

# **Transformational, Transactional, and Lasallian Identity Leadership Behaviors: Effects on Employee Performance**

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## **Abstract**

Leadership plays a crucial role in educational institutions, influencing both organizational success and the attainment of institutional goals. This study examines the leadership behaviors of school administrators at La Salle Green Hills. It focuses on the dimensions of transformational leadership, including vision articulation, role modeling, goal alignment, high-performance expectations, individualized support, and intellectual stimulation. Additionally, it addresses transactional leadership characterized by contingent rewards. The study explores how these behaviors influence employee performance, particularly regarding timeliness, diligence, collaboration, and proactiveness. As a Catholic institution, the study also investigates the Lasallian identity, emphasizing core values such as faith, service, and communion, to understand their impact on employee commitment and goal achievement. Using a quantitative research design, the study utilized an adapted and modified 37-item leadership behavior assessment ( $N_1 = 282$ ) and a 25-item self-rating questionnaire ( $N_2 = 164$ ), both administered online to employees. Correlation and regression analyses were conducted to evaluate the relationships and influences of leadership behaviors on employee performance. Results indicate that the administrators are perceived to have high expectations for employees' performance, however, providing individualized support and empathy are less frequently observed. Also, transformational leadership behaviors significantly enhance employees' proactiveness while transactional behavior has a positive relationship with the employee's core value of communion. Overall, there is a strong positive relationship among transformational, transactional, and Lasallian identity leadership behaviors, all of which are key motivators for employees, fostering collaboration and proactive engagement in the workplace. By strengthening these leadership practices, the school can significantly improve employee performance and achieve its goals.

*Keywords:* leadership behavior, employee performance, Lasallian identity, transactional, transformational

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## **Introduction**

Leadership is a vital part of every organization. It plays a crucial role in achieving the goals and in shaping the success of educational institutions. Bryant Kelle, a specialist in Strategic Partnership of LinkedIn, describes leaders as someone who inspires their followers with their charm, appealing ways, and engaging personality. They are individuals who can inspire people to do their best and become better versions of themselves along the way. Leaders are seen as models and persons who take responsibility for their actions and with the people they work with. Given this, leadership behaviors or styles play a significant role in employees' ability to perform above and beyond what is expected, primarily when motivated by good leadership. Thus, leadership has a positive and significant effect on employee satisfaction and performance (Paais & Pattiruhu, 2020). In the study of Ibad and Hadi (2022), transformational leadership is defined as the ability to inspire and motivate followers to enhance their achievements, and transformational leaders use their emotional and social intelligence to change the behavior of their team members (Bass & Avolio, 1990). Several studies have shown how transformational leadership affects employee performance. In the study of Chang and Ferozi (2021), the effects of the different dimensions of transformational leadership are associated with employee performance. Ningsih et al. (2023) has shown that transformational leadership has a significant impact on employee engagement, performance, and satisfaction. Moreover, transformational leadership emphasizes that administrators have the potential to act as change agents, transforming the people, culture, and climate by addressing the changing and complex demands within schools (Mendez-Keegan, 2019). Meanwhile, according to Nguni et al. (2006), transactional leadership motivates followers by appealing to their self-interest and is based on an exchange relationship. Follower compliance is exchanged for expected rewards. Additionally, this form of leadership may result in an efficient and productive workplace, but it is limited compared to transformational leadership. Moreover, the study of Nguni et al. (2006) also found that the contingent rewards dimension of transactional leadership had shown a moderate positive influence on job satisfaction, but with a strong negative influence on the commitment to stay. Transformational and transactional leadership styles may be different from one another, but Waldman et al. (1990) says that they build on one another. Transformational leadership strengthens transactional leadership by focusing on the development of followers as well as addressing the goals of the different stakeholders of an organization (Bass & Avolio, 1990).

Considering that transformational leadership has been studied in different contexts and many countries and these studies have been found to affect or impact employee performance, motivation, satisfaction, trust in leaders, and managing changes, (Chang & Ferozi, 2021; Podsakoff et al., 1990; Vinger & Cilliers, 2006), this study works with the assumption that if administrators exhibit transformational leadership behaviors, then they could influence excellent employee performance and implement institutional changes successfully. In addition, the study will assess whether contingent reward behaviors also have any influence on the performance of employees.

