

Assessing the Leadership Capability Among Faculty of Business Administration at Selected Public Higher Education Institutions (HEI's) in Sulu

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Abstract

This study examines the leadership capability of faculty members in the Business Administration departments of selected public higher education institutions (HEIs) in the province of Sulu. Leadership capability in the academic context is essential not only for effective instruction and classroom management but also for organizational development, policy implementation, and institutional innovation. The research aims to assess key dimensions of leadership, including strategic thinking, decision-making, interpersonal communication, conflict resolution, adaptability, and team leadership. A descriptive-correlational research design was employed, utilizing a standardized survey instrument distributed among faculty members, department heads, and academic administrators from various HEIs in the region. Data were analyzed using both descriptive and inferential statistics.

The findings of the study revealed that faculty members generally exhibit a moderate to high level of leadership capability, particularly in areas

such as communication, collaboration, and professional commitment. However, gaps were observed in aspects such as innovation management and strategic planning. Furthermore, significant correlations were found between leadership capability and variables such as years of teaching experience, exposure to administrative functions, and participation in leadership training or professional development programs.

The study highlights the urgent need for institutional support in building and enhancing faculty leadership skills through structured training, mentoring, and opportunities for academic governance. It concludes with actionable recommendations for HEI administrators, including the development of leadership development programs specifically designed for faculty in business disciplines. The research contributes to the broader discourse on academic leadership in the Philippine higher education context, particularly in underserved regions like Sulu.

Keywords: *Leadership capability, Faculty development, Business Administration, Higher Education, Public HEIs, Sulu, Academic leadership, Institutional governance, Professional growth*

INTRODUCTION

Owing to global educational development initiatives, teacher leadership though complex and multifaceted constructs, takes the lead as the unifying agent for educational improvement via active engagement. This concept operates on various levels, vis-à-vis management of schools and the facilitation of a professional learning culture to improving classroom teaching and learning in order to boost students' academic achievement (Tsai, 2017). Hence, effective teacher leadership promotes not only students' motivation to learn, but also the productivity and development of educational institutions (Ahmed and Qazi, 2011 in Tsai, 2017).

Katzenmeyer and Moller (2009 in Schott et al., 2020) defined teacher leaders as teachers who 'lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of that leadership'. Indeed, the concept of teacher leadership has enjoyed ubiquitous presence throughout the academic and practical world (Schott et al., 2020). Educational practitioners consider this concept with high interest because it plays a role in many facets of working life, such as teacher evaluations and teachers' professional development. Similarly, it is employed in the context of even grander issues, such as school reforms and teacher attrition reduction (Wenner & Campbell, 2017 in Schott, et al., 2020). Both students' performance, teacher and administrator effectiveness can be boosted by teacher leadership styles (Beauchamp et al., 2014; Seritanondh, 2013; (Xu & Patmor, 2012 in Tsai, 2017). In fact, teacher leaders facilitate learning and teaching for themselves and others, build effective communication among colleagues, and make use of opportunities to foster positive change in school environments (Kilinç (2014 in Tsai, 2017).

Through engaging in leadership practices, teacher leaders a) facilitate communities of learning; b) nurture a culture of success; c) strive for pedagogical excellence; d) confront barriers in school culture and structure; e) convey their convictions; and f) translate ideas into sustainable systems of action, (Crowther, Kaagan, Ferguson, & Hann, 2002 in Hanuscin, D., 2017). The essence of teacher leadership can be considered as (a) benefits of employee participation in teacher leadership; (b) teaching and learning expertise; (c) acknowledgement, opportunities, and rewards for accomplished teachers; and (d) benefits to students (York-Barr and Duke, 2004 in Tsai, 2017). Hence, maximizing teacher empowerment is most desired, if not necessary in order to optimize school operations, thus leading to greater ownership of and commitment to goals for better school performance (York-Barr and Duke, 2004 in Tsai, 2017). To institute reform and development, teacher leadership is critical element, albeit the higher the motivation teacher leaders are able to maintain, the better they are able to provide learning opportunities, the better their teaching will be, and the better are the learning outcomes their students will attain (Tsai, 2005 in Tsai, 2017). Mooring through this concept, this study was conducted to bridge the gap of knowledge in teacher leadership among faculty members of the College of Business Administration and Management (CBAM) of the Sulu State College.

