal chance of inclusion (Acharyya & Bhattacharya 2019; Shin, 2022; Thomas 2023).

Table 1, *Distribution of Respondents* displays the number of respondents among BEED students. Reflected from the table, the students are categorized into two groups based on their academic year. The



number of students in each group is provided: 70 respondents from 3rd year; and 46 respondents from the 4th year. This sums up to 116 total number of respondents.

## *2.2 Materials/ Instruments*

The study employed a set of carefully selected instruments to comprehensively assess the leadership styles and skills of the participants. The primary questionnaire was adapted from the Leadership Styles Questionnaire, sourced from reputable institutions such as Centenary College of Louisiana (2023) and NHS Greater Glasgow and Clyde (2022), both available in the public domain. To cater the specificity of the BEED respondents, slight modifications were made to the instructions. This 16-item survey was strategically designed, dividing questions into four distinct categories: Authoritative, Democratic, Facilitative, and Situational styles.

Additionally, the study incorporated another set of questionnaires, including the Leadership Skills Questionnaire (ND) available in the public domain. This set featured 12 questions, with a focus on both administrative and interpersonal skills. To gauge Public Communication skills, the study utilized the Leadership Assessment Questionnaire (LAQ), specifically adapting questions related to communication from the larger set. Moreover, elements of the Leadership Development questionnaires developed by Northouse (2023) were integrated, particularly focusing on aspects related to problem-solving and decision-making skills. This methodological approach ensured a comprehensive and nuanced evaluation of the participants' leadership attributes.

After obtaining necessary permissions, the survey was conducted. Subsequently, the required documents for information and approval were diligently complied. The finalized results were then forwarded to the data analyst for systematic tabulation; then back to the researchers for in-depth analysis in the results and discussions.

## *2.3 Design and Procedure*

This study employed a quantitative correlational research design, aiming to investigate the potential correlation between leadership styles and leadership skills. This involved examining the statistical relationship between these two variables in their natural context (Haradhan, 2020; Mbuva, 2024). The research process began with obtaining necessary permissions and consents from relevant authorities, including the Dean of the College, School Director, BEED Program Head, and the BEED students for their consent who served as respondents. Subsequently, the survey was conducted, and the gathered data were compiled after meticulous adherence to document requirements for information and approval. The finalized results were then transmitted to a data analyst for systematic tabulation and with statistical precision applied. The researchers undertook an in-depth analysis for its results and discussions.

## **3. Results and Discussion**

This section is structured to first present the quantitative findings, followed by an in-depth discussion of their implications. Subsequently, qualitative insights were explored to provide a comprehensive understanding of the research topic.

### 3.1 Level of Leadership Styles of BEED Students in UM Tagum College

Utilizing the Leadership Styles Questionnaire (2022), the mean scores for analysis of the BEED students' leadership styles at UM Tagum College is presented in Table 2, Level of Leadership Styles of BEED Students. The mean scores, accompanied by their respective descriptive values, offer valuable insights into the leadership preferences within the cohort.

Concurrently, to unravel the intricate dynamics of leadership within the context of BEED students, an exploration of the mean scores in Table 2, Level of Leadership Styles of BEED Students is paramount. The mean scores for various leadership styles reveal interesting insights: Facilitative leads with a mean score of 3.36, closely followed by Democratic at 3.28, Situational at 3.21, and Authoritative at 3.08.

**Table 2. Level of Leadership Styles of BEED Students**

Leadership Styles	Mean Scores	Descriptive Value
Facilitative	3.36	Moderate
Democratic	3.28	Moderate
Situational	3.21	Moderate
Authoritative	3.08	Moderate

Before proceeding to explore the nuanced discussion of the four leadership styles, the researchers opted to analytical approach behind the moderate values. This is to offer a thorough understanding on how leadership styles gained mean scores ranging from 3.08 to 3.36. This approach aligns with the sentiment expressed by John Archibald Wheeler, who famously advised, "*In any field, find the strangest thing and then explore it*" (Good Reads, 2024).

Significant insights are evident within the Democratic and Facilitative leadership styles. Particularly noteworthy are the responses indicating a preference for team involvement in decision-making, with a mean score of 3.47, and an endorsement of learning from mistakes, with a mean score of 3.44 both rated highly. These findings indicate a nuanced understanding among students that leader, despite their positions, are susceptible to errors. Instead, effective leadership hinges on the collective capacity of the group or team to navigate challenges and derive lessons from these inevitable mistakes.