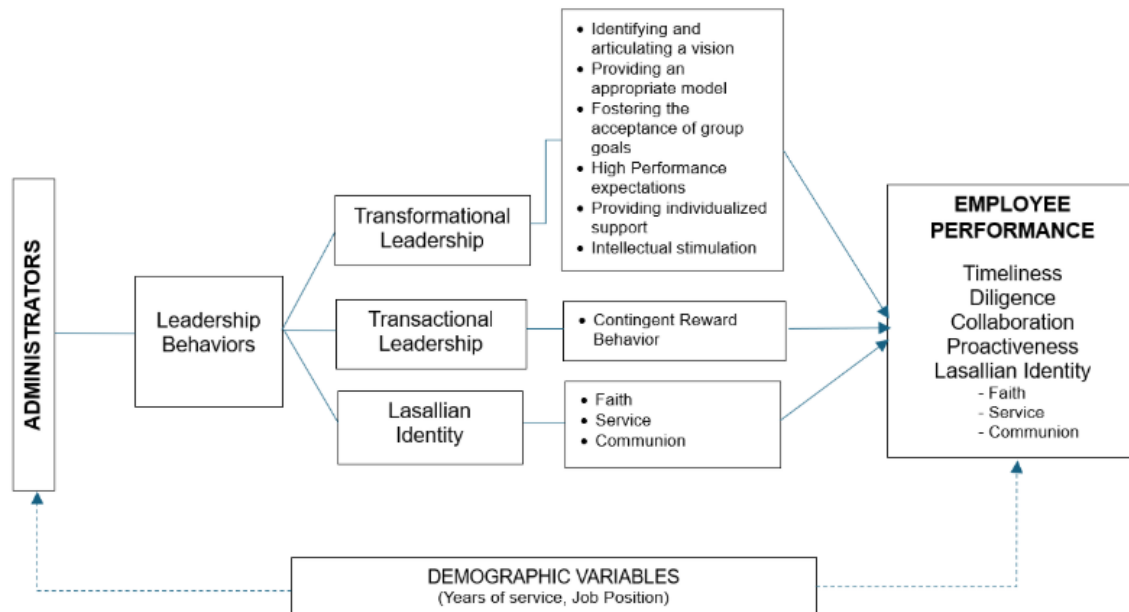
### ***Objectives of the Study and Research Questions***

Given this context, the study aims to determine the current leadership behaviors of the La Salle Green Hills (LSGH) administrators and whether these behaviors affect the performance of the employees. In addition, the study targets to identify which of the leadership behaviors predict the performance of the employees. In support of the study objectives, the following are the research questions that the study aims to answer:

1. What are leadership behaviors frequently exhibited by the administrators?
2. What are the participants' perceptions of employee performance?
3. How do these behaviors influence or affect the performance of the employees?
4. Which leadership behavior or dimension is associated with the performance of the employees?
5. Which leadership behavior or dimension predicts the performance of the employees?

### ***Conceptual Framework***

Figure 1: Conceptual Framework



Given the assumption of the study that the leadership behaviors of the administrators who exhibit transformational leadership behaviors significantly affect the performance of employees, a conceptual framework is developed as seen in Figure 1. The dependent variable is employee performance while the independent variables are the leadership behaviors and Lasallian Identity. The correlation of each of the dimensions of transformational and transactional leadership with employee performance in terms of timeliness, diligence, collaboration, and proactiveness is determined. In addition, the Lasallian Identity of faith, service, and communion is evaluated to determine if these traits also correlate with the performance of employees. Among these behaviors, the study will also assess whether a specific behavior serves as a predictor of employee performance.

### **Methodology**

#### ***Research Design***

A correlational quantitative research design is used in the study to investigate and analyze the relationship between and among the study variables. The study aims to determine the significant differences between leadership behaviors and how these behaviors affect and predict or influence employee performance.

## Participants

Participants of the study include all regular employees from administrators, faculty, and support staff personnel of La Salle Green Hills. The participants or respondents were grouped according to their assigned job position and years of experience in the institution. A total of  $N_1 = 282$  participants accomplished the Leadership Behavior evaluation, while  $N_2 = 164$  accomplished the self-rating questionnaire on employee performance.

## Measures or Instruments of the Study

The administrators' evaluation tool is composed of transformational, transactional, and Lasallian Identity leadership behaviors. The self-evaluation tool that measures employee performance is composed of four categories namely, timeliness, diligence, collaboration, and proactiveness. For the Lasallian Identity, items on faith, service, and communion are included in both measures. Table 1 below shows the rating scale in interpreting the results of both measures.

*Tool 1: Online Administrators' Evaluation:* a tool that measures the leadership behaviors of the administrators. It consists of 28 questions involving transformational and transactional leadership behaviors (Chang & Ferozi, 2021; Podsakoff et al. 1990). The questions are divided into 7 dimensions which are identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high-performance expectations, providing individualized support, intellectual stimulation, and transactional behaviors. As an added variable, the tool also includes 9 questions on Lasallian core values of faith, service, and communion. It uses a 5-point Likert scale wherein the behaviors are measured based on their frequency.

*Tool 2: Self-evaluation:* a tool that measures the fulfillment of the job functions and responsibilities of an employee. It consists of 16 questions that represent employee performance which was adapted from the study of Chang and Ferozi (2021). The researchers divided and grouped the questions into four categories: timeliness, diligence, collaboration, and proactiveness. Similar to Tool 1, the self-evaluation also includes 9 questions on Lasallian core values of faith, service, and communion. The instrument uses a 5-point frequency Likert scale.

Table 1: Rating Scale used for Online Administrators' Evaluation and Employee Performance Self-Evaluation

Rating Scale		Mean Ratings	
Options	Description	Range	Interpretation
5	Frequently (Palagi)	4.21 - 5.00	The behavior is observed almost always
4	Fairly often (Madalas)	3.41 - 4.20	The behavior is observed more than half of the time
3	Sometimes (Paminsan-minsan)	2.61 - 3.40	The behavior is observed half of the time or less
2	Once in awhile (Bihira)	1.81 - 2.60	The behavior is observed a few times or less
1	Not at all (Hindi kailanman)	1.00 - 1.80	The behavior is never observed

## ***Data Gathering Procedure and Analysis***

The study employs the use of online evaluation instruments for administrators and self-rating forms for all employees. The instruments are distributed to all participants using Google Form.