METHOD

This chapter illustrates the research method to be employed in the conduct of this study. It also presents the research design, research locale, respondents of the study, sampling procedure, data gathering procedure and tools, research instrument, validity and reliability, and statistical treatment of data.

Research Design

In 1995, Bless and Higson-Smith proposed that a research design is "a program that guides a researcher in collecting, analyzing and interpreting observed facts." (p.63). Similarly, Babbie and Mouton (2001:75) regard research design as the road map or blueprint by which one intends to conduct research and achieve

his/her research goals and objectives.” A descriptive research design method was employed in this study. Thus, this study intended to describe, quantify, and infer as well as to discover relationships among variables and to allow the prediction of future events from present knowledge or phenomenon perceived by faculty of College of Business Administration and Management (CBAM) which involved:

1. Demographic profile of faculty in terms of gender, age, status of appointment, length of service, and educational attainment;
2. Level of teacher leadership capability towards ensuring quality learning among CBAM students at elected public HEIs in Sulu during the Academic Year 2024-2025 in the context of Recognition, Participation, Diversity, and Openness;
3. The significant difference in the level of teacher leadership capability towards ensuring quality learning among CBAM students at elected public HEIs in Sulu during the Academic Year 2024-2025 when data are classified according to gender, age, status of appointment, length of service, and educational attainment; and
4. The significant correlation among the sub-categories subsumed under the level of teacher leadership capability towards ensuring quality learning among CBAM students at elected public HEIs in Sulu during the Academic Year 2024-2025 in the context of Recognition, Participation, Diversity, and Openness.

Faculty members of CBAM at selected public HEIs in Sulu were the main source of data which were quantified to answer the research questions in this study. Library and internet research was the sources of information that was used to enrich the theoretical and conceptual frameworks of this research. The data from the respondents was collected through the use of questionnaires.

RESEARCH LOCALE

This study was conducted among faculty members of CBAM at selected public HEIs in Sulu during the School Year 2024-2025.

RESPONDENTS OF THE STUDY

The respondents of this study were the faculty members of CBAM at selected public HEIs in Sulu during this Academic Year 2020-2021 regardless of academic ranks and civil status.

Distribution of the target Samples among faculty members of CBAM at selected public HEIs in Sulu

Selected Public HEIs in Sulu		Faculty
1	Hadji Butu School of Arts & Trades	20
2	Mindanao State University – Sulu	40
3	Sulu State College	40
Total		100

Sampling Design

A simple random sampling method was employed in this study. A total of one hundred (100) representative samples was drawn from number of faculty of CBAM at selected public HEIs in Sulu. The use of simple random sampling in this study ensured proportionate representation of faculty members of CBAM to be included as samples of the study.

Data Gathering Procedure

The following procedure was employed in the course of data gathering: A permit to administer the questionnaire was sought from the Office of the Dean of Graduate Studies, the President/Chancellor of the selected public HEIs in Sulu; and the launching and administering as well as the retrieval of the questionnaire was conducted personally by the researcher.

Research Instrument

A survey questionnaire was the main instrument to be employed to gather data on the level of Leadership Capability/Styles of faculty of CBAM at selected public HEIs in Sulu during the Academic Year 2024-2025 in the context of Recognition, Participation, Diversity, and Openness.

The questionnaire was adapted and patterned from the study of Thompson, C. S. (2017). This consists of four main behaviors that faculty expected to employ in their leadership approaches. The research instrument used in this study consisted of two parts. Part I of the questionnaire focused on obtaining the demographic profile of the faculty of CBAM to include gender, age, status of appointment, length of service, educational attainment. Part II focused towards obtaining data on the level of Leadership Capability/Styles of faculty of CBAM towards ensuring quality learning among CBAM students during the Academic Year 2024-2025 in the context of Recognition (7 items), Participation (8 items), Diversity (10 items), and Openness (5 items).

Data obtained using this questionnaire will be analyzed through 4-point modified Likert Scale such as 4=Strongly Agree (SD), 3=Agree, 2=Disagree, and 1=Strongly Disagree.

RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of the results based on the data gathered for this study. It provides insights into the level of 21st Century Leadership capability of faculty of business administration at selected public higher education institutions (HEIs) in Sulu. Additionally, it examines the demographic profiles of faculty-respondents, including their gender, age, status of appointment, length of service, and educational attainment. The chapter also explores the extent of the 21st century leadership capability of faculty of business administration at selected public higher education institutions (HEIs) in Sulu in the context of Recognition, Participation, Diversity, and Openness. Furthermore, it investigates the significant correlations and differences in these sub-categories when classified according to the respondents' demographic profiles.

The presentations, analyses, and interpretations of results are based on the proper scoring and statistical treatment of the data, corresponding to each of the research questions outlined in this study.

1. What is the demographic profile of the faculty-respondents in terms of: 1.1 Gender, 1.2 Age, 1.3 Status of Appointment, 1.4 Length of Service, and 1.5 Educational Attainment?

1.1 In terms of Gender

Table 1.1 presents the demographic profile of faculty-respondents of Business Administration at selected public higher education institutions (HEIs) in Sulu based on gender. The data show that out of 100 faculty-respondents, 44 (44%) are male, while 56 (56%) are female. These findings reveal that the majority of the faculty-respondents in this study are female, indicating a slight gender imbalance, with females representing a larger proportion of the faculty members in Business Administration programs at the selected public HEIs in Sulu.

Table 1.1 *Demographic Profile of Faculty-respondents of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu by Gender*

Gender	Number of respondents	Percent
Male	44	44
Female	56	56
Total	100	100

1.2 In terms of Age

Table 1.2 presents the demographic profile of faculty-respondents of Business Administration at selected public higher education institutions (HEIs) in Sulu based on age. The data show that out of 100 faculty-respondents, 39 (39%) are 30 years old and below, 36 (36%) are aged 31-40 years old, 19 (19%) are aged 41-50 years old, and 6 (6%) are 51 years old and above. These findings reveal that the majority of faculty-respondents belong to the younger age groups, with 75% of them aged 40 years old and below. This indicates that the Business Administration faculty members at the selected HEIs in Sulu are predominantly composed of younger professionals.

Table 1.2 *Demographic Profile of Faculty-respondents of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu by Age*

Age	Number of respondents	Percent
30 years old and below	39	39
31-40 years old	36	36
41-50 years old	19	19
51 years old and above	6	6
Total	100	100

1.3 In terms of Status of Appointment

Table 1.3 presents the demographic profile of faculty-respondents of Business Administration at selected public higher education institutions (HEIs) in Sulu based on their status of appointment. The data show that out of 100 faculty-respondents, 41 (41%) hold permanent appointments, 25 (25%) have temporary appointments, and 34 (34%) are under contract of service or casual employment. These findings reveal that the majority of the respondents, 59%, are non-permanent faculty members, highlighting a significant proportion of the workforce in Business Administration at the selected HEIs in Sulu who may have less job stability compared to those with permanent appointments.

Table 1.3 *Demographic Profile of Faculty-respondents of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu by Status of Appointment*

Status of Appointment	Number of respondents	Percent
Permanent	41	41
Temporary	25	25
Contract of Service/Casual	34	34
Total	100	100

1.4 In terms of Length of Service

Table 1.4 presents the demographic profile of faculty-respondents of Business Administration at selected public higher education institutions (HEIs) in Sulu based on their length of service. The data show that out of 100 faculty-respondents, 34 (34%) have served for 10 years and below, 33 (33%) have 11-20

years of service, 27 (27%) have 21-30 years of service, and 6 (6%) have served for 31 years and above. These findings reveal that the majority of faculty-respondents, 67%, have been in service for 20 years or less, indicating that the Business Administration faculty at the selected HEIs in Sulu consists of a mix of relatively experienced and newer educators, with only a small percentage having over three decades of service.

Table 1.4 *Demographic Profile of Faculty-respondents of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu by Length of Service*

Length of Service	Number of respondents	Percent
10 years and below	34	34
11-20 years	33	33
21-30 years	27	27
31 years and above	6	6
Total	100	100

1.5 In terms of Educational Attainment

Table 1.5 presents the demographic profile of faculty-respondents of Business Administration at selected public higher education institutions (HEIs) in Sulu based on their educational attainment. The data show that out of 100 faculty-respondents, 9 (9%) hold a Bachelor's degree, 16 (16%) have a Bachelor's degree with units in a Master's program, 40 (40%) hold a Master's degree, 15 (15%) have a Master's degree with units in a Doctoral program, and 20 (20%) hold a Doctorate degree. These findings reveal that the majority of the faculty-respondents, 75%, have attained at least a Master's degree.

