Research Article

Transformational Leadership and Crisis Management Practices of Cebu Technological University-Tuburan

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ABSTRACT

In making important decisions, especially during times of crisis, it is likely that leadership style cannot be disregarded (Faeq & Ismael, 2022). This study aimed at determining the transformational leadership style of school administrators and its influence to the crisis management practices of CTU as a higher education institution utilizing quantitative research focusing on descriptive survey where it used a survey questionnaire in order to describe the demographic profile to the respondents, transformational leadership style of the school administrators and the effective implementation of crisis management. Respondents were chosen using the sample determination on Slovin formula. Data were collected using the adopted questionnaire from Donmez and Toker's (2017) and Crises Management Practices adopted from The change leader, Inc. (2007). It was revealed that age and gender are diverse, probationary employees are greater in number, new and rank and file employees dominates the workforce. Furthermore, transformational leadership styles are evident among administrators, and crisis management practices are well-implemented. Gender and civil status have no direct influence to the perceived transformational leadership styles, but age, employment status, length of service and current position does. Transformational leadership significantly influence crisis management practices in CTU-Tuburan. It can be concluded that sound decision can be made when leaders possess transformational leadership style. Hence, this calls for sustainability and consistency from the top management.

Keywords: *Crisis management, CTU-Tuburan, Profile, School administrators, Transformational leadership*

Introduction

In the 21st century, the higher education institution (HEI) has expanded its sphere to the international arena focused on internationalization, networking and collaboration on mutually-shared aspirations and specific objectives.

Hence, higher education institutions must continuously build internationally competitive quality assurance systems that are used both internally and externally, increasing their autonomy and flexibility while remaining cautious about upholding standards (Alcala, 1999). Moreover, Higher education institutions' leaders are under pressure to improve in the critical areas of faculty readiness, graduate preparedness, leadership, and technology in order to handle the increasing number of difficulties facing HEIs. The marketization, internationalization, massification, and diversification of higher education are a few of these issues (Amanquiton, 2021).

These challenges that has confronted HEIs which heed for strong leadership qualities and skills. Hence, every organization needs strong leadership; it is frequently the backbone of internal operations and the primary force behind change. It can be difficult to determine which leadership model is best for cultivating leaders and attaining the goals of an organization (Deng et al., 2022). Several aspects of team effectiveness, including team performance and good team member behaviors, have been emphasized as being influenced by leadership (Tran and Vu, 2021). Moreover, leaders are essential for driving change, and subordinates and their leaders must maintain a connection throughout the process.

Transformational leadership has gained popularity for it has been proven an effective leadership style to various organizations. Transformational leadership is a concept that takes into account a variety of micro-leadership attributes in order to motivate followers to make more focused efforts to impact all institutions and cultures as a team (Deschamps et al., 2016). Likewise, Blanchard (2018) stated that transformational leadership fosters commitment, encourages employees to produce more output, and encourages them to find innovative solutions to problems. As a result, employees will try to perform at a higher level than expected and have mutual respect and trust for their leaders (Adangabe & Boateng, 2022). Given the importance of leadership and the components of transformational leadership in every organization, making it subject for

continual investigation through research is imperative.

In the past five years, transformational leadership has been subject to research studies evaluating its impact to different variables like workplace wellbeing and employee empowerment, (Al Draj and Al Saed, 2023; Cheng et al., 2023; Magasi, 2021; Susanto, 2021 and Manzoor et al., 2019) and organizations performance and productivity (Thamrin et al., 2022; Sunaengsih et al., 2021; Tran and Vu, 2021). All these research undertaking revealed the significance of transformation leadership in the employees' and organization's performance and productivity. However, the significance of transformational leadership during difficult times or crisis has been observed rare which is supposedly given much attention in order for organizations to sustain despite and during challenging times. In making important decisions, especially during times of crisis, it is likely that leadership style cannot be disregarded (Faeq & Ismael, 2022).

Few studies on transformational leadership and crisis management include the studies of Dwiedienawati et al. (2021), Perter and Placido (2023) and Mohd Arrifin (2022) which looked into how transformational leadership was used during crisis. On the other hand, Bartolome and Caballes (2022) identified if age generation affects the way crisis management is practiced. In the past years, only a few studies were conducted on how transformational leadership was used in crisis management.