The respondents or participants are given 2 weeks to complete the evaluation and self-rating forms (Leadership Behavior Survey and Self-rating Form) based on the directions set for the instruments. Upon completion of the data gathering process, the data are processed using Excel and SPSS Software. The quantitative data is analyzed using descriptive statistics, t-test, correlation, and regression analyses.

## **Results and Discussion**

### ***Demographics***

***Online Administrators' Evaluation.*** The Online Administrator's Evaluation was a survey given to employees to rate the leadership styles of their supervisors, unit heads/leads. Table 2 and table 3 showcase the detailed breakdown of participants based on their years of service and job positions.

Table 2: Frequency and Percentage of Participants Based on Years of Service

Years of Service	Frequency	Percentage
0 to 3 Years	70	24.82
4 to 6 Years	25	8.87
7 years and above	187	66.31
Total	282	100.00

Table 2 shows the distribution and percentage of respondents based on their years of service at LSGH. The participants were categorized into three groups: those with 0 to 3 years of service, those with 4 to 6 years, and those who have been with LSGH for 7 years or more. The first group consisting of employees with the least tenure (0 to 3 years) accounted for 70 respondents, representing 24.82% of the total participants. The second group, composed of employees who have served from 4 to 6 years, had 25 respondents, making up 8.87% of the total. Lastly, the third group, which is composed of employees with the longest tenure (7 years and above), had the highest representation with 187 respondents, constituting 66.31% of the total participants.

The data suggests that most of the respondents are seasoned employees who have been with LSGH for a significant period. In contrast, the relatively smaller percentages of the first two groups imply a lower influx of newer employees or a higher retention rate among long-serving staff.

Table 3: Frequency and Percentage of Participants Based on Job Position

Job Position	Frequency	Percentage
Administrator	33	11.70
Faculty	160	56.74
Faculty Assigned in Offices	21	7.45
Support Staff	68	24.11
Total	282	100.00

*Total of eligible staff: 380*  
*Total of responses received: 282*  
*Percentage of respondents: 74.21%*

Table 3 presents the distribution and percentage of employees according to their job position. The respondents were categorized into four groups: Administrator, Faculty, Faculty Assigned in Offices (FAO), and Support Staff. The group of administrators accounted for 33 respondents, representing 11.70% of the total participants. Teaching faculty had 160 respondents, constituting 56.74%, whereas non-teaching or FAO accounted for 21 or 7.45% of the total respondents. Lastly, the group of support staff had 68 participants or 24.11%.

The data shows us that the highest number of respondents came from the group of Faculty, followed by the group of support staff, administrators, and FAO. The trend aligns with the current actual spread of employees into the four groups, where faculty has the highest number of employees and FAO has the lowest.

***Employee Performance Self-Evaluation.***

Table 4: Frequency and Percentage of Participants Based on Years of Service

<u>Years of Service</u>	<u>Frequency</u>	<u>Percentage</u>
0 to 3 Years	37	22.56
4 to 6 Years	16	9.76
7 years and above	111	67.68
Total	164	100.00

Table 4 shows the distribution and percentage of respondents based on their years of service at LSGH. The participants were categorized into three groups: those with 0 to 3 years of service, those with 4 to 6 years, and those who have been with LSGH for 7 years or more. The first group consisting of employees with the least tenure (0 to 3 years) accounted for 37 respondents, representing 22.56% of the total participants. The second group, composed of employees who have served from 4 to 6 years, had 16 respondents, making up 9.76% of the total. Lastly, the third group, which is composed of employees with the longest tenure (7 years and above), had the highest representation with 111 respondents, constituting 67.68% of the total participants.

The data suggests that many of the respondents are seasoned employees, similar with the observation made with the result of the Online Administrator’s Evaluation, who have been with LSGH for a significant period. In contrast, the relatively smaller percentages of the first two groups imply a lower influx of newer employees or a higher retention rate among long-serving staff.

Table 5: Frequency and Percentage of Participants Based on Job Position

<u>Job Position</u>	<u>Frequency</u>	<u>Percentage</u>
Administrator	23	14.02
Faculty	86	52.44
Faculty Assigned in Offices	18	10.98
Support Staff	37	22.56
Total	164	100.00

Table 5 presents the distribution and percentage of employees according to their job position. The respondents were categorized into four groups: Administrator, Faculty, Faculty Assigned in Offices (FAO), and Support Staff. The group of administrators accounted for 23 respondents, representing 14.02% of the total participants. Teaching faculty had 86 respondents, constituting 52.44%, whereas non-teaching or FAO accounted for 18 or 10.98% of the total respondents. Lastly, the group of support staff had 37 participants or 24.11%.

The data shows us that the highest number of respondents came from the group of Faculty, followed by the group of support staff, administrators, and FAO. The trend aligns with the current actual spread of employees into the four groups, where faculty has the highest number of employees and FAO has the lowest. The similar observation has also been noted in the participants of the Online Administrator’s Evaluation.