Table 1.5 *Demographic Profile of Faculty-respondents of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu by Educational Attainment*

Educational Attainment	Number of respondents	Percent
Bachelor's Degree	9	9
Bachelor's Degree with units in Master's Program	16	16
Master's Degree	40	40
Master's Degree with units in Doctoral Program	15	15
Doctorate Degree	20	20
Total	100	100

2. What is the extent of the 21st century leadership capability of faculty of business administration at selected public higher education institutions (HEIs) in Sulu in the context of: 2.1 Recognition, 2.2 Participation, 2.3 Diversity, and 2.4 Openness?

2.1 In the context of Recognition

Table presents the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu in the context of Recognition. The total weighted mean is 3.7414, with a standard deviation of .24760, corresponding to an overall rating of "Often." These results suggest that faculty members frequently demonstrate leadership capabilities related to recognition within their institutions.

The mean scores indicate that the statement "Make an effort to keep co-faculty motivated" received the highest mean score of 3.93, with a rating of "Often," suggesting that this is the most consistently practiced

leadership behavior in this context. Similarly, the statements "Encourage co-faculty members to continue to develop their professional skills" (3.81) and "Commend co-faculty who demonstrate commitment" (3.73) are also rated as "Often," reflecting frequent recognition and encouragement of professional growth among colleagues. On the other hand, the statement with the lowest mean score is "Be firm with repeated failures to meet standards of excellence" (3.66), although it is still rated as "Often," suggesting that while it is practiced, it is slightly less emphasized compared to other recognition-related behaviors. Other practices, such as "Encourage diversity of perspectives" (3.71) and "Promote the value of learning from the successful practices of other colleges (Benchmarking)" (3.67), also demonstrate consistent recognition-related leadership practices. These findings indicate that faculty members at the selected HEIs in Sulu exhibit strong leadership capabilities in recognizing and encouraging their colleagues, with frequent practices that support motivation, diversity, and professional development.

Table 2.1 *Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu in the Context of Recognition*

Statements	Mean	S.D	Rating
1 Make an effort to keep co-faculty motivated	3.93	.293	Often
2 Encourage co-faculty members to continue to develop their professional skills	3.81	.419	Often
3 Commend co-faculty who demonstrates commitment	3.73	.468	Often
4 Encourage diversity of perspectives	3.71	.478	Often
5 Be trained in the fundamentals of strategic planning	3.68	.490	Often
6 Promote the value of learning from the successful practices of other colleges (Benchmarking)	3.67	.473	Often
7 Be firm with repeated failures to meet standards of excellence	3.66	.555	Often
Total Weighted Mean	3.7414	.24760	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

2.2 In the context of Participation

Table 2.2 presents the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu in the context of Participation. The total weighted mean is 3.7063, with a standard deviation of .26255, corresponding to an overall rating of "Often." These results suggest that faculty members frequently exhibit leadership capabilities related to participation within their institutions.

The mean scores indicate that the statements "Show high regard for the professional judgment of faculty members" (3.73), "Show respect to my co-faculty members" (3.73), and "Create the conditions for co-faculty members to participate in decision making" (3.73) received the highest ratings, all rated as "Often." This highlights the strong emphasis placed on fostering mutual respect, professional recognition, and inclusive decision-making processes among faculty members. On the other hand, the statement "Ensure that low-performing co-faculty members receive support to improve" received the lowest mean score of 3.66, but it is still rated as "Often." This suggests that while the provision of support to underperforming colleagues is practiced, it is slightly less emphasized compared to other participation-related behaviors. Other notable practices include "Seek to influence co-faculty members rather than use power to enforce my will" (3.71) and "Create an environment that makes work exciting" (3.70), both of which reflect leadership approaches that encourage collaboration and motivation within the professional setting. These findings indicate that faculty members at the selected HEIs in Sulu frequently demonstrate participatory leadership capabilities, fostering an environment of inclusion, respect, and engagement that promotes collaboration and shared decision-making.

