

# Transformational Leadership Styles: Impact to Pedagogical Strategies of Hospitality and Tourism Management Educators in Nueva Ecija

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## Abstract:

This study aims to determine the transformational leadership style towards its impact to pedagogical strategies of Hospitality and Tourism Management Educators in Nueva Ecija. Educators' commitment is autonomy to the implementation of teaching and learning with the utilization of varied pedagogical strategies to meet the objectives and satisfy learning needs. The 33 HTM educators are the main respondents of the study using total enumeration sampling method. The researcher used descriptive correlation research design. Based on the results, show that majority of the HTM educators in Nueva Ecija were 30 to 39 years old, female and single. They reach highest education as masters' degree holder with current position of Instructor I-IV and they were teaching for almost five to 15 years. The findings revealed that HTM educators had strongly agreed that they are transformational and they were commonly utilized project-based strategies. As shown, years of teaching service have  $f = 9.67$ ,  $sig = 0.04$ . It was found out there is a significant relationship on the profile and transformational leadership style. Furthermore, the study found that highest educational attainment  $F = 0.861$ ,  $sig = .341$  and years of teaching service  $F = 0.771$ ,  $sig = .650$ , had significant relationship with the pedagogical approaches. Based on the data gathered, the transformational leadership had impact to pedagogical approaches of HTM educators in term of understanding learning needs related to the vision and mission.

**Keywords —Hospitality and Tourism Management Educators, Impact, Pedagogical Strategies, Project-Based Style, Transformational Leadership Style.**

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## I. INTRODUCTION

A transformational leader-educator encourages learners to develop their potential, to continuously grow and change that can be useful even beyond the corporate world. Transformational leadership styles help educators to motivate and innovate with classroom settings and to find solutions to conflicts within educational organization because transformational leadership styles help the teams improve their performance. Several studies mentioned that transformational leaders always push team members to get creative and innovative, encourages differences, fosters participation in school decisions, emphasizes

morals, communication and authenticity, and allows students to make their own decisions and have autonomy. A transformational educator always find way for students to share their view points through open and effective communication that can help them to improve their understanding. In addition, this transformational leadership style helps the teachers to better understanding diverse learning in satisfaction to utilized appropriate and varied pedagogical strategies towards better learning performance.

Strong transformational leadership will increase teachers trust that can significantly enhance their commitment to give their best

specifically in teaching and learning process towards better academic performance. Their teaching and learning instructions will be regarded as a form of stimulation and encourage participation. Educators can influence learners' attitude and behavior towards any pedagogical strategies given [1]. Additionally, transformational leadership has been one of the most influential leadership models applied to education instructions[2].

Educators' commitment is autonomy to the implementation of teaching and learning with the utilization of varied pedagogical strategies to meet the objectives and satisfy learning needs.

The actions of educator-leaders impact school capacity and may either or diminish students' achievement. School capacity is defined as the collective power of a school to raise students' achievement. The effective educational leader is one who has the ability to develop a capacity to enhance student learning through motivation, engagement and participation. Educators must have or be able to develop the capacity to work with all members of the school community that focus on curriculum, instruction and students learning gains [3].

Transformation leadership styles have four elements namely: Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration serves a particular role in driving organizational innovation. The study also revealed that as an organizational climate, Open System has a strong and positive relationship with product innovation [4].

Thus, pedagogical strategies play a vital role towards better learning performance because it is a methodology and strategies of how teachers approach teaching and learning using a specific curriculum with specific learning objectives and competencies. Effective pedagogical strategies must be designed with the learner in mind in order to maximize learning participation and engagement to achieve mastery of the topic and improved students' outcome

The purpose of transformational teaching is based the instructors' pedagogical strategies to effectively deliver instruction. Transformational educators help students become meta-critical, competent, and skilled specifically in achieving learning goals and competencies.