**Results**

**Question 1.** What are leadership behaviors frequently exhibited by the administrators?

Table 6: Mean Ratings of the Transformational Behavior, Transactional Behavior, and Lasallian Identity Perceived to be Exhibited by Administrators (Grouped according to factors)

Category	Factors	Factor Mean (SD)	Description	Category Mean (SD)	Description	Overall Mean (SD)	Description
Transformational Behavior	Identifying and articulating a vision	4.51 (SD: 0.85)	The behavior is observed almost always	4.35 (SD: 1.07)	The behavior is observed almost always	4.35 (SD: 1.06)	The behavior is observed almost always
	Providing an appropriate model	4.41 (SD: 0.98)	The behavior is observed almost always				
	Fostering the acceptance of group goals	4.49 (SD: 0.91)	The behavior is observed almost always				
	High performance expectations	4.43 (SD: 0.95)	The behavior is observed almost always				
	Providing individualized support	3.79 (SD: 1.50)	The behavior is observed more than half of the time				
Transactional Behavior	Intellectual stimulation	4.41 (SD: 0.92)	The behavior is observed almost always	4.17 (SD: 1.27)	The behavior is observed more than half of the time	4.17 (SD: 1.27)	The behavior is observed more than half of the time
	Contingent reward behavior	4.17 (SD: 1.27)	The behavior is observed more than half of the time				
Lasallian Identity	Faith	4.44 (SD: 0.88)	The behavior is observed almost always	4.44 (SD: 0.91)	The behavior is observed almost always	4.44 (SD: 0.91)	The behavior is observed almost always
	Service	4.45 (SD: 0.92)	The behavior is observed almost always				
	Communion	4.44 (SD: 0.94)	The behavior is observed almost always				

Table 6 displays the mean ratings of the three leadership styles of administrators in LSGH: Transformational, Transactional, and Lasallian Identity. Under each category of leadership behavior, multiple factors describe the behaviors of the administrators. Listed above are the mean and standard deviation (SD) of ratings as perceived to be exhibited by the administrators.

The transformational behavior is characterized by leadership qualities that inspire and motivate employees. The factors under this leadership style include identifying and articulating a vision (4.51 ± 0.85), providing an appropriate model (4.41 ± 0.98), fostering the acceptance of group goals (4.49 ± 0.91), high performance expectations (4.43 ± 0.95), providing individualized

support ( $3.79 \pm 1.50$ ), and intellectual stimulation ( $4.41 \pm 0.92$ ). This leadership style had an overall mean rating of  $4.35 \pm 1.07$ , implying that administrators generally exhibit transformational leadership behaviors “almost always”.

Transactional behavior, which is a type of leadership based on rewards in exchange for achieving a goal, has only one factor, which is the contingent reward. This factor had a mean rating of  $4.17 \pm 1.27$ , suggesting that the leadership style is observed “more than half of the time”. Furthermore, the mean rating suggests that leadership quality is present but not as frequently observed as transformational behaviors.

The Lasallian Identity is a type of leadership style that is distinct in a Lasallian community. This leadership is based on the Lasallian core values of faith, service, and communion, reflecting the mission-driven approach of Lasallian institutions. These factors had a mean rating  $\pm$  SD of  $4.44 \pm 0.88$ ,  $4.45 \pm 0.92$ , and  $4.44 \pm 0.94$ , respectively, resulting in a category mean rating  $\pm$  SD of  $4.44 \pm 0.91$  for Lasallian Identity. The rating suggests that the leadership qualities are consistently observed in the administrators.

The mean ratings in each category and factor show that Lasallian Identity is the leadership style that is mostly exhibited by administrators, followed by transformational leadership and transactional leadership. This suggests that administrators of LSGH are driven by the Lasallian core values complemented by transformational leadership, where a combination of articulating vision, setting high expectations, and promoting shared goals can be expected. On the other hand, actions towards individualized support and structured incentive systems can be improved to incorporate transactional behavior in the leadership style of LSGH administrators.

**Question 2.** What is the participants’ perception on employee performance?

Table 7: Mean Ratings of Participants’ Responses on the Self-Rating Survey on Employee Performance and Lasallian Identity (Grouped according to factors)

Category	Factors	Factor Mean (SD)	Description	Category Mean (SD)	Description	Overall Mean (SD)	Description
Employee Performance	Timeliness	4.79 (SD: 0.47)	The behavior is observed almost always	4.65 (SD: 0.73)	The behavior is observed almost always	4.68 (SD: 0.66)	The behavior is observed almost always
	Diligence	4.85 (SD: 0.37)	The behavior is observed almost always				
	Collaboration	4.36 (SD: 1.08)	The behavior is observed almost always				
	Proactiveness	4.59 (SD: 0.68)	The behavior is observed almost always				
Lasallian Identity	Faith	4.72 (SD: 0.49)	The behavior is observed almost always	4.72 (SD: 0.53)	The behavior is observed almost always		
	Service	4.67 (SD: 0.59)	The behavior is observed almost always				
	Communion	4.78 (SD: 0.49)	The behavior is observed almost always				

Table 7 showcases the mean ratings for employee performance and Lasallian Identity and the factors under these categories. The four factors under employee performance are: timeliness ( $4.79 \pm 0.47$ ), diligence ( $4.85 \pm 0.37$ ), collaboration ( $4.36 \pm 1.08$ ), and proactiveness ( $4.59 \pm$



0.68). The Lasallian Identity, on the other hand, has three factors under it, specifically, faith ( $4.72 \pm 0.49$ ), service ( $4.67 \pm 0.59$ ), and communion ( $4.78 \pm 0.49$ ).