Table 2.2 *Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu in the Context of Participation*

Statements	Mean	S.D	Rating
1 Show high regard for the professional judgment of faculty members	3.73	.446	Often
2 Show respect to my co-faculty members	3.73	.446	Often
3 Seek to influence co-faculty members than use power to enforce my will	3.71	.456	Often
4 Ensure that low performing co-faculty members receive support to improve	3.66	.517	Often
5 Create the conditions for co-faculty members to participate in decision making	3.73	.468	Often
6 Be an advocate for justice	3.69	.486	Often
7 Allow faulty members to develop at all levels in the organization	3.70	.560	Often
8 Create an environment that makes work exciting	3.70	.522	Often
Total Weighted Mean	3.7063	.26255	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

2.3 In the context of Diversity

Table 2.3 presents the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu in the context of Diversity. The total weighted mean is 3.6810, with a standard deviation of .27106, corresponding to an overall rating of "Often." These results suggest that faculty members frequently demonstrate leadership capabilities that promote and embrace diversity within their institutions.

The mean scores indicate that the statements "Model the behaviors I require of faculty members" (3.73), "Encourage camaraderie among faculty members" (3.73), and "Promote collective responsibility" (3.73) received the highest ratings, all rated as "Often." This highlights that faculty members consistently set examples, foster unity, and promote shared accountability as key elements of diversity-related leadership. On the other hand, the statement "Publicly recognize faculty who produce spectacular results" received the lowest mean score of 3.62, but it is still rated as "Often." This suggests that while recognition of exemplary performance is practiced, it is slightly less emphasized compared to other diversity-related leadership behaviors. These findings indicate that faculty members at the selected HEIs in Sulu frequently exhibit leadership capabilities that leverage and value diversity, promoting a culture of mutual respect, collaboration, and shared responsibility in their professional environment.

Table 2.3 *Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu in the Context of Diversity*

Statements	Mean	S.D	Rating
1 Publicly recognize faculty who produce spectacular results	3.62	.528	Often
2 Convey my actions that views and approaches other than my own can be correct	3.66	.536	Often
3 Defer to other members of faculty on matters on which they are more knowledgeable	3.63	.506	Often
4 Model the behaviors I require of faculty members	3.73	.468	Often

5	I'm willing to debate issues on which there are diverse opinions	3.69	.506	Often
6	I'm willing to subject my positions to the collective wisdom of faculty members	3.72	.494	Often
7	Encourage camaraderie among faculty members	3.73	.468	Often
8	Promote collective responsibility	3.73	.489	Often
9	Ensure performance evaluations are done by every faculty member	3.64	.578	Often
10	Utilize the diverse strengths of faculty members in the operations of the college, in addition to their primary competencies	3.66	.555	Often
Total Weighted Mean		3.6810	.27106	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

2.4 In the context of Openness

Table 2.4 presents the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu in the context of Openness. The total weighted mean is 3.7080, with a standard deviation of .27622, corresponding to an overall rating of "Often." These results indicate that faculty members frequently demonstrate leadership capabilities that reflect openness within their institutions.

The mean scores indicate that the statement "Lead in the development of a strategic plan" received the highest mean score of 3.74, rated as "Often," highlighting that faculty members frequently take the initiative in creating and driving strategic plans for their colleges. Similarly, "Show a willingness to accept criticism" (3.73) and "Admit error on my part when this is established" (3.71) also received high ratings, reflecting the faculty's openness to feedback and their ability to acknowledge mistakes as a key leadership quality. The statement "Respond positively even when there are disagreements between my views and that of faculty members" received the lowest mean score of 3.67, but it is still rated as "Often." This suggests that while positive responses during disagreements are consistently practiced, they are slightly less emphasized compared to other openness-related behaviors. These findings indicate that faculty members at the selected HEIs in Sulu exhibit strong leadership capabilities in openness, frequently demonstrating transparency, adaptability, and a willingness to foster collaboration and strategic growth within their professional environment.

