

## Dean's Visionary Leadership, Institution's Academic Culture and Faculty Performance of a Hei in Laguna

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**ABSTRACT:** This study attempted to determine the dean's visionary leadership, institution's academic culture, and faculty performance in the higher education institution in Laguna. The results or the findings of the study served as realization of the current status of the visionary leadership, academic culture, and faculty performance of the university. The study was conducted in Pamantasan ng Cabuyao. It is a local university located in Katapatan Subdivision, Brgy. Banay-banay, Cabuyao, Laguna. The respondents were the 361 college students of the mentioned higher educational institution for Academic Year 2021-2022. The researcher utilized the descriptive-correlational research design which was the most effective research model to use for this particular study. The research design determined the dean's visionary leadership, institution's academic culture, and level of faculty performance of a higher educational institution in Laguna. The findings showed that a significant relationship was noted in the dean's visionary leadership and the institution's academic culture; in the dean's visionary leadership and the level of faculty performance; and in the institution's academic culture and the level of faculty performance. It was therefore concluded that the more effective the dean's visionary leadership, the more positive the institution's academic culture; that the more effective the visionary leadership, the higher the level of faculty performance; and that the more positive the institution's academic culture, the higher the level of faculty performance.

**KEYWORDS:** Descriptive Correlational Study, Quantitative Research, Visionary Leadership, Academic Culture, Faculty Performance

### INTRODUCTION

A leader is someone who sets goals and then helps people achieve them by utilizing their skills. The finest leaders understand their employees and are more aware of their strengths than of their flaws. Great leaders are aware of their own and others' flaws; they just recognize that their competitive advantage resides in their strengths. Nwachukwu, Chladkova, Zufan, & Olatunji (2017) stated that good leaders are seen as inspiring and empowering their followers to experience growth and change in the organizational function by considering the relevance of the institution's vision or mission. In the study Alegado (2018), it was stated that the concept of teacher leadership still struggles to thrive in school organizations. It emphasized two factors that make it difficult for teacher leadership to flourish: the traditional 'principal-oriented' nature of leadership, which is deeply ingrained in the system, and the lack of leadership training and teacher categorization. These circumstances severely limit the role of instructors in the classroom. Furthermore, in the study of Alegado (2018), it demonstrates that using teacher leadership in the classroom can help shape the culture of their schools, advance student learning, and influence practice among their peers.

Visionary leadership is defined as a leadership style that aims to provide direction and meaning to work and efforts that must be done collaboratively by members of the company by focusing on a clear vision (Sunarto, Tanjung, & Ellesia, 2020). In the study of Prestiadi, Zulkarnain, & Sumarsono (2019), it was stated that the role of visionary leadership in total quality management is the effort of an educational leader who is not only able to formulate a vision and strategic steps forward but is also able to improve the quality of education. Additionally, in the study of Migallos (2021), she explained how visionary leadership can be of use to higher educational institutions as they go through volatile changes.

On both instrumental and symbolic levels, academic culture has a substantial impact on "what is done, how it is done, and who is involved in doing it" in terms of decisions, actions, and communication (Mangue & Gonondo, 2021). Academic culture focuses on the socialization of organizational members in order to build educational views, values, and beliefs (Gopinath, 2020). The effectiveness of the teacher is an important issue to consider. In the study of Karadag & Oztekin Bayir (2018), it was mentioned that that the school principals' authentic leadership behaviors had positive effect on teachers' perceptions of school culture.

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The importance of measurable teaching performance quality in the learning process cannot be overstated. This demonstrates that the quality of a faculty member's teaching performance is regarded as the most important aspect in a student's success (Elmunyah, Hidayat, & Asfani, 2019). In the study of Karmaker, Ahmed, Rahman, Tahiduzzaman, Biswas, Rahman, & Biswas (2018), it was concluded that assessment of faculty performance in education is very pivotal to enrich their knowledge as well as estimate each individual's contribution to the organization. Furthermore, in the study of Patimo & Lucero (2021), it was mentioned that the best predictor of the academic performance of the advance higher education students is the work experience of the faculty members.