Among the four factors in employee performance, diligence had the highest mean rating, while the rest had lower mean ratings. Nonetheless, all four factors had mean ratings that translate to all behaviors being “observed almost always”. The factors under Lasallian Identity also had similar mean ratings and interpretations. The data suggests that employees perceive themselves as employees who value work ethics and productivity, as well as working towards serving the Lasallian mission.

**Question 3.** How do these behaviors influence or affect the performance of the employees?

Table 8 contains results of the one-way analysis of variance (ANOVA), examining how employees from different job positions perceive various leadership behaviors. The four job positions in this study are administrator, faculty, FAO, and support staff.

The statistical analysis revealed that perceptions on leadership behavior significantly differ across the different job positions ( $p$ -value  $< 0.05$ ). This was evident in almost all the leadership behavior except for high-performance expectations ( $p = 0.426$ ). This indicates that while employees from different job positions hold varying perceptions on leadership behaviors, they still share a common perspective on that leadership behavior. In essence, employees across all job positions seemed to agree that high-performance expectations were exhibited by their leaders “almost always”. The consistency of employees’ perceptions regarding this leadership behavior underscores the importance of setting clear performance expectations.

As for the rest of the leadership behaviors, significant differences were observed in the perception of employees across different job positions. This suggests that employees in different job positions experience leadership behaviors differently. Notably, the group of support staff consistently gave the highest mean ratings for all leadership behaviors. This may indicate that support staff perceive their leaders more positively, which can be influenced by their expectations from their leaders compared to faculty, FAO, and administrators.

Table 8: Means, Standard Deviations, and One-Way Analyses of Variance in Leadership Behaviors and Job Position

	Leadership Behaviors	Job Position	N	Mean	SD	F	Sig
TRANSFORMATIONAL	Identifying and articulating a vision	Administrator	72	4.42	.913	3.47	0.016
		Faculty	590	4.48	.803		
		Support Staff	101	4.73	.645		
		FAOs	28	4.36	.782		
		Total	791	4.50	.798		
	Providing an appropriate model	Administrator	72	4.39	1.011	4.90	0.002
		Faculty	590	4.36	.975		
		Support Staff	101	4.74	.627		
		FAOs	28	4.30	1.021		
		Total	791	4.41	.950		

TRANSACTIONAL	Fostering the acceptance of group goals	Administrator	72	4.45	1.028	4.17	0.006
		Faculty	590	4.45	.903		
		Support Staff	101	4.77	.615		
		FAOs	28	4.31	.969		
		Total	791	4.48	.892		
	High Performance expectations	Administrator	72	4.33	.941	0.93	0.426
		Faculty	590	4.31	1.096		
		Support Staff	101	4.49	.853		
		FAOs	28	4.32	.723		
		Total	791	4.33	1.044		
Providing individualized support	Administrator	72	4.16	.946	7.68	0.000	
	Faculty	590	3.59	1.241			
	Support Staff	101	3.92	.986			
	FAOs	28	4.10	.973			
	Total	791	3.70	1.193			
Intellectual Stimulation	Administrator	72	4.30	1.001	3.79	0.010	
	Faculty	590	4.18	1.271			
	Support Staff	101	4.61	.715			
	FAOs	28	4.15	.931			
	Total	791	4.25	1.187			
Contingent Reward Behavior	Administrator	72	4.17	1.004	6.27	0.000	
	Faculty	590	3.91	1.249			
	Support Staff	101	4.39	.714			
	FAOs	28	4.33	.880			
	Total	791	4.01	1.173			
LASALLIAN IDENTITY	Faith	Administrator	72	4.31	.851	7.95	0.000
		Faculty	590	4.39	.938		
		Support Staff	101	4.68	.628		
		FAOs	28	3.75	1.590		
		Total	791	4.40	.940		
	Service	Administrator	72	4.31	.928	6.00	0.000
		Faculty	590	4.41	.941		
		Support Staff	101	4.68	.703		
		FAOs	28	3.89	1.434		
		Total	791	4.41	.944		
Communion	Administrator	72	4.40	.922	6.45	0.000	
	Faculty	590	4.40	.939			
	Support Staff	101	4.69	.727			
	FAOs	28	3.85	1.464			
	Total	791	4.42	.946			

In terms of years of service, Table 9 shows the ANOVA analysis, examining how various factors contribute to employee performance based on the perspectives of employees with different tenures. This data was a result of a self-rating survey administered through Google Forms. The participants were categorized into three groups according to their tenures: Least tenure (0-3 years), mid tenure (4-6 years), and the most tenure (7 years and above). For most of the employee performance factors, there were no statistically significant differences ( $p > 0.05$ ) that were noted, indicating that employees with different tenures similarly perceive their performance. The consistently high mean ratings across tenure groups suggest that employees frequently perform the factors listed above, rating themselves as demonstrating those behaviors “almost always”. However, a statistically significant difference was observed for one employee performance factor - collaboration ( $p = 0.039$ ). This indicates that tenure can influence how employees perceive their ability to work with others. One reason could be is that the most tenure may have already developed stronger professional relationships, while the least and mid tenures may still be in the process of learning the team dynamics and still trying to find their place within the group. This adjustment phase could contribute to lower self-rating in the collaboration aspect of employee performance.