Table 2.4 *Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu in the Context of Openness*

Statements	Mean	S.D	Rating
1 Respond positively even when there are disagreements between my views and that of faculty members	3.67	.514	Often
2 Demonstrate care for the needs of other faculty members	3.69	.526	Often
3 Admit error on my part when this is established	3.71	.478	Often
4 Show a willingness to accept criticism	3.73	.446	Often
5 Lead in the development of a strategic plan	3.74	.485	Often
Total Weighted Mean	3.7080	.27622	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

3. Is there a significant difference in the extent of the 21st century leadership capability of faculty of business administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to: 3.1 Gender, 3.2 Age, 3.3 Status of Appointment, 3.4 Length of Service, and 3.5 Educational Attainment

3.1 According to Gender

Table 3.1 presents the differences in the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to gender. The table shows the t-values and significance values (Sig.) for leadership contexts such as Recognition, Participation, Diversity, and Openness. All significance values are above the alpha level of 0.05, indicating no significant differences in the extent of leadership capabilities between male and female faculty members.

For Recognition, the mean score for male faculty members is 3.727, while for female faculty members, it is 3.753, with a mean difference of -0.02528, a t-value of -0.505, and a Sig. value of 0.615, which is not significant. Similarly, for Participation, the mean score for male faculty members is 3.673, while for female faculty members, it is 3.732, with a mean difference of -0.05885, a t-value of -1.11, and a Sig. value of 0.268, which is also not significant. In terms of Diversity, the mean score for male faculty members is 3.659, while for female faculty members, it is 3.698, with a mean difference of -0.03912, a t-value of -0.715, and a Sig. value of 0.477, which is not significant. For Openness, the mean score for male faculty members is 3.682, while for female faculty members, it is 3.729, with a mean difference of -0.04675, a t-value of -0.839, and a Sig. value of 0.404, which is also not significant.

These findings suggest that gender does not significantly influence the extent of leadership capabilities in the contexts of Recognition, Participation, Diversity, and Openness. Therefore, the hypothesis which states, "There is no significant difference in the extent of the 21st century leadership capability of faculty of business administration at selected public Higher Education Institutions (HEIs) in Sulu when data are grouped according to gender," is accepted. This implies that male and female faculty members exhibit similar levels of leadership capabilities across all contexts at the selected HEIs in Sulu.

Table 3.1 *Difference in the Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu when Data are Grouped According to Gender*

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Recognition	Male	3.727	.29199	-.02528	-.505	.615	Not Significant
	Female	3.753	.20834				
Participation	Male	3.673	.28937	-.05885	-1.11	.268	Not Significant
	Female	3.732	.23888				
Diversity	Male	3.659	.31499	-.03912	-.715	.477	Not Significant
	Female	3.698	.23237				
Openness	Male	3.682	.26700	-.04675	-.839	.404	Not Significant
	Female	3.729	.28394				

Note. * Significant at alpha 0.05

3.2 According to Age

Table 3.2 presents the differences in the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to age. The table shows the F-values and significance values (Sig.) for leadership contexts such as Recognition, Participation, Diversity, and Openness. All significance values are above the

alpha level of 0.05, indicating no significant differences in the extent of leadership capabilities based on the age of the respondents.

For Recognition, the F-value is 2.167, with a Sig. value of 0.097, which is not significant. For Participation, the F-value is 0.272, with a Sig. value of 0.845, which is also not significant. In terms of Diversity, the F-value is 0.744, with a Sig. value of 0.528, which is not significant. For Openness, the F-value is 0.682, with a Sig. value of 0.565, which is also not significant.

The results indicate that the age of faculty members does not significantly influence their leadership capabilities in the contexts of Recognition, Participation, Diversity, and Openness. Therefore, the hypothesis which states, "There is no significant difference in the extent of the 21st-century leadership capability of faculty of business administration at selected public Higher Education Institutions (HEIs) in Sulu when data are grouped according to age," is accepted. This suggests that leadership capabilities are perceived consistently across all age groups at the selected HEIs in Sulu.

Table 3.2 *Difference in the Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu when Data are Grouped According to Age*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Recognition	Between Groups	.385	3	.128	2.167	.097	Not Significant
	Within Groups	5.684	96	.059			
	Total	6.069	99				
Participation	Between Groups	.058	3	.019	.272	.845	Not Significant
	Within Groups	6.767	96	.070			
	Total	6.824	99				
Diversity	Between Groups	.165	3	.055	.744	.528	Not Significant
	Within Groups	7.109	96	.074			
	Total	7.274	99				
Openness	Between Groups	.158	3	.053	.682	.565	Not Significant
	Within Groups	7.396	96	.077			
	Total	7.554	99				

Note. * Significant at alpha 0.05

3.3 According to Status of Appointment

Table 3.3 presents the differences in the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to their status of appointment. The table shows the F-values and significance values (Sig.) for leadership contexts such as Recognition, Participation, Diversity, and Openness. All significance values are above the alpha level of 0.05, indicating no significant differences in the extent of leadership capabilities based on the respondents' status of appointment.