The relationship among the variables, visionary leadership, academic culture, and faculty performance, has been explored in different studies conducted. In the study of Kurniadi, Lian, & Wahidy (2020) it was stated that visionary leadership and organization culture jointly have a positive and significant effect on the performance of the teachers. The claim was further strengthened in the study of Shanti, Gunawan, & Sobri (2020) where the result presented that there was a positive relationship between visionary leadership and organizational climate with teacher performance. Amorin (2021) stated in his study how each type of leadership behavior and organizational culture had positive and significant correlations. Furthermore, "management/administrative" and "encouraging/coaching" leadership behaviors significantly impact organizational culture.

### METHODS

The researcher utilized the descriptive-correlational research design which was the most effective research model to use for this particular study. The research design determined the dean's visionary leadership, institution's academic culture, and level of faculty performance of a higher educational institution in Laguna. The researcher used empirical data and documentary data for the conduct of the study. The empirical data were acquired from the respondents of the study who were 361 college students from Pamantasan ng Cabuyao.

The study aimed at determining the dean's visionary leadership, institution's academic culture, and faculty performance of the higher education institution in Laguna. The respondents of the study were the college students of Pamantasan ng Cabuyao. The sample size was taken using Raosoft's Formula and stratified sampling technique was used to get the sample population.

From the total population 5,904 students enrolled in Pamantasan ng Cabuyao, there were 361 student-respondents for this study. Specifically, 59 students are from the College of Education, Arts, and Sciences; 87 students from the College of Business, Administration, and Accountancy; 126 students from the College of Computing and Engineering; and 89 students from the College of Health and Allied Sciences. The respondents are the currently enrolled in Pamantasan ng Cabuyao for the Academic Year 2021-2022.

The researcher used self-made questionnaire. The research questionnaire was composed of validated questionnaires, which attempted to determine the dean's visionary leadership, institution's academic culture, and faculty performance of the higher education institution. The questionnaire was divided into three parts. The first part of the questionnaire was about the dean's visionary leadership; the second part dealt in institution's academic culture; and the third part focused on the level of faculty performance.

Since the questionnaire was self-made, it was subjected to face and content validity. It was shown to the panel of experts in educational management, in statistics, and in research for their comments and suggestions. After some modifications, it was shown to the adviser for final approval and then distributed to the target respondents. Also, the research made questionnaire underwent Cronbach's Alpha reliability test, and the results were as follows: for the dean's visionary leadership: 0.904; for the institution's academic culture: 0.875; and for level of faculty performance: 0.886.

The results of the study were collected from a survey questionnaire. The questions were typed on Google form and the digital questionnaire was disseminated online. A letter of request was forwarded to the Office of the University President seeking approval for the conduct of the study. The survey was devised from writing down the appropriate and pertinent questions and measures to ensure that the respondents would answer accordingly, based on the variables presented to them. It was composed of 54 questions, which evaluated the dean's visionary leadership, institution's academic culture, and faculty performance of a higher educational institution in Laguna. The Likert scale was implemented to rate the independent and dependent variables of the respondents by making them placed a check mark in one of the scale measures for each question. The researcher comprehended the respondents' conscious thoughts regarding their answers which might reflect upon their personalities and affect their reputations. That's why they would remain anonymous. The questionnaires were allocated after the respondents answer and have them tallied, tabulated, analyzed, and interpreted.