Table 9: Means, Standard Deviations, and One-Way Analyses of Variance in Employee Performance and Years of Service

Employee Performance	Years of Service	N	Mean	SD	F	Sig.
Timeliness	0 to 3 years	37	4.72	0.389	1.20	0.305
	4 to 6 years	16	4.75	0.376		
	7 years and above	111	4.82	0.324		
	Total	164	4.79	0.345		
Diligence	0 to 3 years	37	4.86	0.258	1.40	0.250
	4 to 6 years	16	4.74	0.436		
	7 years and above	111	4.86	0.264		
	Total	164	4.85	0.284		
Collaboration	0 to 3 years	37	4.28	0.510	3.30	0.039
	4 to 6 years	16	4.16	0.507		
	7 years and above	111	4.43	0.447		
	Total	164	4.37	0.474		
Proactiveness	0 to 3 years	37	4.54	0.583	0.19	0.825
	4 to 6 years	16	4.58	0.522		
	7 years and above	111	4.60	0.458		
	Total	164	4.59	0.492		
Faith	0 to 3 years	37	4.69	0.389	1.50	0.226
	4 to 6 years	16	4.56	0.512		
	7 years and above	111	4.75	0.405		
	Total	164	4.72	0.414		
Service	0 to 3 years	37	4.69	0.434	1.42	0.867
	4 to 6 years	16	4.63	0.453		
	7 years and above	111	4.67	0.426		
	Total	164	4.67	0.428		
Communion	0 to 3 years	37	4.78	0.386	0.02	0.977
	4 to 6 years	16	4.79	0.453		
	7 years and above	111	4.77	0.436		
	Total	164	4.78	0.425		

Table 10 contains the results of the one-way analysis of variance (ANOVA), examining how employees from different job positions perceive employee performance factors. The data were gathered from the self-rating survey administered through Google Forms. The four job positions in this study are administrator, faculty, FAO, and support staff.

Descriptive statistics revealed that various job positions provided the highest mean ratings but mostly were noted from the group of Faculty. Whereas the support staff group consistently provided the lowest mean ratings across all employee performance factors. Moreover, ANOVA illustrates that statistically significant differences were found in collaboration ( $p = 0.007$ ), proactiveness ( $p = 0.013$ ), service ( $p = 0.019$ ), and communion ( $p = 0.00$ ). This translates to the perceptions of employees regarding their performance being different from one another as influenced by their respective job positions. In contrast, no significant differences were found in timeliness ( $p = 0.515$ ), diligence ( $p = 0.062$ ), and faith ( $p = 0.144$ ). This can indicate that employees across all job positions perceive their punctuality, adherence to deadlines, and hardwork in a similar manner. Moreover, the way they integrate faith-related values into their work might have been influenced by their shared organizational culture that is reinforced into their identity as part of the Lasallian community.

Table 10: Means, Standard Deviations, and One-Way Analyses of Variance in Employee Performance and Job Position

EMPLOYEE PERFORMANCE	JOB POSITION	N	Mean	SD	F	Sig.
Timeliness	Administrator	23	4.84	.282	0.766	0.515
	Faculty	86	4.77	.370		
	FAO	17	4.88	.288		
	Support Staff	37	4.76	.349		
	Total	163	4.79	.346		
Diligence	Administrator	23	4.86	.259	2.493	0.062
	Faculty	86	4.89	.243		
	FAO	17	4.86	.337		
	Support Staff	37	4.74	.343		
	Total	163	4.85	.285		
Collaboration	Administrator	23	4.61	.309	4.162	0.007
	Faculty	86	4.39	.478		
	FAO	17	4.35	.516		
	Support Staff	37	4.18	.474		
	Total	163	4.37	.475		
Proactiveness	Administrator	23	4.59	.456	3.728	0.013
	Faculty	86	4.70	.437		
	FAO	17	4.45	.593		
	Support Staff	37	4.41	.521		
	Total	163	4.59	.489		
Faith	Administrator	23	4.71	.430	1.83	0.144
	Faculty	86	4.78	.360		
	FAO	17	4.67	.486		

	Support Staff	37	4.59	.472		
	Total	163	4.72	.414		
	Administrator	23	4.64	.481		
	Faculty	86	4.77	.344		
Service	FAO	17	4.65	.547	3.397	0.019
	Support Staff	37	4.51	.449		
	Total	163	4.68	.422		
	Administrator	23	4.88	.398		
	Faculty	86	4.88	.289		
Communion	FAO	17	4.78	.457	9.302	0.00
	Support Staff	37	4.49	.542		
	Total	163	4.78	.421		

**Question 4.** Which leadership behavior or dimension is associated with the performance of the employees?

Table 11 examines how the leadership styles correlate with the general employee performance and Lasallian core values. The Pearson correlation, R, represents the strength of the relationship between the variables. The Sig. (2-tailed) or p-value shows the statistical significance of the relationship (p-value < 0.05) and the N represents the value of the sample size for correlation test.

While transformational leadership is significantly correlated with Lasallian Identity, none of the leadership behaviors significantly affects the general employee performance. Looking into other forms of motivation, strategies, and other variables that directly affect the performance of employees can be considered.