Transformational leadership and crisis management were studied independently most of the time. In order to add to scarce literature on the relation of these variables, this study is interested in evaluating how these factors are related, particularly if transformational leadership influences crisis management procedures at Cebu Technological University. Moreover, CTU as a developing academic institution has been confronted with issues and problems relevant to providing the quality service to its clientele which the study would like to contribute in the realization of CTU's goal. Hence, this study aims at determining the transformational leadership styles of school administrators and its influence to the crisis management practices of CTU as a higher education institution.

The conduct of this study contributes to one of sustainable development goals of the united nation which are decent work and economic growth, sustainable cities and communities and quality education as this study encourages employees wellbeing through CTU's commitment to its social responsibility to its employees and just decision makings beneficial to the institution anchored to transformational leadership which would result to a productive and sustainable academic community that provides quality education.

Literature Review

This study presumes that effective transformational leadership influences the organization's management to crisis especially in making decisions. This presumption is solidified by Bass Transformational Leadership Theory and Fiedler contingency model which the study is anchored on.

The Bass Transformational Leadership Theory postulates that a focus on the team or organization results in better performance and that task importance awareness inspires individuals. Bass described transformational leadership in terms of the impact the leader has on followers, who are meant to respect, trust, and revere the leader. Engaging their higher-order demands, getting them to prioritize team or organizational goals over personal interests, and raising their knowledge of job relevance and worth are the three ways he discovered that leaders might change their followers (Bass and Riggio, 2006).

Burns claimed that charismatic leaders may influence followers to change their attitudes, beliefs, and actions as well as inspire and motivate them to raise their performance to fulfill corporate goals (Ramendran et al., 2020). Transformational leaders raise their level of awareness, which raises performance and helps the organization reach its objectives (Lai et al, 2020). Bass (1980) cited by (Nurtjahjani et al., 2020) expanded on it by stating that transformational leaders foster a welcoming environment in which followers appreciate individual differences and foster relationships with followers while being conscious of followers' needs.

Aiming to motivate staff to move in a certain direction in order to accomplish desired goals, transformational leaders encourage followers by promising a bright future (González-Cruz et al., 2019). A transformational leadership approach can influence followers' opinions and enhance their emotional wellness by emphasizing them, which helps the leaders establish an emotional commitment to their workplace (Adams & Velarde, 2020).

In the field of educational leadership, administrators of educational institutions should try to reform organizations by restructuring, establishing goals and missions, and inspiring and motivating employees according to current leadership theories (Balyer et al., 2017). It is suggested that transformational leadership is effectively used in educational settings if it has a favorable impact on schools' development, teachers' behaviors and emotional health, their motivation and job satisfaction, and students' performance (Lin Tengi et al., 2017). According to Anderson (2017), transformational leadership inspires staff members in educational institutions to take part in various educational programs, hone already acquired talents, and learn new ones in order to achieve outstanding performance.

The influence of an educational leader's leadership and activities the objectives and successes of educational institutions considerably. Since educational leaders must deal with the demands of students, employees, curriculum, and many other factors, choosing the right leadership style becomes critical. Maintaining balance while carrying out all these responsibilities is essential for realizing an organization's vision (Earley & Greany, 2017). Academics, practitioners, and policymakers all tend to agree that educational leadership is essential for enhanced performance of educational institutions. Hence, increased focus has been placed on the leadership style of effective educational leaders (Adam et al., 2017).

Nurtjahjani et al. (2020) state that it has been demonstrated that transformative leaders may enthuse followers by elucidating the significance and value of work through both words and actions in the educational sector. The motivation of instructors has been posi-

tively impacted by transformational leadership, which guarantees the academic advancement of children. Likewise, according to Kouni et al. (2018), transformational leadership is closely associated to happy employees and a positive work environment. Principals play the role of transformative leaders in the educational sector, which improves educational outcomes by influencing teachers' performance at work. The survey results showed that when administrators take on the role of transformational leaders, teachers' performance at work is greatly enhanced.

In order to become a transformational leader, one should operate as a mentor, coach, or guide to their followers by paying attention to their worries and needs, demonstrating empathy, and offering support (Torlak & Kuzey, 2019). Moreover, Leaders encourage subordinates to explore various approaches and come up with creative solutions for resolving organizational issues (Al-Mansoori & Koç, 2019).