Hence, transformational educators utilized varied pedagogical approaches such as inquiry-based learning, service learning and project-based learning. This type of pedagogical strategies helps the students to be more engage and actively participate in learning as the key to transformational learning [5]

In the notion above, the researcher aims to determine the impact of transformational leadership styles to pedagogical strategies of Hospitality and Tourism Management (HTM) educators in Nueva Ecija.

#### *Objectives of the Study*

The study aims to determine the impact of transformational leadership style to pedagogical strategies of HTM educators in Nueva Ecija.

Specifically, it sought to answer the following questions:

1. How may the profile of HTM educators be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status;
  - 1.4. highest educational attainment;
  - 1.5. position/rank; and
  - 1.6. no. of years in teaching HTM?
2. How may the transformational leadership styles of HTM educators be described in terms of:
  - 2.1. Intellectual Stimulation;
  - 2.2. Inspirational Motivation;
  - 2.3. Individual Consideration; and
  - 2.4. Idealized Influence?
3. How may the pedagogical strategies of HTM educators be described in terms of:

- 3.1. Inquiry-based;
- 3.2. Experiential;
- 3.3. Project-Based;
- 3.4. Cooperative; and
- 3.5. Service learning?

4. Is there a significant relationship between the profile and transformational leadership styles of HTM educators?

5. Is there a significant relationship between the profile and pedagogical strategies of HTM educators?

6. What is the impact of transformational leadership style to pedagogical strategies of HTM educators?

**Hypothesis of the Study**

- 1. There is no significant relationship between the profile and transformational leadership styles of HTM educators.
- 2. There is no significant relationship between the profile and pedagogical strategies of HTM educators.

**II. RESEARCH METHOD**

The researcher used descriptive correlation research design to described and correlates the impact of transformational leadership styles and pedagogical strategies of HTM educators.

The respondents are the 35 HTM educators in Nueva Ecija and they were chosen using total enumeration sampling method.

With regards to the instrument of the study, the researcher was personally developed survey questionnaire using several researches related as reference in the development. And before administration of the survey, the researcher tested first the research instrument to ensure validity and reliability.

Then, after validation, the researcher was personally administered survey so that to ensure that he collected honest responses from the

respondents. He discussed and explained the importance of the study and ensured that all personal data are kept confidential and are used only for the purpose of the study.

The survey questionnaire consisted of Four-point Likert scale as shown below:

TABLE 1  
RATING SCALE

Rating Scale	Weights Assigned	Interpretation	Description
4	3.25 – 4.00	Always	Strongly Agree
3	2.50 – 3.24	Sometimes	Agree
2	1.75 – 2.49	Seldom	Disagree
1	1.00 – 1.74	Never	Strongly Disagree

And all the data gathered were recorded, tabulated, tested and analysed with the used of SPSS tool.

**III. RESULTS AND DISCUSSION**

**1. Profile of Hospitality and Tourism Management Educators**

TABLE 2  
PROFILE OF RESPONDENTS

Profile	Frequency	Percentage (%)
<b>AGE</b>		
Below 30 years old	5	14.29
30 to 39	12	34.29
40 to 49	9	25.71
50 and above	9	25.71
<b>Total</b>	<b>35</b>	<b>100</b>
<b>SEX</b>		
Male	16	45.71
Female	19	54.29
<b>Total</b>	<b>35</b>	<b>100</b>
<b>CIVIL STATUS</b>		
Single	19	54.29
Married	16	45.71
<b>Total</b>	<b>35</b>	<b>100</b>
<b>HIGHEST EDUCATIONAL ATTAINMENT</b>		
Earned MA/MS Units	4	11.43
MA/MS Graduate	23	65.71
Earned PhD/EdD Units	5	14.29
PhD/EdD Graduate	3	8.57
<b>Total</b>	<b>35</b>	<b>100</b>
<b>POSITION/RANK</b>		
Instructor I-IV	22	62.86
Assistant Prof. I-IV	5	14.29
Associate Prof. I-IV	6	17.14
Professor	2	5.71
<b>Total</b>	<b>35</b>	<b>100</b>
<b>YEARS IN TEACHING EXPERIENCES</b>		
Below 5 years	2	5.71
5 to 15years	25	71.43
16 to 25 years	5	14.29
Above 25 years	3	8.57
<b>Total</b>	<b>35</b>	<b>100</b>

Table 2 shows the data in terms of respondents' profile. As shown, majority of the HTM educators in Nueva Ecija were 30 to 39 years old, female and single. They reach highest education as masters' degree holder with current position of Instructor I-IV and they were teaching for almost five to 15 years.