Furthermore, based on the questionnaire items, the high mean score of 3.47 for the belief that teams work best when everyone is involved in decision-making indicates that BEED students place significant emphasis on collaboration and shared decision-making as effective leadership approaches. Lee (2023) elaborates on this; that leaders often adopt democratic leadership styles when they foster a culture characterized by collaboration, individual empowerment, innovation stimulation, and enhanced team performance. Expanding on this concept, Pineda-Baez, Fierro-Evans, and Gratacos (2024) highlight the importance of clarity in team leadership, distinguishing between shared decision-making and collaboration. Shared decision-making involves bringing individuals together to make collective decisions, while collaboration unites people to actively produce work.

On the other hand, still referring the items in questionnaire, in thinking that people should be allowed to make mistakes to learn with mean score of 3.44 or high -under facilitative leadership style- resonates with the research conducted by Horvath (2020), aligning with their assumptions regarding the relationship between

the severity of error consequences and increased learning from errors. Horvath's study delves deeper into the nuances of error learning, revealing that participants not only reported enhanced affective error learning but also demonstrated cognitive error learning by recalling error situations. This insight underscores the importance of understanding the characteristics of errors that influence the learning process. As Theodore Roosevelt aptly put it, 'There is no effort without error or shortcomings.' Embracing mistakes as an inherent part of human experience in everyday life is crucial for personal and collective growth.

In addition, just as children stumble while learning to walk, individuals encounter mistakes while acquiring new skills in the professional realm. Krishnamurthy (2022) highlights that young leaders often grapple with fear, allowing mistakes to shape their self-perception at work. However, it is essential to recognize that making mistakes is a universal aspect of being human, and embracing them is crucial for leadership development. In fact, mistakes can lead to positive consequences and serve as invaluable learning experiences. Despite concerted efforts to prevent errors, it is virtually impossible to eliminate them entirely. Facilitative leaders understand this fundamental aspect of human and organizational development. Similarly, democratic leaders advocate for a team-based approach to proactively manage errors, fostering an error-management culture that addresses challenges before they escalate into negative consequences.

In essence, these findings underscore the students' nuanced understanding that leaders, irrespective of their roles, are susceptible to errors. However, the crux of effective leadership lies not in error avoidance but in the collective capacity of the group or team to navigate and derive valuable insights from these inevitable mistakes. This insight resonates with the acknowledgment that mistakes are not hindrances but stepping stones to continuous learning and improvement within the realm of leadership.

Over the top, analyzing Table 2 – Level of Leadership Styles of BEED Students in general is crucial. As reflected, the mean scores of the leadership styles range from 3.08 to 3.36 or moderate. This suggests that in their leadership journey, the BEED students do not confine themselves to a predetermined notion of leadership styles. This implies a willingness to forge a unique leadership identity, drawing inspiration from various leadership paradigms rather than adhering strictly to a singular model. It reflects their inclination to blend different leadership styles into a thoughtful and personalized approach. When confronted with challenges, these emerging leaders are predisposed to explore diverse strategies rather than relying on a one-size-fits-all solution, showcasing adaptability and creativity in their leadership endeavors. The eclectic nature of their approach signifies a mindset and attitude toward leadership that encourages authenticity. It grants these young leaders the freedom to develop a style reflective of their individuality, as supported by scholars (Ponte-Valle 2013; Ponte-Valle, 2021; De & De 2022; Johnston 2024).

### *3.2 Level of Leadership Skills of BEED Students in UM Tagum College*

An analysis of leadership skills presented in Table 3, *Level of Leadership Skills of BEED Students*, "illustrates the following mean scores: 3.31 for public communication, 3.18 for decision-making, and 3.17 for problem solving. This comprehensive assessment of emerging leaders indicates a consistent pattern of moderate descriptive values across various leadership dimensions. However, a closer examination of the questionnaire items, particularly withing interpersonal skills and focusing on item 3 – belief that successful conflict resolution involves respecting others' opinions, stand out with the highest mean score of 3.55, indicating a high level. This highlights a strong preference among BEED students for collaborative, interest-based, and relationship-focused approaches to achieving mutually satisfactory outcomes.

**Table 3. Level of Leadership Skills of BEED Students**

Leadership Skills	Mean Scores	Descriptive Value
Interpersonal	3.31	Moderate
Organizational Management	3.25	Moderate
Public Communication	3.19	Moderate
Decision-Making	3.18	Moderate
Problem-Solving	3.17	Moderate

This suggests further, that the result -as presented above- aligns with the principles advocated by Crowe Associates Ltd (ND) and Coursera (2023) emphasizing that those inclined towards a collaborative style prioritize meeting the needs of all involved parties. These individuals, while assertive, excel in effective cooperation, recognizing the significance of each person. The collaborative approach is deemed essential in leadership, particularly when amalgamating diverse viewpoints is crucial for optimal solutions, especially in the aftermath of previous conflicts or situations of heightened importance, where simplistic trade-offs fall short. Over the top, with their interpersonal skills, young leaders who believe that the key to successful conflict resolution is respecting other's opinions; this includes: working creatively with other, communicating clearly, collaborating, adapting to change, flexibility, interacting effectively with diverse teams, guiding and leading others, and being responsible.