Another trait that distinguishes great leaders is their inspiring motivation, which refers to the degree to which the leader communicates a compelling vision in order to inspire and motivate followers and to instill in them the confidence to perform above and beyond expectations. Additionally, the idealized influence recognizes that these leaders serve as role models for their followers because they exhibit high standards of moral and ethical conduct (Yin et al., 2020).

Hence, the necessity of developing transformational leadership abilities for principals or administrators cannot be overstated since transformational leadership aims to create an environment where staff members may think creatively and generate a "shared vision" to work together towards realizing it (Arokiasamy et al., 2016).

The effectiveness of the leader is based on situational contingency in the Fiedler contingency model. This is the result of the relationship between situational control and situational favorability in leadership. The idea identified two sorts of leaders: relationship-oriented leaders, who prioritize building positive relationships with the group in order to carry out the work, and task-oriented leaders, who prioritize completing the mission itself (task-oriented). According to Jin et al. (2012), while a crisis management strategy is being implemented, the effectiveness and efficiency of the leadership communication of the issue will determine how well the organization performs. Bass transactional leadership proponents contend that crisis management involves a "give and take" environment in which leaders solicit followers' participation in crisis management plans by anticipating their needs.

A crisis is an unanticipated process of change that puts the organization's assets, objectives, and resources in jeopardy, causes tension among team members due to uncertainty and time constraints, and has a finite window of opportunity for mitigating the effects by taking the appropriate safeguards (Sabah et al., 2022). Anwar et al. (2023) claim that a crisis can be identified by a situation that has reached a critical point, changes that call for quick conformity, and the effects and consequences of an unplanned, unorganized event on the whole public sector.

For instance, if the government's leadership forecasts that inflation would be significantly lower than it was this year, they may find themselves in what some may consider a crisis. The aptitude and skill of a leader are crucial for crisis management and for facilitating the shift from the current financial scenario and society's reliance on logic and linearity to one that values creativity and originality (Jamil et al., 2022).

Crisis management is the process of preventing, regulating, and reducing harm from unplanned negative events in an organization (Alharthi, 2019). This procedure comprises anticipating risks, taking precautions, developing strategies to lessen harm, and putting these plans into action when a crisis occurs (Marques-Quinteiro et al., 2019).

Organizations have three distinct management problems during emergencies (Dhawan, 2020). These include problems with authority, leadership, and decision-making, as well as problems brought on by the expansion of coordination and loosening of the command structure (Asad, et al., 2022). For example, management concerns with information flow and communication refer to the difficulties in acquiring the necessary information as a result of

inefficient and incomplete information flows, either internally or externally, that come from inefficient communication processes (Stephanie et al., 2019).

Crisis management gives firms suggestions on how to improve, adapt, or alter the operational factors that could cause a crisis with the aim of lessening or totally eliminating an organization's vulnerability to business crises (Falamarzi, et al., 2021). However, at the end of the day, it is the person responsible who most of the time is the leader that makes crucial decision that is as good as possibly it can be, which can be understood by everyone and has favorable results (Mahmood et al., 2022). Presumably, leadership style cannot be overlooked in making these crucial decisions especially in times of crisis (Faeq & Ismael, 2022).

In this research undertaking, it is presumed that transformational leadership style is a determinant of crisis management practices of administrators in Cebu Technological University.

Methodology

This research study utilized quantitative research focusing on descriptive survey where it uses a survey questionnaire in order to describe the demographic profile to the respondents, transformational leadership styles of the school administrators and the effective implementation of crisis management at Cebu Technological University-Tuburan Campus. Furthermore, a correlational study is also employed to determine the significant relationship between transformational leadership styles and crisis management practices.

The primary respondents of the research were employees from Cebu Technological University-Tuburan Campus who were chosen using the sample determination on Slovin formula and simple random sampling with a level of confidence of 96% to determine the reliability of the work. The respondents in this study were composed of teaching and non-teaching employees with different employment status such as regular, probationary, and contractual basis. The said employees responded to the questionnaires of the survey were also from either managerial, supervisory or rank and file positions. The administrators are the members of the top management level which comprise the Campus Director.

The instrument that was used in this study are from Donmez and Toker's (2017) and Crises Management Practices adopted from The change leader, Inc. (2007). It contains three parts such as the profile of the respondents perceived transformational leadership styles of school administrators and extent level of practices on crisis management.