The findings meant that HTM educators in Nueva Ecija, are young professionals, and they are experts in the field they were teaching not only because they served for almost five years but also they are masters' degree holder in the field of specialization considering that they are capacitated and competent in their teaching profession.

Thus, the profile variables of HTM educators it may give substance to the study. It varies to the transformational leadership style and pedagogical strategies such as age, gender, civil status, educational attainment and alike.

**2. Transformational Leadership Styles of HTM Educators**

TABLE 3  
TRANSFORMATIONAL LEADERSHIP STYLES

Transformational Management Leadership Styles	Weighted Mean	Interpretation
Individual Consideration	3.82	Strongly Agree
Intellectual Stimulation	3.72	Strongly Agree
Inspirational Motivation	3.92	Strongly Agree
Idealized Influence	3.26	Strongly Agree
<b>Overall Weighted Mean</b>	<b>3.68</b>	<b>Strongly Agree</b>

Table 3 shows the data on the transformational leadership styles of HTM educators. As show, the overall weighted mean got 3.68 and verbally interpreted as "Strongly Agree". Inspirational Motivation got the highest weighted mean of 3.92 and Idealized Influence got the lowest mean of 3.26 but still both interpreted as "Strongly Agree".

The findings revealed that HTM educators had strongly agreed that they are transformational educators. They actively motivate and engage

learners in learning as they develop they cognitive skills, higher-order thinking skills and build confidence. Furthermore, HTM educators, always encourage learners to focus on learning, to recognize and value motivation, desires and needs to achieve their goals and towards better outcome. Moreover, transformational leadership is found to be very substantial in transforming educations for the better change. They always explain the goals and strategies to improve understanding on how to achieve the set standards. Transformational leadership should be prioritized to develop individuals by means of explaining and strategies to improve understanding on how to achieve mission and visions [6].

**3. Pedagogical Strategies of HTM Educators**

TABLE 4  
PEDAGOGICAL STRATEGIES

Pedagogical Strategies	Weighted Mean	Interpretation
Inquiry-Based	3.35	Always
Experiential Learning	2.23	Seldom
Project-Based	3.78	Always
Cooperative	3.45	Always
Service Learning	2.56	Sometime
<b>Overall Weighted Mean</b>	<b>3.07</b>	<b>Sometimes</b>

Table 4 presents the data on the pedagogical strategies of HTM educators in teaching. As shown, the overall weighted mean got 3.07 and verbally interpreted as "Sometimes". Project-Based strategies got the highest mean of 3.78 and verbally interpreted as "Always" while experiential learning got the lowest mean of 2.23 and verbally interpreted as "Seldom".

The findings revealed that HTM educators commonly utilized project-based strategies. Because HTM educators believed that students acquire a deeper understanding and actively participate through active exploration of real-world challenges and problems.

As the students acquire deeper understanding and can response to the complex of questions, challenges and problems.

Thus, the students develop deep content knowledge as well as critical thinking, collaboration, creativity and communication.

**4. Relationship between the Profile and Transformational Leadership Styles of HTM Educators**

TABLE 5  
CORRELATION BETWEEN PROFILE AND TRANSFORMATIONAL LEADERSHIP STYLES

Profile	F	sig	Verbal Interpretation
Age	2.84	.16	NS
Sex	0.47	.51	NS
Civil Status	1.22	.34	NS
Highest Educational Attainment	3.44	.07	NS
Position/Rank	0.33	.80	NS
Years of Teaching Service	9.67	0.04	S

S-Significant

NS-No Significant

Table 4 presents the data on the significant relationship between profile and transformational leadership style of HTM educators. As shown, years of teaching service have  $f= 9.67$ ,  $sig = 0.04$ . It was found out there is a significant relationship on the profile and transformational leadership style. Other profile variables such as age, sex, civil status, highest educational attainment and position/rank have no significant relationship.