This observation implies a deeper understanding that individuals with diverse skills bring distinctive perspectives, cultivating a more enriched collaborative environment. Adapting leadership approaches to varying landscapes acts as a catalyst, bridging gaps between teams and fostering a more expansive exchange of ideas. Consequently, leaders with this adaptability demonstrate a holistic comprehension of multifaceted problems, addressing them from multiple angles and thereby contributing to more robust and effective solutions. Moreover, the amalgamation of diverse talents often sparks innovation, enabling young leaders to seamlessly connect ideas across different industries. This cross-pollination of concepts and methodologies gives rise to fresh perspectives, paving the way for novel solutions and approaches within an organization (Giddens, 2023).

The leadership skills are the strengths and abilities the individuals demonstrate that help oversee processes, guide initiatives, and steer their members toward the achievement of goals (Yasar & McLaughlin, 2024). As decision-maker, the young leaders project that they can imagine several changes that would improve their groups. With their public communication skills, they enjoy acknowledging the concerns of other people (Tenney, 2024). Being the problem-solver, they think of things that might improve their groups; it involves critical thinking, decision-making, creativity, and information processing (Henderson, 2023). Their organization management skills, suggests that they have a clear picture of what needs to be done in their organization to achieve a higher standard of excellence.

Thus, the results, analysis and discussions conclude evident that the BEED students, as young leaders exhibit a balanced proficiency in various dimensions of leadership styles and skills; collectively highlight a promising foundation for the ongoing development and enhancement of the leadership, pointing towards their potential for growth and effectiveness in diverse leadership contexts.

### *3.3 Significant Relationship Between Leadership Styles and Leadership Skills of BEED Students*

The Leadership Styles examined in the preceding table possess distinctive attributes, each requiring a distinct perspective, as emphasized by McDonald (2021). Simultaneously, the outcomes of Table 4, illustrating the Significant Relationship Between Leadership Styles and Leadership Skills, shed light on these distinctions. The computed scores for Leadership Styles and Leadership Skills yielded mean scores of 3.23 and 3.22, respectively.

To assess the significance of the relationship, standard deviation is computed for comparing the Pearson correlation ( $r$ ) value with the  $p$ -value, which determines the extent to which the data in the table below rejects or retains the null hypothesis. As indicated in Table 5, the  $p$ -value of 0.005 is lower than the  $r$ -value of 0.760; hence, the null hypothesis suggesting no significant relationship between leadership styles and leadership skills is rejected. This implies that both the leadership style and leadership skills of the BEED students significantly contributed to achieving the intended goal.

In adopting leadership styles such as authoritative, democratic, facilitative, and situational, BEED students demonstrate their innate capacity and inclination to lead groups of students (Homework.Study.Com., 2024). Leadership, as a versatile process, requires collaboration with others in both personal and professional relationships to achieve common goals. The cultivation of leadership skills becomes particularly significant for students developing professional competencies. Assessing leadership characteristics and abilities aids in identifying students' leadership traits, preparing them for academic leadership professions (Strong et al., 2013; Zabala, 2023).

**Table 4. Significant Relationship Between Leadership Styles and Leadership Skills**

Variable	Mean	SD	r - value	p-value	Decision
Leadership Styles	3.23	0.38	0.760*	0.005	HO
Leadership Skills	3.22	0.34			rejected

The BEED students demonstrate distinctive preference for specific leadership skill, particularly emphasizing the importance to believe that the key to successful conflict resolution is respecting others' opinions as the key to conflict resolution. This preference is notably evident in the interpersonal leadership skills category, specifically within the democratic and facilitative leadership styles. They express the belief that teams work best when everyone is involved in taking decision, and people should be allowed to make allowing people to make mistakes to learn as seen in both the democratic and facilitative styles, respectively. These findings bear resemblance to the research conducted by Akparep, Jengre, and Mogre (2019), highlighting a strong correlation between leadership style and the organizational performance of the TumaKavi Development Association (TKDA) in the Northern region of Ghana. Notably, the TKDA's organizational strength is attributed to its democratic leadership style. Consequently, a pertinent recommendation emerges for TKDA's management to emphasize and integrate democratic leadership with other styles, fostering enhanced robustness within its industry.