Prior to the conduct of the study, permission was expressed and the consent forms were explained by the researchers and signed by the participants confirming their voluntary participation. When data were collected, simple Percentage was used to describe the profile of the respondents. Weighted Mean was used to determine the transformational leadership styles of management and crisis management practices as perceived by school employees. Chi-square test of analysis was used to determine the significant relationship between the demographic profile of the respondents and the perceived transformational leadership styles of administrators. Pearson R was used to determine the significant relationship between the perceived leadership styles of school administrators and crisis management practices.

Results
Table 1. Age and Gender

Age and Gender	Male		Female		Total	
	f	%	f	%	f	%
57-61	8	3.29	0	0.00	8	3.29
39-56	106	43.62	7	2.88	113	46.50
31-38	0	0.00	47	19.34	47	19.34
23-30	13	5.35	62	25.51	75	30.86
TOTAL	127	52.26	116	47.74	243	100.00

As shown on the table, majority of the respondents' age group is 39-56, which is 46.50% of the total population. The second highest age group is 23-30, which is 30.86% of the total population. The least age group is 57-61, which is only 3.29% of the total population. On the other hand, the data respondents' gender indicates that number of male respondents are greater than of the female respondents with a thin difference. As shown, male is 52.26% of the total population, while the female is 47.74%.

This set of data suggests that the workforce in CTU-Tuburan is well-distributed and diverse in terms of age and gender. Furthermore, the data on age indicates a good combination of the novice and the experienced ones and the almost even distribution of males and females is a good indicator a productive workplace. This is reflected in the study of Czapran (2023) which revealed that teams are most productive when they are composed of diverse people that represent varied representation, qualities, experiences and skills. Furthermore, the value of group or team intelligence is increased by cooperation within age-diverse teams. Hence, the diverse age and gender of the workforce may imply a more productive CTU-Tuburan.

Table 2. Civil and Employment Status

Civil Status	f	%
Single	144	59.26
Married	98	40.33
Widow	1	0.41
TOTAL	243	100.00
Employment Status	f	%
Permanent	67	27.57
Probationary	2	0.82
Contractual	83	34.16
On-call	0	0.00
Others	91	37.45
TOTAL	243	100.00

As shown in the table, the majority of the workforce's civil status in CTU-Tuburan is single which is 59. 26% of the population. This is followed by the married ones which is 40.33%. In terms of employment status, majority of the respondents do not have security of tenure which is combination of the contractual employees (34.16%) and other employees (37.45%). Only 27.57% of the population have the security of tenure.

This set of data may suggest a lesser commitment from the workforce which may also lead to a lesser productive workforce especially in terms of the employment status. It is presumed that the more the employees are secured, the more they become committed to their work as they received better privileges that those who are not. Baroso (2022) found that workers who hold positions at the top of categorization and those with more secure occupations benefit from greater assistance and have better interpersonal ties. Hence, this calls for the management to revisit the employment status of the workforce.

Table 3. Length of Service and Current Position

Length of Service	f	%
Less than 6 months	18	7.41
More than a year, less than 5 years	135	55.56
More than 5 years	90	37.04
TOTAL	243	100.00

Current Position	f	%
Managerial	47	19.34
Supervisory	49	20.16
Rank and File	147	60.49
TOTAL	**243**	**100.00**

Majority of the workforce as indicated are new to the organization as 55.56% of the respondents belong to 5-year length of service, while only 37.04% belong to more than 5 years length of service. In terms of the current position, it can be observed that the numbers are expected where rank and file employees are greater in number than those of who are in managerial and supervisorial.

This suggests that employees are in CTU-Tuburan are satisfied being part of the organization as they have stayed longer based on their length of service. The length of employment in a position may be used to gauge employees' levels of job satisfaction. It is assumed that less satisfied employees leave their jobs more frequently than more satisfied ones do (Oshagbemi, 2000). Furthermore, the length of service not only implies job satisfaction but also effectiveness and efficiency to their jobs. Longer work experience is associated with higher expectations for their work performance as well as greater job satisfaction (Bulilan, 2023).