The findings meant that the longer the years in service the better their transformational leadership styles of HTM educators. Teaching experience is the service gained by the teachers in teaching in either public or private. It may help learners and teachers as well in development and enhancement of students 'academic performance. Many people believe that "experience is the best teacher". Experience matters, but more is not always better.

The influence of experience is strongest during the first few years of teaching; after that, marginal returns diminish. A number of Center for Analysis of Longitudinal Data in Education Research (CALDER) studies confirmed findings from existing research that, on average, brand new teachers were less effective than those with some experience under their belts [7].

**5. Relationship between the Profile and Pedagogical Strategies of HTM Educators**

TABLE 6  
CORRELATION BETWEEN PROFILE AND PEDAGOGICAL STRATEGIES

Profile	F	Sig	Verbal Interpretation
Age	2.984	.154	NS
Sex	1.053	.329	NS
Civil Status	0.215	.892	NS
Highest Educational Attainment	0.861	.341	S
Position/Rank	0.315	.624	NS
Years of Teaching Service	0.771	.650	S

S-Significant

NS-No Significant

Table 5 present the data on the relationship between the profile and pedagogical strategies of HTM educators. As shown, highest educational attainment  $F = 0.861$ ,  $sig .341$  and years of teaching service  $F= 0.771$ ,  $sig = .650$ , had significant relationship with the pedagogical approaches. While age, sex, civil status and position/rank have no significant relationship with pedagogical approaches.

The findings meant that there are significant relationship between highest educational attainment and years of teaching service on the pedagogical approaches of HTM educations. This concluded that the higher the educational attainment and the longer their teaching service the better their pedagogical approaches of HTM educators.

In the study reported that teacher education plays a crucial role in structuring present systems of society and shaping the future of nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend much upon the quality of teachers [8].

Furthermore, teaching experience is positively associated with the student achievement. The gains from experience are highest in teachers' initial years. Teachers always think and plan what pedagogical approaches are best in every topic/lesson they are being discussed. There are different pedagogical approaches that teachers can

apply in different learning situations. Some use varied approaches but some cannot because they depend on the diversity of learning [9].

#### 6. Impact of Transformational Leadership Style to Pedagogical Approaches of HTM Educators

Based on the data gathered, the transformational leadership had impact to pedagogical approaches of HTM educators in term of understanding learning needs related to the vision and mission. These leadership style helps teachers to establish shared vision for a course by means of providing modelling and mastery experiences. It also helps them to create experiential lessons and promoting reflection and reflection toward encouraging learners to actively participate in learning.

Transformational teaching is about employing strategies that promote positive changes in students' lives. Teachers' may conceptualize instructions that guide students to achieve learning goals and competencies [10].

#### IV. CONCLUSIONS

The HTM educators in Nueva Ecija, are young professionals, served for almost five years and with masters' degree holder in the field of specialization.

They had strongly agreed that they are transformational educators, with transformational leadership styles of inspirational motivation, individual consideration, intellectual stimulation and idealized influence whereas they commonly utilized Project-Based Strategies.

Therefore, Transformational leadership styles had impact to pedagogical approaches of HTM educators in term of understanding learning needs related to the vision and mission. These leadership style helps teachers to establish shared vision for a course by means of providing modelling and mastery experiences.

Based on the findings and conclusions of the study, it is recommended for educators not only

HTM to adopt transformational leadership on the pedagogical approaches of teachers. Educators may adopt transformational leadership style to enhance learners' motivation and morale towards better performance.

#### ACKNOWLEDGMENT

The author would like to extend his acknowledgement to all the persons behind the success to finish his piece of work. To his family, friends, colleagues, respondents and superiors.

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