For Recognition, the F-value is 0.459, with a Sig. value of 0.633, which is not significant. For Participation, the F-value is 0.163, with a Sig. value of 0.850, which is also not significant. In terms of Diversity, the F-value is 0.961, with a Sig. value of 0.386, which is not significant. For Openness, the F-value is 2.559, with a Sig. value of 0.083, which is also not significant.

The results indicate that the status of appointment of faculty members does not significantly influence their leadership capabilities in the contexts of Recognition, Participation, Diversity, and Openness. Therefore, the hypothesis which states, "There is no significant difference in the extent of the 21st-century leadership capability of faculty of business administration at selected public Higher Education Institutions (HEIs) in

Sulu when data are grouped according to status of appointment," is accepted. This suggests that leadership capabilities are perceived consistently across all faculty appointment statuses at the selected HEIs in Sulu.

Table 3.3 *Difference in the Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu when Data are Grouped According to Status of Appointment*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Recognition	Between Groups	.057	2	.028	.459	.633	Not Significant
	Within Groups	6.012	97	.062			
	Total	6.069	99				
Participation	Between Groups	.023	2	.011	.163	.850	Not Significant
	Within Groups	6.801	97	.070			
	Total	6.824	99				
Diversity	Between Groups	.141	2	.071	.961	.386	Not Significant
	Within Groups	7.133	97	.074			
	Total	7.274	99				
Openness	Between Groups	.379	2	.189	2.559	.083	Not Significant
	Within Groups	7.175	97	.074			
	Total	7.554	99				

Note. * Significant at alpha 0.05

3.4 According to Length of Service

Table 3.4 presents the differences in the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to their length of service. The table shows the F-values and significance values (Sig.) for leadership contexts such as Recognition, Participation, Diversity, and Openness. Among these variables, only Participation has a significance value below the alpha level of 0.05, indicating a significant difference in this context based on the length of service of the respondents.

For Recognition, the F-value is 1.679, with a Sig. value of 0.177, which is not significant. For Participation, the F-value is 3.227, with a Sig. value of 0.026, which is significant, indicating that there are significant differences in participatory leadership capabilities among faculty members with varying lengths of service. In terms of Diversity, the F-value is 0.744, with a Sig. value of 0.528, which is not significant. For Openness, the F-value is 0.361, with a Sig. value of 0.781, which is also not significant.

The results indicate that length of service does not significantly influence leadership capabilities in the contexts of Recognition, Diversity, and Openness. However, there is a significant difference in the context of Participation, suggesting that faculty members with varying lengths of service exhibit different levels of participatory leadership. Therefore, the hypothesis which states, "There is no significant difference in the extent of the 21st-century leadership capability of faculty of business administration at selected public Higher Education Institutions (HEIs) in Sulu when data are grouped according to length of service," is accepted. This indicates that participatory leadership capabilities vary based on length of service, while other leadership capabilities remain consistent across all respondents at the selected HEIs in Sulu.

Table 3.4 *Difference in the Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu when Data are Grouped According to Length of Service*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Recognition	Between Groups	.303	3	.101	1.679	.177	Not Significant
	Within Groups	5.767	96	.060			
	Total	6.069	99				
Participation	Between Groups	.625	3	.208	3.227	.026	Significant
	Within Groups	6.199	96	.065			
	Total	6.824	99				
Diversity	Between Groups	.165	3	.055	.744	.528	Not Significant
	Within Groups	7.109	96	.074			
	Total	7.274	99				
Openness	Between Groups	.084	3	.028	.361	.781	Not Significant
	Within Groups	7.469	96	.078			
	Total	7.554	99				

Note. * Significant at alpha 0.05

3.5 According to Educational Attainment

Table 3.5 presents the differences in the extent of the 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu when data are grouped according to educational attainment. The table shows the F-values and significance values (Sig.) for leadership contexts such as Recognition, Participation, Diversity, and Openness. All significance values are above the alpha level of 0.05, indicating no significant differences in the extent of leadership capabilities based on the educational attainment of the respondents.