Table 4. Perceived Transformational Leadership Style

Statements	x̄	SD	VD
My administrator…			
1. …tries to enhance my internal motivation when s/he wants to motivate me for a task.	4.37	0.69	SA
2. …knows about our competencies, work-related personal concerns and needs and how to motivate each of us.	4.40	0.68	SA
3. …makes me feel that what I do is valuable and useful	4.42	0.67	SA
4. …encourages us to generate ideas and gets our suggestions while planning and conducting work.	4.44	0.68	SA
5. …makes the workplace feel like a family environment.	4.48	0.73	SA
6. …informs me about the short- or long-term potential contributions of my work to the company	4.29	0.66	SA
7. …not only appreciates my ideas, but also encourages me to put them into practice.	4.33	0.71	SA
8. …is a role model with the way s/he conducts work, his/her personality and communication skills.	4.42	0.68	SA
9. …encourages me to freely express my ideas.	4.38	0.54	SA
10. …encourages me to question the status quo, to produce new solutions and supports my creativity	4.32	0.70	SA
11. …encourages us to follow the innovations in the field.	4.36	0.65	SA
12. …thrills us with the things we can do and succeed at by reminding us of our specifications and abilities	4.34	0.67	SA
13. …tries to convey all the information to us about the work processes.	4.31	0.68	SA
14. …plans trainings for the areas I am in need of improving	4.28	0.70	SA
15. …makes me feel like there are things s/he could also learn from Me	4.35	0.68	SA
16. …makes me feel that s/he cares about me, not only as an employee, but also as a person	4.38	0.69	SA
17. …considers our personal interests and abilities, when s/he allocates tasks in the team.	4.48	0.58	SA
18. …sets us performance goals and rewards us as much as we succeed.	4.38	0.71	SA

Statements	x̄	SD	VD
19. ...lets me use part of my work hours for new projects that I have in mind.	4.29	0.75	SA
20. ...would help me with my personal problems.	4.17	0.86	A
21. ...supports our attendance to personal and professional development seminars.	4.39	0.74	SA
22. ...would talk about non-work-related matters with me, if I wish to.	4.26	0.78	SA
23. ...acts respectfully to me.	4.37	0.79	SA
24. ...attends non-work social events (wedding, birthday etc.) upon my invitation.	4.22	0.86	SA
25. ...supports me to take initiative.	4.48	0.59	SA
26. ...would give us important responsibilities when necessary.	4.49	0.59	SA
Average Weighted Mean	**4.36**	**0.70**	**SA**

Legend: 4.21 – 5.00 Strongly Agree (SA), 3.41 – 4.20 Agree (A), 2.61 – 3.40 (Neutral), 1.81 – 2.60, Strongly Disagree (D), 1.00 – 1.80 Strongly Disagree (SD)

As shown in the table, it can be observed that 25 out of 26 items of transformational leadership were rated with a weighted mean of 4.21 and above which is described as strongly agree, whereas only one (1) item is rated below a weighted mean of 4.21 but not less than 3.41 which is verbally described as Agree. Overall, respondents rated an average weighted mean of 4.36, which is verbally described as Strongly Agree.

Transformational leaders as motivator. This set of data indicates that the respondents firmly believe that administrators of CTU-Tuburan possesses transformational leadership style, which means that they are able to utilize their mandates to motivate their people to perform beyond what is expected from them. Transformational leaders encourage followers by promising a bright future by aiming to motivate staff to move in a certain direction in order to accomplish desired goals (González-Cruz et al., 2019).

Transformational leader as open minded. Furthermore, these administrators were able to value peoples' ideas and potentials making them at ease in generating opinions and performing their tasks, hence, creating an environment open for discussions and suggestions. According to Anderson (2017), transformational leadership inspires staff members in educational institutions to take part in various educational programs. According to Kouni et al. (2018), transformational leadership is closely associated to happy employees and a positive work environment.

Transformational Leader as role model. Likewise, the administrators are seen to set themselves are role models of quality service, personality and communication. Nurtjahjani et al. (2020) state that it has been demonstrated that transformative leaders may enthuse followers by elucidating the significance and value of work through both words and actions in the educational sector. Leaders serve as role models for their followers because they exhibit high standards of moral and ethical conduct (Yin et al., 2020).

Transformational leader as a family member. Moreover, administrators are also observed to be consistent in making plans for the development of its people and keep the ideas that they can learn their people. Transformational leaders raise their level of awareness, which raises performance and helps the organization reach its objectives (Lai et al, 2020). Finally, the data suggests that the administrators are also considering their people as their second family by attending to personal issues and problems and by attending important family occasions. In order to become a transformational leader, one should operate as a mentor, coach, or guide to their followers by paying attention to their worries and needs, demonstrating empathy, and offering support (Torlak & Kuzey, 2019). Transformational leaders foster relationships with followers while being conscious of followers' needs (Nurtjahjani et al., 2020).