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### RESULTS AND DISCUSSIONS

Discussion of the dean's visionary leadership, institution's academic culture and faculty performance of an HEI is presented in the succeeding tables and textual presentations:

**Table 1. Composite Table of the Dean's Visionary Leadership**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Communication	3.50	Highly Effective	1
2. Emotional intelligence	3.44	Highly Effective	3
3. Organizational climate	3.46	Highly Effective	2
Overall Weighted Mean	3.47	<b>Highly Effective</b>	

**Legend: (Strongly Agree/Highly Effective - 4, Agree/Effective - 3, Disagree/Less Effective -2, Strongly Disagree/Least Effective - 1)**

Table 1 shows the sub-variables of visionary leadership. Among the sub-variables, communication ranked 1<sup>st</sup> with a weighted mean of 3.50 and a verbal interpretation of "Highly Effective." The organizational climate ranked the 2<sup>nd</sup> with a general weighted mean of 3.46 and a verbal interpretation of "Highly Effective." The sub-variable emotional intelligence ranked 3<sup>rd</sup> with a weighted mean of 3.44 and a verbal interpretation if "Highly Effective."

To summarize, an average weighted mean of 3.47 revealed that the dean's visionary leadership was highly effective. This means that the college dean earned the respect of the students, showed a warm and approachable personality, and was firm in the implementation of quality instruction in the college.

In the study of Banwart (2020), he mentioned that while persuasive communication has long been at the heart of leadership development, the discipline's contributions to effective leadership also range from advancing the understanding of organizational communicative systems to the development of skills for deliberative democracy and civic engagement. Furthermore, Mascareno, Rietzschel, & Wisse (2019) explained how visionary leaders paint an image of the future with the intention to persuade others to contribute to the realization of that specific future. Visionary leadership to be related to both team creativity and innovation through goal alignment. Communication quality strengthened the relationship between goal alignment and team innovation. In the study Van der Voet & Steijin (2020), the intended contribution was to bridge research on leadership in collaborative governance and visionary leadership by examining vision communication as a driver of innovation of multidisciplinary teams. The study further discussed how visionary leadership strengthened internal team cohesion and enabled team members to more effectively span the boundaries of the team and collaborate with external stakeholders.

**Table 2. Composite Table of the Higher Education Institution's Academic Culture**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Academic outlook	3.39	Very Positive	3
2. Academic ethics	3.41	Very Positive	1
3. Academic environment	3.40	Very Positive	2
Overall Weighted Mean	3.40	<b>Very Positive</b>	

**Legend: (Strongly Agree/Very Positive - 4, Agree/Positive - 3, Disagree/Negative -2, Strongly Disagree/Very Negative - 1)**

Table 2 shows the sub-variables of academic culture. Among the sub-variables, academic ethics ranked 1<sup>st</sup> with a weighted mean of 3.41 and a verbal interpretation of "Very Positive." The academic environment ranked the 2<sup>nd</sup> with a general weighted mean of 3.40 and a verbal interpretation of "Very Positive." The sub-variable academic outlook ranked 3<sup>rd</sup> with a weighted mean of 3.39 and a verbal interpretation of "Very Positive."

To summarize, an average weighted mean of 3.40 revealed that the institution's academic culture was very positive. This means that the institution gave recognition to student's achievement, persuaded them to be part of the educational or research activities of the college, and gave them opportunities to be part of these activities.

In the study of Glusac, Tasic, Nikolic, & Gligorovic (2017), it was mentioned that the culture of the school has a strong and positive impact on teaching and learning. Furthermore, Agi (2019) stated that school leadership and staff commitment towards school vision are strong combination in creating and sustaining most of the school culture. Amtu, Makulua, Matital, & Pattiruhu (2020) explained that there is a direct or indirect influence of school culture and work motivation on student learning outcomes

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through teacher performance. This emphasizes that the culture of each school needs to encourage teacher performance in an integrated and continuous manner so that it can encourage student learning outcomes.