Table 11: Pearson-R Correlation Results for Leadership Behaviors and Overall Employee Performance

			Leadership Behaviors			Employee Performance	
			Transformational Leadership Behavior	Transactional Leadership Behavior	Lasallian Identity	Factors	Lasallian Identity (SR)
<b>Leadership Behaviors</b>	Transformational Leadership Behavior	R	1	.733**	.895**	.070	.176*
		Sig. (2-tailed)		.000	.000	.373	.024
		N	791	758	788	164	164
	Transactional Leadership Behavior	R	.733**	1	.700**	.039	.141
		Sig. (2-tailed)	.000	.000	.000	.623	.075
		N	758	758	755	159	159
	Lasallian Identity	R	.895**	.700**	1	.055	.111
		Sig. (2-tailed)	.000	.000		.482	.155
		N	788	755	788	164	164
<b>Employee Performance</b>	Factors	R	.070	.039	.055	1	.642**
		Sig. (2-tailed)	.373	.623	.482		.000
		N	164	159	164	164	164
	Lasallian Identity (SR)	R	.176*	.141	.111	.642**	1
		Sig. (2-tailed)	.024	.075	.155	.000	
		N	164	159	164	164	164

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Question 5.** Which leadership behavior or dimension predicts the performance of the employees?

Table 12: Regression Coefficients for Predicting Leadership Behaviors Over Employee Performance

Variable	B	95% CI		SE	$\beta$	t	p
		Lower Bound	Upper Bound				
(Constant)	4.360	4.006	4.715	.179		24.326	.000
Identifying and articulating a vision	-.008	-.169	.153	.082	-.021	-.102	.919
Providing an appropriate model	.040	-.122	.201	.082	.121	.487	.627
Fostering the acceptance of group goals	-.074	-.227	.080	.078	-.220	-.949	.344
<b>High performance expectations</b>	<b>.113</b>	<b>.024</b>	<b>.201</b>	<b>.045</b>	<b>.306</b>	<b>2.516</b>	<b>.013</b>
Providing individualized support	-.010	-.072	.053	.032	-.030	-.308	.759
Intellectual stimulation	.036	-.094	.165	.066	.104	.543	.588
Transactional Leadership Behavior	.043	-.057	.144	.051	.123	.858	.393
Faith	-.085	-.247	.077	.082	-.236	-1.039	.301
Service	-.071	-.257	.116	.094	-.219	-.748	.456
Communion	.088	-.099	.276	.095	.268	.928	.355

Table 12 displays the results of a multiple regression analysis, which examines the relationship between the different leadership behaviors and employee performance. Values under the variable  $\beta$  pertain to unstandardized coefficients. These values give an estimate of the relationship between the independent variable (leadership styles) and the dependent variable (employee performance). For instance, for every unit of increase in identifying and articulating a vision, there is a .008 decrease in employee performance. In essence, these values represent the direction of the relationship of the two variables. A positive value would indicate a direct relationship while a negative value indicates an inverse relationship. On the other hand, values under the beta column pertain to the standardized coefficients or variables that are incommensurable (Kwan et al., 2011). Values under the t and p columns are used to validate and test the null hypothesis, usually these are p-value < 0.05.

Based on Table 12, only the high-performance expectation ( $\beta = 0.306$ ,  $p = 0.013$ ) was found to be a predictor of employee performance that is also statistically significant at the 0.05 level. The beta value tells us that setting high expectations have a moderately positive influence on overall employee performance. This suggests that high-performance expectations have a vital role in motivating employees to perform better. Furthermore, setting clear and challenging goals motivates employees to improve their work habits and productivity. Although the rest of the leadership attributes did not show any significant relationship to employee performance, it does not necessarily mean that these attributes are unimportant. Rather, they may still have indirect influences on employee performance and can be further investigated in future research using a different tool and model.

## **Summary**

### ***Leadership Behaviors of Administrators***

Administrators at La Salle Green Hills are perceived to demonstrate both transformational and transactional leadership behaviors while embodying the Lasallian Identity through the core values of faith, service, and communion. Among these leadership styles, the Lasallian Identity is observed most frequently, followed by transformational and transactional leadership.

Among the various leadership behavior factors, providing individualized support received the lowest mean rating, suggesting that employees may not be receiving sufficient feedback on their performance from administrators or there is a limited time for mentoring or one-on-one engagement with employees. Additionally, significant differences were observed in how employees rated administrators based on their tenure. Senior employees provided lower ratings than their newer and mid-tenure counterparts, possibly because they have had more time to observe leadership behaviors and feel more comfortable expressing their opinions. In contrast, newer and mid-tenure employees may still be building relationships and could be more cautious in their assessments.

Significant differences were also found in the ratings of administrators based on job position, with support staff, faculty, administrators, and faculty assigned to offices rating leadership behaviors differently. However, the perception of high-performance expectations remained consistent across all groups, suggesting that employees, regardless of position, recognize that administrators set high standards for performance.

### ***Performance of Employees***

Employees of LSGH have self-rated their performance highly, particularly in diligence and timeliness. When analyzed by length of service, no significant differences were observed in self-ratings of performance except for collaboration. Senior teachers (with 7 or more years of experience) rated their collaboration skills higher than newer teachers, likely because they have adapted to the environment and built strong relationships with colleagues over time, enhancing their ability to collaborate effectively.