The results of this study contribute to the development of two primary families of theory, addressing both the nature of changes in college students and the mechanisms through which these changes occur

(Pascarella and Terenzini, 2005). The first family of theories revolves around the formation of identity, typological factors that distinguish individuals from one another, and the significant role that the environment plays in driving changes within a specific individual. This family delves into the intricate aspects of personal development, focusing on the individual's internal growth and the external factors influencing this process. On the other hand, the second family concentrates on environmental factors and the impact of the college experience. These theories encompass elements such as the type of higher education institution attended and the values and norms inherent in the organizational culture. They highlight the crucial role of one's surroundings and interactions with others in shaping the transformative journey (Harris, Lane, Sun, & Baker, 2022; Huisman & Tight, 2023).

### 3.4 Summary of Findings

The following are the findings of the study:

1. The level of leadership styles of BEED students in UM Tagum College are identified as follows: Facilitative with mean score of 3.36 or moderate; Democratic with mean score of 3.28 or moderate; Situational with mean score of 3.21 or moderate; and Authoritative with mean score of 3.08.

2. The proficiency level of leadership skills of BEED students in UM Tagum College are identified as follows: Interpersonal with a mean score of 3.31 or moderate; Organizational Management with a mean score of 3.25 or moderate; Public Communication with a mean score of 3.19 or moderate; Decision- Making with a mean score of 3.18 or moderate; and Problem-Solving with a mean score of 3.17 or moderate.

3. The  $r$  value between the leadership styles and leadership skills is significant at .760 probability level which is higher than 0.005 level of significance supporting the rejection of the null hypothesis of no significant relationship between leadership styles and leadership skills.

## 4. Conclusion and Recommendations

### 4.1 Conclusion

In conclusion, the comprehensive exploration of leadership styles and skills among BEED students at UM Tagum College has provided valuable insights into their proficiency in various aspects of leadership.

The following conclusions as generated base from the findings underscore:

4.1.1 The leadership styles of BEED students at UM Tagum College are predominantly facilitative, democratic, situational, and to a lesser extent, authoritative. These styles are generally perceived as moderate based on the mean scores obtained;

4.1.2 The BEED students at UM Tagum College possess moderate proficiency levels in various leadership skills. Specifically, they demonstrate moderate levels of proficiency in interpersonal skills, organizational management, public communication, decision-making, and problem-solving.

4.1.3. There is a significant relationship between leadership styles and leadership skills among the BEED students at UM Tagum College. The correlation coefficient ( $r$  value) of .760 with a probability level



higher than 0.0005, indicates a strong and statistically significant association. This supports the rejection of the null hypothesis which posited no significant relationship between leadership styles and leadership skills.

In essence, these findings suggest that the BEED students at UM Tagum College possess a diverse range of leadership styles and skills, each contributing to their overall leadership proficiency. The significance of the correlation emphasizes the interconnectedness of leadership styles and skills, underscoring the importance of considering both aspects in leadership development programs and educational strategies.

#### *4. 2 Recommendation*

Based on the research study's conclusion, the following recommendations are put forth:

4.2.1 There may be designing of Tailored Leadership Program for implementation by the Commission on Higher Education (CHED) officials that cater the diverse range of leadership styles identified among education students. These programs should incorporate activities and strategies that enhance each specific leadership style, fostering a well-rounded leadership development approach.

4.2.2 There may be integrating of skill development modules to be implemented by the academic leaders within the leadership programs to enhance the identified leadership skills, including Interpersonal, Organizational Management, Public Communication, Decision-Making, and Problem-Solving. These modules should be designed to address the specific needs of challenges associated with each skill area.

4.2.3 There may be a mentorship programs established to be implemented by the faculty of the Department of Teacher Education where experienced leaders can guide and mentor the education students based on their identified leadership styles. This would provide students with real-world insights and practical experiences, contributing to their leadership growth.

4.2.4 There may be promotion of cross-training opportunities by the academic leaders in the institutions that expose students to various leadership styles and skills, allowing them to acquire a more comprehensive understanding of effective leadership. The cross-training approach can contribute to the development of adaptable and versatile leaders.

4.2.5 There may be continued research and assessment to be conducted periodically to track the evolving leadership styles and skills of the education students. This ongoing evaluation will ensure the leadership development initiatives remain aligned with the changing needs and expectations of the students.

4.2.6 There may be collaboration with Educational Institutions, people in the industry, stakeholders to create a seamless transition from academic settings to professional environments. This collaboration can involve sharing best practices, organizing joint leadership development events, and promoting a continuous learning environment.

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