Hence, transformational leadership style, which are leader as motivator, leaders as open minded, leader as role models, leader as family member, are evident among administrators in CTU-Tuburan.

Table 5. Crisis Management Practices in CTU-Tuburan

Statements	Mean	SD	VD
1. Does scenario and contingency planning as part of campus regular strategic planning sessions, and update the plan annually.	4.39	0.54	HE
2. Builds a reservoir of trust by being transparent with faculty and stakeholders that can be leveraged in a crisis.	4.29	0.71	HE
3. Creates a culture of continuous innovation, including creating teams that are dedicated to exploring new areas to innovate	4.37	0.59	HE
4. Identifies and recruits a diverse board whose members have the skills and culture to provide oversight and direction in a crisis	4.28	0.64	HE
5. Creates a sense of urgency around the transformation following a crisis, and build a shared vision for the future	4.40	0.57	HE
6. Keeps communication lines open with accreditors and other governmental entities that could help you if a disruption occurs	4.38	0.57	HE
7. Keeps up-to-date market research on new trends and innovations in higher ed.	4.31	0.61	HE
8. Honors shared governance to the maximum extent possible, while ensuring that all parties "stay in their lanes"	4.33	0.65	HE
9. Operate with the highest integrity and transparency, and ensure institutional reputation remains excellent	4.36	0.68	HE
10. Looks for opportunities to innovate, and never be satisfied with the status quo	4.46	0.55	HE
Average Weighted Mean	**4.36**	**0.61**	**HE**

Legend: 4.21 – 5.00 Highly Effective (HE), 3.41 – 4.20 Moderately Effective (ME), 2.61 – 3.40 Effective (E), 1.81 – 2.60, Strongly Disagree (D), 1.00 – 1.80 Strongly Disagree (SD)

As shown in the table, all statements on crisis management practices were rated with a weighted mean of 4.21 and above, which is verbally described as highly effective. Crisis management practices got an average weighted mean of 4.36, which is also described as highly effective.

Making contingencies. This finding suggests that CTU-Tuburan has practiced crisis management measures effectively and efficiently making sound decisions in crucial times in the university. This further suggests that CTU-Tuburan has been preparing, reviewing and updating contingencies to consistently respond to crisis with the sense of urgency. Crisis management comprises anticipating risks, taking precautions, developing strategies to lessen harm, and putting these plans into action when a crisis occurs (Marques-Quinteiro et al., 2019). This confirms that CTU-Tuburan has practiced effectively crisis management by anticipating and taking precautions towards crisis by planning contingencies.

Creating innovative team. Likewise, CTU-Tuburan commits to formulating a team of individuals that are innovation and research oriented creating a culture of continuous innovation to address the changing needs of time. Ardito et al. (2021) found that technological innovation will most certainly accelerate the discovery of more inventive solutions to crisis-related challenges by permitting the use of existing and more established knowledge. Similarly, Antonenko and Garafonova regarded successful innovations as a crucial component of managing the organization's anti-crisis efforts. They also discovered that in Ukraine, innovation is only now being actively employed to improve all processes in the company's operations. Hence, CTU-Tuburan is in the right track of creating a team of individuals who innovative and research oriented.

Opening communication lines. Finally, CTU-Tuburan is perceived to be transparent with faculty and stakeholders and remain open on their communication lines to agencies that could be of help during difficult times. Mušinović (2021) expressed that crisis management and crisis communication play a significant role in the process of becoming ready for a crisis situation. The ability to effectively and promptly transfer information between all levels of the organization, from the operational level to the top-level management, depends on

an effective communication network and coordinated operation of the entire management, of which crisis management is one component. This confirms that CTU-Tuburan has effectively used communication lines that are essential during crisis.

Hence, with all the adherence to crisis management practices, which are making contingencies, creating innovative team, and opening communication lines, CTU-Tuburan's crisis management practices are well-implemented.