**Table 3. Composite Table of the Level of Faculty Performance**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Competence	3.21	High	1
2. Emotional intelligence	3.12	High	3
3. Work environment	3.15	High	2
Overall Weighted Mean	3.16	High	

**Legend: (Strongly Agree/Very High - 4, Agree/High - 3, Disagree/Low -2, Strongly Disagree/Very Low - 1)**

Table 3 shows the sub-variables of faculty performance. Among the sub-variables, competence ranked 1<sup>st</sup> with a weighted mean of 3.21 and a verbal interpretation of "High." The work environment ranked the 2<sup>nd</sup> with a general weighted mean of 3.15 and a verbal interpretation of "High." The sub-variable emotional intelligence ranked 3<sup>rd</sup> with a weighted mean of 3.12 and a verbal interpretation of "High."

To summarize, an average weighted mean of 3.16 revealed that the level of faculty performance was high. This means that the faculty had shown mastery of the subject matter by providing comprehensive, accurate, and up-to-date knowledge on the topic being discussed, allowed students to be active in the classroom learning environment but at the same time established an appropriate control mechanism in keeping order in the classroom, showed respect to students and in return encouraged them to show the same respect to themselves.

In the study of Wajdi, Rahayu, Ulfatin, Wiyono, & Imron (2018), it was stated that the teacher professional competence is able to mediate the effect of the teacher innovation and the emotional intelligence on the school effectiveness. Fauth, Decristan, Decker, Buttner, Hardy, Klieme, & Kunter (2019) further explained how teacher competence (pedagogical content knowledge, self-efficacy, and teaching enthusiasm) was positively related to student achievement. In the study of Caena & Redecker (2019), it was recommended for teachers to upgrade their competency profiles to meet the demands of the twenty-first century. To enable 21st-century learners, teaching practices must change, as must the competencies that instructors must build.

**Table 4. Relationship between the Dean's Visionary Leadership and the Institution's Academic Culture**

Visionary Leadership	Academic Culture		
	Academic outlook	Academic ethics	Academic environment
Communication	r=0.608** Moderate correlation p=0.000	r=0.599** Moderate correlation p=0.000	r=0.503** Moderate correlation p=0.000
Emotional intelligence	r=0.629** Moderate correlation p=0.000	r=0.631** Moderate correlation p=0.000	r=0.462** Moderate correlation p=0.000
Organizational climate	r=0.688** Moderate correlation p=0.000	r=0.561** Moderate correlation p=0.000	r=0.407** Moderate correlation p=0.000
**Significant @ 0.01			

Table 4 presents the dean's visionary leadership and the institution's academic culture. As observed, the obtained probability value of 0.000 for all the sub-variables was less than the 0.01 significance level; therefore, a significant relationship was noted in the dean's visionary leadership and the institution's academic culture. The result implies that the more effective the dean's visionary leadership, the more positive the institution's academic culture.

This correlation is further proven by the study of Kurniadi, Lian, & Wahidy (2021) where it states that visionary leadership and organization culture jointly have a positive and significant effect on performance. In addition, Mahmud (2017) mentioned how building an effective school culture establishes the commitment of an effective culture, providing a thorough understanding of vision, mission, and objectives of the school, determining clear policy direction, and emphasizing the importance of creativity

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and innovation. Furthermore, Widodo & Chandrawaty (2021) explained how the devotion of employees, especially teachers, is critical to the success of any organization, including schools. This has to do with the existence of a commitment that is necessary for employees and the business to succeed.

**Table 5. Relationship between the Dean's Visionary Leadership and Level of Faculty Performance**

Visionary Leadership	Faculty Performance		
	Competence	Emotional Intelligence	Work environment
Communication	r=0.406** Moderate correlation p=0.000	r=0.458** Moderate correlation p=0.000	r=0.448** Moderate correlation p=0.000
Emotional intelligence	r=0.372** Low correlation p=0.000	r=0.405* Moderate correlation p=0.000	r=0.430* Moderate correlation p=0.000
Organizational climate	r=0.322** Low correlation p=0.000	r=0.340** Low correlation p=0.000	r=0.481** Moderate correlation p=0.000
**Significant @ 0.01			

Table 5 presents the dean's visionary leadership and the level of faculty performance. As observed, the obtained probability value of 0.000 for all sub-variables was less than the 0.01 significance level; therefore, a significant relationship was noted in the dean's visionary leadership and the level of faculty performance. The result implies that the more effective the visionary leadership, the higher the level of faculty performance.