Job position also influences how employees perceive their performance. Faculty, administrators, support staff, and faculty assigned to offices differ in their views on collaboration, proactiveness, communion, and service, likely due to variations in their job functions, responsibilities, and workplace interactions. Teachers focus on student learning and development, requiring frequent collaboration with colleagues and students, fostering teamwork, and contributing to a shared mission. In contrast, support staff and faculty assigned to offices primarily handle clerical, technical, and independent tasks, limiting their interaction with other members of the institution. This reduced collaboration may explain why they consistently rated themselves lower in collaboration, proactiveness, service, and communion compared to other job positions.

Administrators, on the other hand, perform managerial and administrative tasks, viewing collaboration and communion more as departmental coordination rather than daily interpersonal interactions. Their roles require initiative and leadership, which may explain their stronger perceptions of proactiveness, and service compared to other employees.

### ***Correlation Between Leadership Behaviors and Employee Performance***

Transformational leadership behavior is strongly associated with both transactional leadership behavior and Lasallian Identity. This suggests that leaders who exhibit transformational leadership behaviors are also perceived to demonstrate transactional leadership behaviors and uphold Lasallian core values.

Among the three leadership styles, only transformational leadership shows a significant association with employee performance. Specifically, the high-performance expectations factor has a weak positive correlation with proactiveness, faith, service, and communion. This implies that when employees perceive their leaders as transformational, they are more likely to demonstrate better performance.

Transactional leadership, particularly contingent reward behavior, is also linked to communion. This suggests that when employees receive recognition and rewards for their performance, they are more motivated to contribute to the achievement of a shared mission.

### ***Predictor of Employee Performance***

Among all the factors of leadership behavior, high-performance expectations emerge as a consistent predictor of employee performance. This suggests that leaders who set clear quality standards, establish achievable goals, and reinforce a culture of excellence can significantly influence employee productivity and engagement.



## **Conclusion**

The study highlights the significant role of leadership behaviors in shaping employee performance at La Salle Green Hills. Administrators are perceived to exhibit transformational and transactional leadership behaviors while embodying the Lasallian Identity through faith, service, and communion. Among these, the Lasallian Identity is the most frequently observed, reflecting the institution's commitment to its core values. However, providing individualized support received the lowest rating, suggesting a need for greater focus on mentorship, feedback, and one-on-one engagement with employees.

Employees generally rated themselves highly in diligence and timeliness, reflecting strong individual performance across all respondents. Collaboration, however, varied based on tenure and job position, with senior employees demonstrating stronger collaborative skills due to established professional relationships. Additionally, differences in job roles influenced perceptions of collaboration, proactiveness, communion, and service, as teachers engaged more in collaborative efforts, while support staff and office-assigned faculty tended to work more independently.

Among leadership behaviors, transformational leadership was the only style significantly associated with employee performance. In particular, high-performance expectation was positively correlated with proactiveness, faith, service, and communion, suggesting that when employees perceive strong leadership, they are more motivated to excel in their roles and contribute to organizational success. Additionally, transactional leadership, particularly contingent reward behavior, reinforces a sense of communion, highlighting the importance of recognition and incentives in strengthening employees' commitment to a shared mission.

Finally, high performance expectations emerged as a consistent predictor of employee performance. Leaders who establish high expectations, clear quality standards, establish achievable goals, and reinforce a culture of excellence can significantly influence employee performance. Resembling the findings of Hao et al. (2017), supervisors should act with responsibility and integrity to cultivate a positive motivational process that boosts employee performance. To maximize employee engagement and productivity, leaders should balance high expectations with meaningful support and recognition, ensuring a motivated and mission-driven workforce.

## **Recommendations**

Based on the findings of the study, the following recommendations are proposed to enhance leadership effectiveness and employee performance at La Salle Green Hills:

### *1. Strengthen Individualized Support and Feedback Mechanisms*

Administrators should provide more regular and structured feedback through one-on-one mentoring or coaching to directly guide and address employees' concerns. Open communication where employees feel comfortable seeking feedback and discussing their progress are also encouraged.

### *2. Implement a Leadership Development Program for Administrators*

Provide training on transformational leadership strategies, focusing on balancing high expectations with employee support and engagement. Conduct workshops on effective communication, mentorship, and motivation techniques to help administrators improve

their leadership effectiveness. Establish a leadership evaluation system where employees can provide feedback on administrators, helping leaders continuously improve their approach.

### *3. Enhance Collaboration Among Job Positions*

Provide opportunities for faculty, administrators, and support staff to work together and share best practices. Offer workshops and leadership training to improve teamwork skills and foster a culture of shared responsibility.

### *4. Improve Employee Recognition and Reward Systems*

Strengthen transactional leadership practices, such as contingent rewards, by developing an employee recognition program that acknowledges outstanding or excellent performance. Provide both monetary and non-monetary incentives, such as career development opportunities, additional leave benefits, or public recognition. Ensure that reward systems are fair, transparent, and aligned with institutional goals to encourage a sense of shared mission and commitment.

### *5. Foster a Stronger Sense of Lasallian Identity*

Encourage administrators to serve as role models by actively demonstrating the Lasallian core values in their leadership approach. Create opportunities for employees to engage in service-oriented activities that strengthen their commitment to the institution's mission.

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## **Declaration of Generative AI and AI-Assisted Technologies in the Writing Process**

In preparing the final version of the paper, the authors utilized AI tools like Grammarly and ChatGPT to refine grammar and sentence structure. Following the use of these tools, the authors thoroughly reviewed and edited the entire paper and take full responsibility for its content.

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