Table 6. Independent Sample T test of the transformational leadership styles when analyzed as to gender and civil status

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	p value
Transformational Leadership Styles	Male	128	4.3542	.53662	.04743	-0.24	0.879
	Female	115	4.3703	.50919	.04748		
	Civil Status						
Transformational Leadership Styles	Single	146	4.35	0.53	0.04	-0.31	0.82
	Married	97	4.37	0.52	0.05		

Gender and Civil status have no direct influence to the perceived transformational leadership styles of the respondents as indicated by their obtained p values of 0.879 and 0.82 which are all more that the significant value of .05. This further indicates that respondents' way of perceiving the kind of leadership of their administrator is not dependent on their gender and civil status.

This result is reflected in the study of Mariah et al. (2023) which revealed that gender plays no moderating effect in the impact of transformational leadership on work engagement. Likewise, this is also true in the study of Sulpakar et al. 2022 which revealed that gender

differences do not affect how people perceive transformational leadership behaviors, and women do not perceive these practices more strongly than men do. Hence, this theoretically implies that transformational leadership is perceived without the biases of gender and its quality towards workforce knows no gender.

No study has been found to support the relationship between civil status and perceived transformational leadership. However, this implies that respondent's perception towards the transformational leadership is regardless of whether they are married, single or separated. Hence transformational leadership is perceived squarely by whatever civil status.

Table 7. Significant Relationship between the transformational leadership styles and the identified profile

	Age	Employment status	Length of service	Current Position	Transformational Leadership Styles
Age	1				
Employment status	.554**	1			
Length of service	.474**	.090	1		
Current Position	.007	-.222**	.191**	1	
Transformational Leadership Styles	.026	-.022	-.007	-.039	1

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

Age, employment status, length of service and current position of the respondents shows significant relationship on the perceived transformational leadership as indicated by their R-values of .026, -.022, -.007, .039, which are all between the significant level of 0.001 to 0,010. This means that these profiles of the respondent affect the way they perceived transformational leadership style. It is presumed that the more one aged the more critical he becomes into looking the kind of leadership. Employment status, length of service and current positions is most of the time driven by age. Generally, as employees aged, the more stable he becomes in his job and the longer he probably stays in the workplace and higher the current position is and the more critical he evaluates leadership styles, for the more a person age the more he becomes wiser.

This validates the result of the study of Baba (2019) which found that age, designation and experience significantly impact their perception towards transformational leadership. Hence, this implies that age, employment status, length of service and current position makes a person more critical in his perception on things which include the kind of leadership a leader possesses. Furthermore, this implies that CTU-Tuburan administrators have passed the critical perceptions of the respondents, which solidifies the preceding result on respondents' positive perception towards transformational leadership styles.

Table 8. Significant Relationship between the Transformational Leadership Style and the crisis management practices

		Transformational Leadership Styles	Crisis management practices
Transformational Leadership Styles	**Pearson Correlation**	1	.664**
crisis management practices	**Pearson Correlation**	.664**	1

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

The R-values of both perceived transformational leadership style and crisis management practices are represented as .664 resulting to a p-value of 0.00 which is below the significant level of 0.05 rejecting the null hypothesis. This means that there is a significant correlation between transformational leadership styles and crisis management practices. This further means that transformational leadership significantly influence practices in crisis management in CTU-Tuburan. Hence, the positive way crisis are managed is a result of the positive perception towards transformational leadership styles of the administrators. This is reflected in the studies of Mohd Ariffin et al. (2022), Almanie (2023), and ALHumeisat & AL-Bashabsheh (2020) which revealed the impact of transformational leadership on crisis management practices. Hence, this implies a sustainability management plan from the administrators of CTU-Tuburan to continually possess transformational leadership styles and consistently make sound decisions during difficult times.

Conclusion

Based on the findings of the study, it can be concluded that transformational leadership is a significant factor in crisis management practices of CTU-Tuburan. This further concludes that as the workforce gets older, becomes more stable, stays longer, and holds critical position affects the way they see their leaders as they become more knowledgeable and well-oriented of the dos and don'ts of the organization making them more critical in their perceptions. Furthermore, the findings of the study reflect and manifest on Bass Transformational Leadership Theory- that administrators possess transformational leadership styles who motivate employees, accommodate ideas, set as an example, and treat employees as family member; and Fiedler contingency model – that the organization is able to make contingencies,

create innovative team and open the lines of communication which makes the team ready for any looming crisis. Hence, this kind of leadership styles call for sustainability and consistency from the top management.

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