This correlation is further proven by the study of Sunarto (2020) where it was found out that the principal's visionary leadership style, competence, and work discipline have positive and significant effect on teacher performance. Ulfa & Waluyo (2021) explained in their study that there is a significant relationship between the visionary leadership and the teacher's performance – the stronger the visionary leadership of the principal, the better the teachers' performance. In addition, Zhou, Zhao, Tian, Zhang, & Chen (2018) stated that employee creativity in firms is positively associated with visionary leadership, and the relationship is positively mediated by employee knowledge sharing.

**Table 6. Relationship between the Institution's Academic Culture and Level of Faculty Performance**

Academic culture	Faculty Performance		
	Competence	Emotional Intelligence	Work environment
Academic outlook	r=0.351** Low correlation p=0.000	r=0.371** Low correlation p=0.000	r=0.488** Moderate correlation p=0.000
Academic ethics	r=0.474** Moderate correlation p=0.000	r=0.410* Moderate correlation p=0.000	r=0.453* Moderate correlation p=0.000
Academic environment	r=0.534** Low correlation p=0.000	r=0.427** Low correlation p=0.000	r=0.431** Moderate correlation p=0.000
**Significant @ 0.01			

Table 6 presents the institution's academic culture and the level of faculty performance. As observed, the obtained probability value of 0.000 for all sub-variables was less than the 0.01 significance level; therefore, a significant relationship was noted in the institution's academic culture and the level of faculty performance. The result implies that the more positive the institution's academic culture, the higher the level of faculty performance.

This correlation is further proven in the study of Amtu, Makulua, Matital, & Pattiruhu (2020) which explains that there is a direct or indirect influence of school culture and work motivation on student learning outcomes through teacher performance.

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This emphasizes that the culture of each school needs to encourage teacher performance in an integrated and continuous manner so that it can encourage student learning outcomes. In addition, Fitria (2018) mentioned in her study that there is a direct positive effect of organizational culture to the teacher performance. This means that conducive school organizational culture will lead to increased performance of teachers. Furthermore, Ozgenel, Pinar, & Parlar (2020), stated that the effective leadership qualities of school principals and the performance of teachers have a medium and positive association, and the effective leadership characteristics of school principals strongly predict the performance of instructors.

### CONCLUSION

From the collected findings, it was concluded the college dean earned the respect of the students, showed a warm and approachable personality, and was firm in the implementation of quality instruction in the college. The institution gave recognition to student's achievement, persuaded them to be part of the educational or research activities of the college, and gave them opportunities to be part of these activities. Additionally, the faculty had shown mastery of the subject matter by providing comprehensive, accurate, and up-to-date knowledge on the topic being discussed, allowed students to be active in the classroom learning environment but at the same time established an appropriate control mechanism in keeping order in the classroom, showed respect to students and in return encouraged them to show the same respect to themselves. Furthermore, the more effective the dean's visionary leadership, the more positive the institution's academic culture. It is also noted that the more effective the visionary leadership, the higher the level of faculty performance. Likewise, the more positive the institution's academic culture, the higher the level of faculty performance.

### FUTURE DIRECTIONS

The investigation, however, has some limitations particularly on the sub-contracts used for each variable. It is recommended that the future researchers may duplicate the present study by considering other variables not mentioned such as other types of leadership like transactional, transformational, etc.

Furthermore, an understanding of the relationship among the dean's visionary leadership, institution's academic culture and faculty performance helps the higher educational institution to adapt an action plan that would sustain or enhance the above-mentioned variables. This will further develop the skills of the deans as visionary leaders who set out concrete steps to bring a vision to life, and lead the people in the college to that direction.

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