For Recognition, the F-value is 0.338, with a Sig. value of 0.851, which is not significant. Similarly, for Participation, the F-value is 1.398, with a Sig. value of 0.240, which is also not significant. In terms of Diversity, the F-value is 0.489, with a Sig. value of 0.744, which is not significant. For Openness, the F-value is 1.613, with a Sig. value of 0.177, which is also not significant.

These findings imply that educational attainment does not significantly influence the extent of leadership capabilities in the contexts of Recognition, Participation, Diversity, and Openness. Therefore, the hypothesis which states, "There is no significant difference in the extent of the 21st-century leadership capability of faculty of business administration at selected public Higher Education Institutions (HEIs) in Sulu when data are grouped according to educational attainment," is accepted. This indicates that leadership capabilities remain consistent across all respondents at the selected HEIs in Sulu, regardless of their educational background.

Table 3.5 *Difference in the Extent of the 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (Heis) in Sulu when Data are Grouped According to Educational Attainment*

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Recognition	Between Groups	.085	4	.021	.338	.851	Not Significant
	Within Groups	5.984	95	.063			
	Total	6.069	99				
Participation	Between Groups	.379	4	.095	1.398	.240	

Diversity	Within Groups	6.445	95	.068			Not
	Total	6.824	99				Significant
	Between Groups	.147	4	.037	.489	.744	Not
	Within Groups	7.127	95	.075			Significant
Openness	Total	7.274	99				
	Between Groups	.480	4	.120	1.613	.177	Not
	Within Groups	7.073	95	.074			Significant
	Total	7.554	99				

Note. * Significant at alpha 0.05

4. Is there a significant correlation among the sub-categories subsumed under the extent of 21st century leadership capability of faculty of business administration at selected public higher education institutions (HEIs) in Sulu?

Table 4 presents the correlations among the sub-categories subsumed under the extent of 21st-century leadership capability of faculty of Business Administration at selected public higher education institutions (HEIs) in Sulu. The computed Pearson correlation coefficients (Pearson r) between these variables are significant at alpha 0.01, indicating statistically significant relationships among the sub-categories.

The degrees of correlation among the sub-categories are as follows:

1. A moderate positive degree of correlation exists between Recognition and Participation ($r = 0.437$), suggesting a meaningful association between faculty members' ability to recognize their colleagues' contributions and their ability to foster participation in leadership activities.
2. A high positive degree of correlation is observed between Recognition and Diversity ($r = 0.629$), indicating a strong link between recognizing others' efforts and valuing diversity within the institution.
3. A moderate positive degree of correlation is found between Recognition and Openness ($r = 0.404$), suggesting that recognition and openness are positively associated but less strongly than recognition and diversity.
4. A high positive degree of correlation exists between Participation and Diversity ($r = 0.588$), reflecting a strong connection between fostering participation and promoting diversity among faculty members.
5. A moderate positive degree of correlation is observed between Participation and Openness ($r = 0.421$), indicating a meaningful relationship between encouraging participation and maintaining openness.
6. A high positive degree of correlation is found between Diversity and Openness ($r = 0.565$), emphasizing a strong association between promoting diversity and maintaining openness in leadership practices.

These findings suggest that the sub-categories of the 21st-century leadership capability are significantly correlated, with moderate to high positive relationships observed among them. This implies that improvements in one sub-category, such as Recognition, Participation, Diversity, or Openness, are likely to positively influence the others.

Therefore, the hypothesis which states, "There is no significant correlation among the sub-categories subsumed under the 21st-century leadership capability of faculty of Business Administration at selected public Higher Education Institutions (HEIs) in Sulu," is rejected. These results indicate that the sub-categories are interrelated and collectively contribute to the overall leadership capability of the faculty.

Table 4 *Correlation Among the Sub-Categories Subsumed Under the extent of 21st Century Leadership Capability of Faculty of Business Administration at Selected Public Higher Education Institutions (HEIs) in Sulu*

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Recognition	Participation	.437**	.000	100	Moderate
	Diversity	.629**	.000	100	High
	Openness	.404**	.000	100	Moderate
Participation	Diversity	.588**	.000	100	High
	Openness	.421**	.000	100	Moderate
Diversity	Openness	.565**	.000	100	High

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

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